SwitchedOn Education

TEACHER'S GUIDE

GRADE R | WORKBOOK 1





Sample

Name: _____

Date: _____

– WELCOME –
BACK TO SCHOOL

Welcome Teacher, this is a new year, and a new beginning .
This guide will help you to explain to the students what to do and how to do it.
Students may forget what you said, they may forget what you did, but students will never forget how you made them feel. Be that teacher the makes a difference in each student's life.

A well-organised and well-stocked classroom is important for effective learning to take place.

Learning areas

The classroom should be divided into learning areas. Students will work at these areas, so you need to provide seating and working space.
Learning areas allow the learners to develop skills including:



- Working independently
- Working with others'
- Decision making
- Responsibility

Do not place all your equipment in the learning area. Rather place less equipment and change it on a weekly basis. This will ensure that the students practice different skills and that they do not get bored. The list below suggests the types of items that you can put in the learning area.

The theme table

This table is very important. It reflects the theme you are teaching. It should be against the wall and close to the place where you and the learners sit for group work. The wall will be used for posters, pictures and flashcards related to the theme. Your learners will enjoy preparing and contributing to the table with you.

Preparing a theme table

Place a coloured tablecloth on the table. The tablecloth should relate to the theme, e.g., blue for an ocean theme. Create a backdrop by displaying posters and pictures that relates to the theme on the wall. Make a theme label, e.g., what spring brings. Place artificial models and books on the table use neatly printed flashcards to label the items on the table.

The fantasy area (imagination area)



- Old clothes, shoes, and hats.
- Household items such as telephones, old computers, pots, and pans.
- Dolls.

The literacy area



- Wax crayons
- Pencils
- Paper (a variety)
- Chalk and chalkboards
- Tracing pattens cards
- Puppets
- Story cd's
- Old telephones

The creative area

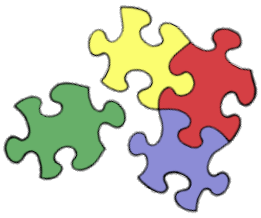


- Crayons
- Pastels
- Paint
- Sponges
- Mopping-up cloths (for spills)
- Playdough
- Glue
- Wool
- Fabric scraps
- Paper

The science table

This table encourages the learners to explore, experiment and discover. It is well suited to science, math and technology concepts and phenomena.

The construction area. (Building numeracy)



- Threading beads
- Blocks
- Puzzles
- shapes
- Buttons
- Pegboards

The literacy corner

A bookshelf is needed. Have a variety of reading material. E.g., pictures, pop-up stories, poetry, magazines, newspapers. The library corner should be welcoming and comforting. Place a carpet and pillows in the area.

Sample

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Equipping your classroom

Stocking your classroom with good quality equipment does not have to cost a lot of money. On this page we show you how to do it.

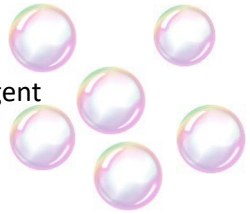
Puff paint



- 2 parts shaving cream
- 1 part wood (white) glue
- Food colouring

Mix together and place in a squeeze bottle.

Iridescent soap bubbles



- 1 cup water
- 2 tablespoons liquid detergent
- 1 tablespoon glycerine
- ½ teaspoon sugar

Mix together.

Chunky rainbow crayons

Little fingers benefit from using chunky crayons. Don't throw away old crayons. Remove the paper from the crayon and melt them slowly over a low heat. Pour into metal or silicone cookie trays or in ice cube trays. When the wax sets pop them out of the trays.

Finger paint



- 1 cup cold water
- 2/3 cup dry starch
- 3 cups boiling water
- 1 cup soap flakes (graded sunlight soap)
- A few drops of oil of cloves (available at the chemist)
- Food colouring

Dissolve the starch in cold water over a low heat. Smooth out any lumps and add the boiling water. Keep stirring until the mixture thickens. (Do not allow to boil.)

Flannel board

- 1 large, strong cardboard box
- Staples, split pins, or glue
- Felt

Cut the top and bottom flap from the box. Cut the box along one side seam to open it up. Overlap the two ends to form a triangle. Staple, glue or fasten the overlapping sides with felt. You can magnetise one side of the flannel board by inserting an old baking tray between the cardboard and the felt.

Threading games

A couple of packets of macaroni, spray painted in four or five different colours will provide enough "beads" to complete colour sequencing activities. Use shoelaces or pieces of string cut to length.

Soft playdough



- 1 cup of flour
- 2 tsp cream of tartar
- ½ cup salt
- 1 tbsp cooking oil
- 1 cup water
- Food colouring.

Mix food colouring with the water first. Then add the cooking oil and water to the pot and mix well. Cook over a low to medium heat until the dough starts to form and become dry. Once it starts to form a ball take it off the heat. Once cool, knead for 5 minutes.

Store in a plastic container.

Soft non-cook playdough



- 1 cup flour
- ¼ cup salt
- ½ cup hot water
- 2 tbsp oil
- Food colouring

Mix all the ingredients together and knead for 5 minutes.

Store in a plastic container.

Glue

- 1 teaspoon flour
- 2 teaspoons corn-starch (Mazina)
- ¼ teaspoon alum (available at the chemist)
- 1/3 cup water

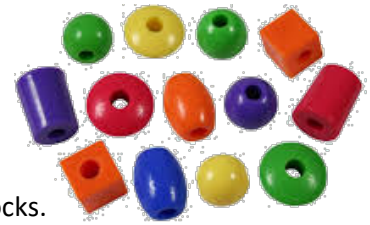
Mix the dry ingredients and add the water slowly while stirring out the lumps. Cook in a double boiler over low heat. Remove from the heat when the paste thickens and store in a jar. Thin with water as and when you use it.

Glitter paint



- 1 cup mixed paint
- 8 teaspoons salt. Mix well

Counters



Bottle caps,
Buttons,
Cotton reels,
Acorns,
Pasta
Paper clips or rocks.

Anything that can be picked up by little fingers can be used as counters.

Sample

The daily planner



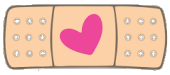
The daily planner helps you plan your learning activities and organise your time with your learners. It ensures that the school day is varied and stimulating and creates a sense of predictability which makes the learners feel secure in the school environment.

Make sure you arrive at school before your learners do. Prepare the learning area tables with the relevant materials and activities you have planned for the day.

Arrival time (15-30 minutes)

- Greet the learners as they arrive. Make sure that they neatly pack away their bags, jackets, jerseys and coats in their lockers.
- Allow learners to quietly complete puzzles and games, read books and draw pictures at their tables while they wait for their friends to arrive.
- Take time to speak to, and provide feedback to parents and caregivers. Discuss concerns, if you have any, and also give them positive feedback. Let them know what the learners are learning about.

Health check(10 minutes)



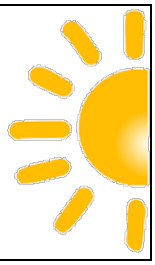
You as teacher are in charge of the education of the learners in you classroom.
You are also responsible for the emotional and physical well-being while they are in your care. Spend some time asking learners how they are. Let them show you their scars, bruises and plasters. Ask them what caused the injury. Run a head-to-toe health check on each learner and record any signs of illness and neglect.
Recording this information is vitally important. Neglect and abuse are very often repeated against children and a pattern emerges. Accurate recordings of your observation could make a big difference to the welfare of the learner.

The calendar

The morning circle is also a time to look at the calendar. A simple desktop calendar hanging on the wall will work well. Let the learners find the day on the calendar and let one of them cross through the block.
The calendar provides great numeracy learning opportunities. Ask the learners to look at:

- The date (the numeral) and read it.
- Count the days that are crossed out.
- Say how many days have passed this month.
- Count the open days.
- Say how many days are left in the month.
- Count how many days to the weekend.

Morning circle (10-15 minutes)



This happens at the beginning of the school day. All the learners gather on the carpet. There are various greeting songs that you can sing at this time.
It will settle and focus the learners for the day.

The weather poster

At this time, you will work with the weather poster. Because you'll be using this poster daily, display it near the carpet at the reading level of the students. Ask the following questions.

- What are you wearing?
- Why are you wearing those clothes?
- What does the sky look like?
- Can you find the picture that shows us the weather for today?
- Can you find the word that says hot, cold, etc.?
- What day is it today?
- What day was it yesterday?
- What day will it be tomorrow?
- Can you find the word that says Monday, Tuesday etc.?

Ask questions like, what is the weather like today?



Sample

Morning circle (10-15 minutes)

This happens at the beginning of the school day. All the students gather on the carpet. There are various pack away songs that you can sing at this time. This will settle and focus the students for the day.

Clean up song
Clean up,
Clean up,
Everybody, everybody
Clean up,
Clean up,
Everybody do their share.



Let's help song
(Sung on the tune of Frere Jacques.)
Let's all help
Let's all help
Pick up the toys
Pick up the toys
Then when you are done
We'll have lots of fun
Let's all help
Pick up the toys.



Music and movement

This is a fun time that encourages group participation, but it should still be a carefully planned activity.
For instance, on some days the students can move freely to music while on other days you can teach them a dance.

These activities can be included during this time:

- Walking, running, skipping, marching, and hopping
- Dancing
- Dining
- Body percussions – clapping, stamping, finger clicking, etc.
- Listening for appreciation
- Instrument work

Types of stories to use:

- Fantasy stories, factual stories
- Animal stories
- Life like stories, e.g., stories that deal with living with HIV and AIDS
- Humorous stories
- Counting stories
- Alphabet stories
- Cartoon-style book
- Pop-up books
- Traditional stories, class-made books.



Snack time (10-15 minutes)

The students should eat in a relaxed and quiet environment. They should sit and talk quietly. Observe the students' eating habits as this could alert you to the onset of illness. Encourage them to practice good manners while eating.

Work time

Before the students arrive at school set up your learning areas for the day. Carefully plan the activities you set out. Make sure that they relate to the theme and that they fulfill the Assessment standard and milestones that you are working towards.
Plan this time so that there is one teacher-directed activity for you to do (work with small groups of six to eight learners at a time) while the rest of the class has four independent activities to do on their own.
Begin the session with an activity that introduces, building on extends concepts and skills with the context of the theme you are working with. You can use a poster, story discussion, rhyme, or song.
Next, explain the different activities you have set up at each of the learning areas.
Make sure that the learners know how many of them can work at an area at any time. Let the students choose the activity they want to start with. They can rotate between the tables in their own time.

Be and active facilitator

- Observe
- Ask open-ended questions
- Support learners (especially those with barriers to learning)
- Help them resolve conflicts

Story time (45-55 minutes)

Introduce the story with an activity that helps learners calm down and participate for the story. Learners can sit on the carpet and if you have small cushions allow them to bring them to the floor. Do some stretches or say a rhyme.
Begin the story. If the stories have pictures, ask the learners to look at the pictures and predict the story. Read or tell the story. Stop reading at regular intervals to ask questions. Get learners to predict what will happen or make their own conclusions. Change your voice to keep the students interested. Use props like puppets and toys to dramatize the story.
Conclude by asking questions and planning an activity. The students could dramatize, roll play, draw pictures, make their own books, or sequence card that relate to the story.

Sample

Stationary list – Grade R

1 x ID sized photos-(1 for students records file)
1 x Chair bag
1 x Plastic or wooden book holder for workbooks
1 x Space case
4 x Long Gray HB pencils
1 x Metal sharpener
1 x Pritt (glue)
1x Ponal wood glue (120ml)
1 x Blunt nose scissors
2 x Big erasers
2 x Packets of wax crayons (12+12 = 24 crayons)
1 x Colouring book
1 x Water paint
1 x Play dough
1 x 60-70 Piece puzzle (please mark every piece of the puzzle, students tend to have the same puzzles)
1 x Pack of wet wipes
1x Box of tissues
1 x Medium bubble bath or liquid hand wash soap (for washing little hands)
1 x Facecloth
1 x Plastic cup **(with a handle)**
1 x Plastic plate
1 x Empty 2L ice cream tub with its lid (to store the students extra stationary until he/she needs it.)
1 x Soccer ball

PLEASE MAKE SURE THAT ALL YOUR CHILD'S ITEMS ARE CLEARLY MARKED!!

Teacher _____.

Contact number _____.

Sample

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Health check signs to watch out for.		
Signs to watch out for	**What it may indicate**	**What to do**
▪ Injuries over a period of time. ▪ Injuries at various stages of healing ▪ Cuts, bruises, burn marks, abrasions and fractures which cannot be explained ▪ Obvious pain, often	Physical abuse	Apply the following procedures if you suspect some form of child abuse: 1. Gather information about your suspicion without implicating any person. 2. Document your information in a file. (e.g. information from the learner, information from other learners and/or parents, and reports from parents and educators.) 3. Treat this information as highly confidential. (all information gathered must be placed in a separate file and stored in a strong-[illegible]or safe.) The information must no[illegible]be discussed with other [illegible]achers, learners, or parents. 4. Report your suspicions to your [illegible]chool principal who will contact the relevant role players.
▪ The child does not grow ▪ Weight loss ▪ Pale and emaciated ▪ Constant vomiting and/ or diarrhoea ▪ Does not reach developmental milestones with normal age-range	Neglect (could be due to economic factors)	
PAIN ▪ Unusual itching of genetals or anal area ▪ Sexually transmitted diseases ▪ Difficulty sitting or walking ▪ Regular urinary infection ▪ Continual irritation and/or mouth sores (the result of forced oral sex.)	Sexual abuse	
Bedwetting ▪ Soiling ▪ Continual complaints of headaches, nausea and/or stomach pain for which [illegible]ere is no physical cause.	Emotional [illegible]buse	

Accident/incident report form

The accident/ incident report form must be completed if a child gets hurt during school hours.

Sample

Suspected child abuse report	
Name of reporter:	
Date of report:	
Contact number:	
Name of the student:	
Age of the student:	
Reason for suspected child abuse:	

Sample

Suspected child abuse report	
Name of reporter:	
Date of report:	
Contact number:	
Name of the student:	
Age of the student:	
Reason for suspected child abuse:	

Accident/Incident Report Form

Students name:	
Students grade:	
Students date of birth:	
Location of incident:	

Teacher responsible for student:	
Teacher present when accident happened:	

Result of Accident/Incident					Incident information	
Head			Left	Right	Incidents description	
Face		Shoulders				
Neck		Arm Pit				
Upper Lip		Upper Arm				
Lower Lip		Lower Arm			Activity leading to incident	
Teeth		Elbow				
Tongue		Wrist				
Nose		Hand				
Fingers		Buttocks				
Toes		Hip				
Upper Back		Thigh				
Lower Back		Lower Leg				
Chest		Knee				
Abdomen		Ankle			Witness name and contact number	
Pelvis/Groin		Eye				
Other		Ear				

Sample

Supervisor name:	Reported to:	Date of report:
Supervisor signature:	Time of incident:	Date of incident:

Additional information:

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Term One:

Week 9: "I have called you by name, you are Mine" Isaiah 43:1

Term Scripture: Psalm One.

Theme: Germs

Day One: Monday.

Welcome Teacher, this is a new week, and a new beginning
This guide will help you to explain to the students what to do and how to do it.
You are there to make a difference in each student's life and be a Godly example for them.

Introduction: 07:30 until 08:00.

Take attendance of the students in class.
Ask how their weekend was and how each student slept.
Take the students to the bathroom and let them wash their hands.

Devotions, I Am Confessions and Prayer: 08:00 until 08:15

I am happy.
I am friendly.
I am helpful.
I am kind.
I am loving.
I am caring.

Revision: the days of the week, months of the year and the seasons of the year:

08:15 until 08:30.

- Days of the week. (Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday).
- Months of the year. (January, February, March, April, May, June, July, August,
- September, October, November, and December).
- Four Seasons. (Spring, Summer, Fall, and Winter).

➢ Teacher while the students are saying these, please let them do Bilateral coordination.
Sit in the chair and lift your right knee, touch your right knee with your left elbow. Then do the opposite side. Alternating side to side, almost like you are marching.

Introduce: 08:30 until 08:45

- Number zero to Twenty (Teacher let the students draw the number in the air and you as Teacher trace the number on each student's back with a seamstress tracing wheel).
- Give each student a piece of playdough and let them form the number "0" to "20" with the playdough.
- The letter "E" for Emily Elephant (Give each student a turn to write the letter "E" in the flour/sand sensory tray please see to it that the students are forming the letters correctly.

Sample

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You as Teacher trace the letter on each student's back with a seamstress tracing wheel).

- Give each student a piece of playdough and let them form the letter "E" with the playdough.

The term Scripture for term one is Psalm One. A video of Psalm one is provided.

PSALM 1:

What does Psalms one say?
It says blessed, yes blessed
blessed is the man who walks not in the counsel
of the ungodly.
Blessed, yes blessed,
blessed is the man who stands not in the way
who sits not in the seat of the scornful.
But his delight is in the law of the Lord
and he will meditate it day and night.
He is like the tree
planted by the rivers
who brings forth fruit in his seaso
his leaves shall never wi er.
Whatsoever he does shall always p osp
The ungodly are n t so,
but they are like t chaff
that the wi b ws a y.
The ungodly will tand i the j dgement
nor sinn in the congregation
of th righteous.
But the ord n s the way of the righteous
And the ay o the ungodly shall perish.
Blesse is th who walks not in the counsel of the ungodly.

Pleas g and dance the song with the students.

Sample

Work activities: 08:45 until 10:00.

Bible Literacy: Two Pages.

(Lesson 33) Exodus 14:1-15:21.

Pharaoh let the Israelites leave Egypt after the terrible plagues on his people and his land. They headed southeast, in the direction of mount Horeb. the Red Sea was just ahead of the Israelites. Suddenly behind them were the Chariots of Egypt.

It didn't take Pharaoh long to realize that he had let all the slaves leave, he called 600 Chariots captains to lead the army of Egypt against the Israelites, Pharaoh wanted them back.

The Israelites were caught between Pharaohs army and the waters of the Red Sea. The people were scared! Then God commanded Moses to raise his shepherd staff over the sea. When he did, the water began to divide so the Israelites could walk through on dry land. The pillar of cloud moved between the Israelites and

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the Egyptians. That night the pillar of cloud looked different on the two sides. On the Israelites side it was light, but on the Egyptian side it was very dark. The Israelites were hidden from the Egyptians. Early the next morning the Israelites picked up all their possessions and marched between the two parts of the sea, which were like walls of water on either side.
The Egyptians try to follow them into the Red Sea, but God made the wheels come off their chariots, so they got stuck in the desert sand. Then, as they came between the two parts of the sea, God told Moses once more to stretch out his staff over the sea. This time the waves came rushing back, covering the Chariots, and drowning every horse and every Egyptian soldier.

Comprehension Test

1. Why did Pharaoh send his army after the Israelites? (Because he realized that he let all his slaves go.)
2. How many chariot captains led the army? (600 Chariot captains)
3. What was in front of the Israelites? (The Red Sea.)
4. What did God tell Moses to do? (To raise his shepherd staff over the sea.)
5. What happened when Moses raised his shepherd staff over the sea? (The water began to divide so the Israelites could walk through on dry land.)
6. What hid the Israelites from the Egyptians? (The pillar of cloud.)
7. What happened when the Egyptians try to follow the Israelites? (God made the wheels of their chariots come off and they got stuck in the desert sand.)
8. What did God tell Moses to do next? (Moses had to stretch out his staff and waves came rushing back, covering the chariots, and drowning the Egyptians.)

Work Piece:

- Colour the picture of Moses parting the red sea.

Work Piece:

- Colour the picture of Moses. Fold on the dotted lines and open and close the red sea.

Wigglers break

Carrie books - Pick up books and carry them across the room as you walk.

Math Literacy: Two Pages.

(Lesson 33)

Jasmin watered her flowers every day, because of that, the flowers grew beautifully. Jasmine loves flowers and she could not wait to count all the flowers in her garden. She planted purple, pink, red, yellow, blue, and orange flowers. Today she will try to count all the flowers in her garden.
The first flowers she would be counting was the purple flowers. She counted and counted some more and soon she knew how many flowers were in her garden.

Comprehension Test

1. What did Jasmine water every day? (Her flower garden.)
2. What were the colours of the flowers that she planted? (Purple, pink, red, yellow, blue, and orange.)
3. What was Jasmin going to do today? (Count all the flowers in her flower garden.)

Work Piece:

Sample

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- Count the flowers and colour the correct number.

(Lesson 33 continued).

Jasmine picked some of the flowers. She was going to give them to Mother. She picked 6 blue flowers, 5 orange and 7 pink flowers. She continued picking some more flowers. Next, she picked some yellow, purple, and red flowers. Soon she had a beautiful bouquet of flowers to give to her mom.
She skipped into the house, looking for her mother. Her mother was busy folding the laundry in the laundry room. Jasmine held the flowers behind her back, as she skipped into the laundry room.
Mother loved the bouquet of flowers; she gave Jasmine a big hug and went into the kitchen to go and put the flowers in a vase with water.
Jasmine was glad that she made her mother so happy, she thanked God for making the flowers grow so beautifully.

Comprehension Test

1. What did Jasmin do? (She picked some flowers for mother.)
2. Where did Jasmine find Mother? (In the laundry room.)
3. What was Mother busy doing? (Folding the laundry.)
4. What did Mother put the flowers in? (In a Vase with water.)

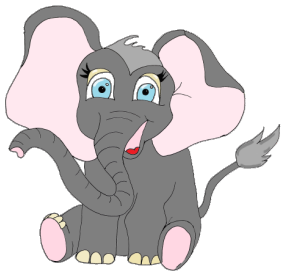
Work Piece:

- Count the flowers and write how many flowers there are with your blue colour.

Break-Time: 10:00 until 10:25
Bathroom Routine: 10:25 until 10:30
Work Activities 10:30-12:00

- Teacher after the students have completed these work activities, please count with them from zero to twenty on the number tractor.

Animal Sound:



Emily Elephant

Emily the elephant put on a show
she wants to join the Circus
but her friends said please don't go.

Sing and dance the songs for:
A to D-sound and Egan Egal/Emily Elephant

*Please take special note of the symbol on top of each letter we learn.

Sample

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Animal Story and Song:

Emily Elephant: Story.

"Look, children! Look! Here comes Smarty pants the funny clown. Three cheers for Smarty pants the clown." Mrs. Primrose said.

Smarty pants the clown came to the school on the nature reserve. He had a riddle for all the students in the Primary school:

"Where was I?

I saw clowns that were tumbling,
Bands were playing big drums rumbling.
Seals with tossing balls about,
Monkeys were swinging in and out.
Acrobats were swinging high, elephants parading by.
Can you tell me where I was?"

All the students shout, "The circus!"

"That is correct my little friends," Smarty pants answered while he was juggling four different coloured balls. "The circus is in town. Come one, come all, come and see the show, the circus is in town! And you are all invited to come see tonight's show." Smarty pants handed each student a ticket for the evening show.

Yasmin Yack was grazing nearby when she heard the commotion, she quickly moved closer, that is when she heard, Smarty pants' conversation with all the students. The students were so excited they could hardly wait for evening to come so that they could go and see the show.

Yasmin the yack was always yak yakking away, and she could not wait to tell all the other animals in the nature reserve what she just heard.

Sample

Comprehension Test:

1. What was the name of the clown? (Smarty pants the clown.)
2. Why did Smarty pants the clown come to the primary school? (To tell them that the circus is in town.)
3. Who heard Smarty pants conversation with the students? (Yasmin the yack.)
4. What could Yasmin the Yack not wait to do? (To tell all the other animals what she just heard.)

Language Literacy: Two Pages.

(Lesson 33)

"Emily the elephant put on a show, she wants to join the Circus, but her friends said please don't go." Ivy was humming the song of Emily while she was busy working on her worksheet that Mrs. Primrose has just given them. On the worksheet she could see different pictures starting with "E" she didn't understand why there was a little bowl on top of Emily Elephant's letter.

Mrs. Primrose saw that this was a little hard to remember, so she came up with a clever plan. She asked all the students to come outside to the sand pit. She smoothed out the sand then she asked all the students to sit down in the sand. The sand felt very soft and because it was early in the morning the sand was cool too.

After all the students sat down in the sand. Mrs. Primrose asked them to stand up and look at the sand. They saw a print of their bums in the sand.

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"That is why Emily Elephant has a little bowl on top of her letter, just like your bums made a mark in the sand, Emily Elephants bums would also make a big mark in the sand if she sat down."
The students all had a great big laugh as they looked at the print that their bums made in the sand. Now they would never forget that Emily Elephant has a little bowl on top of her letter "E."

Comprehension Test

1. Which symbol is on top of the letter "E" for Emily Elephant? (A bowl.)
2. What did Mrs. Primrose ask the students to do? (To sit with their bums in the sand.)
3. What happened to the sand? (Their bums made a mark in the sand.)

Work Piece:

- Say the name of the "Ee" sound picture to your teacher.
  (Elephant, empty, Eskimo, eggplant, enter, exit, egg, envelope and excited.)

Work Piece:

- Trace the letter "Ee" with your red colour.
- Teacher, please sing the ABC Song with the students that is provided for you in the front of the Teacher's Guide.

Sample

Facts about Elephants



There are two types of elephants found in the world, the African elephant and the Asian elephant.



The African elephant can weigh up to 6350 kilograms and grow to be 4 meters high. Did you know that Elephants can't jump. The reason they cannot jump is because of their bone structure, the bones of an elephants' legs are only pointed downwards, removing the necessary "spring" to jump into the air.
Elephants spend 16 hours per day eating. Elephants are herbivores, that means they only eat plants. One adult elephant can eat 100 - 300 kilograms of food and drink 100-200 litres of water per day
Female elephants travel in a herd that range in size from 8 to 100 elephants. Male elephants leave the heard between 12 to 15 years of age and will live alone or with other male elephants. Elephants can communicate with each other over far distances. Elephants communicate to each other using a variety of sounds. These sounds include crying, roaring, snorting, rumbling and even some sounds that humans can't hear. Elephants

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are known for having great hearing, allowing them to communicate and hear each other from up to 8 kilometres away. Elephants can live to be 70 years old.



The elephant uses its trunk for eating, picking up objects and drinking water. Elephants can also use their trunks to breathe underwater. Sun safety is just as important for elephants as it is for us. The elephant covers himself in mud to protect him from the sun, ticks, and bugs. Elephants are afraid of bees. Elephants have special pads under their feet that help them walk very quietly even though they're so heavy. Thank you, God, for giving the elephant everything they need.

Wigglers break

Jumping jacks - Do 10 jumping jacks.

Social Science: Two Pages.

(Lesson 33)

"Good morning students my name is nurse Amy. And I work at a hospital, I help the doctors at the hospital to look after the patients. I check their heart rate and their blood pressure; we have special machines to do this. I also have a stethoscope that I used to listen to the patient's heartbeat. Did you know that boys and girls can study to become a nurse, just like boys and girls can study to become a doctor." Nurse Amy said.
Nurse Amy brought something for the students, she gave each student a hospital band and a new syringe that she has filled with some condensed milk, she was going to give this to the students as it treat.
While the students were busy eating their condensed milk, she explained to them that the hospital bands she has just given them has a very important purpose. This is how the staff in the hospital know the name of a patient.

Sample

Comprehension Test:

1. Who is talking to the students? (Nurse Amy.)
2. Where does Nurse Amy work? (At a hospital.)
3. What does she do at the hospital? (She helps the Doctor, by looking after patients.)
4. What do Nurses use to listen to your heart? (A Stethoscope.)
5. What did Nurse Amy bring the students? (A hospital band and a syringe filled with condensed milk.)

Work Piece:

Colour the picture of the two Nurses.

Work Piece:

Cut and paste the shapes to build a Nurse. Draw a face on your nurse.

Activity:

Paint a germ: Put paint in the middle of the page and blow it outward with a straw.

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Paint a germ. Blow the paint with a straw.



Sample

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Life Skills: Two Pages.

(Lesson 33)

"Today we will be learning about something that you cannot see without a microscope. A microscope is a special machine that makes tiny things look bigger. We use our hands to touch different things each day. Some of the things that we touch have germs on them, the germs then stick to our hands. If we do not wash our hands with soap and water the germs can make us very sick."

Comprehension Test:

1. What does a microscope do.? (It makes very tiny things look bigger.)
2. What can germs stick to. (Your hands.)
3. How can we remove germs from our hands? (By washing our hands with soap and water.)
4. What can germs do to us? (Germs can make us sick.)

Work Piece:

Colour the hand and the germs any colour.



Work Piece:

Colour the germs any colour.

Break-Time: 12:00 until 12:25.
Bathroom Routine: 12:25 until 12:30.
Free and Creative Play: 12:30 until 13:30.

In Digital literacy on Wednesday you will be building a marble run. All the students will be working together to make 1 large marble run. Please ask the students to contribute by eache bringing a bit of the supplies to school on Wednesday.

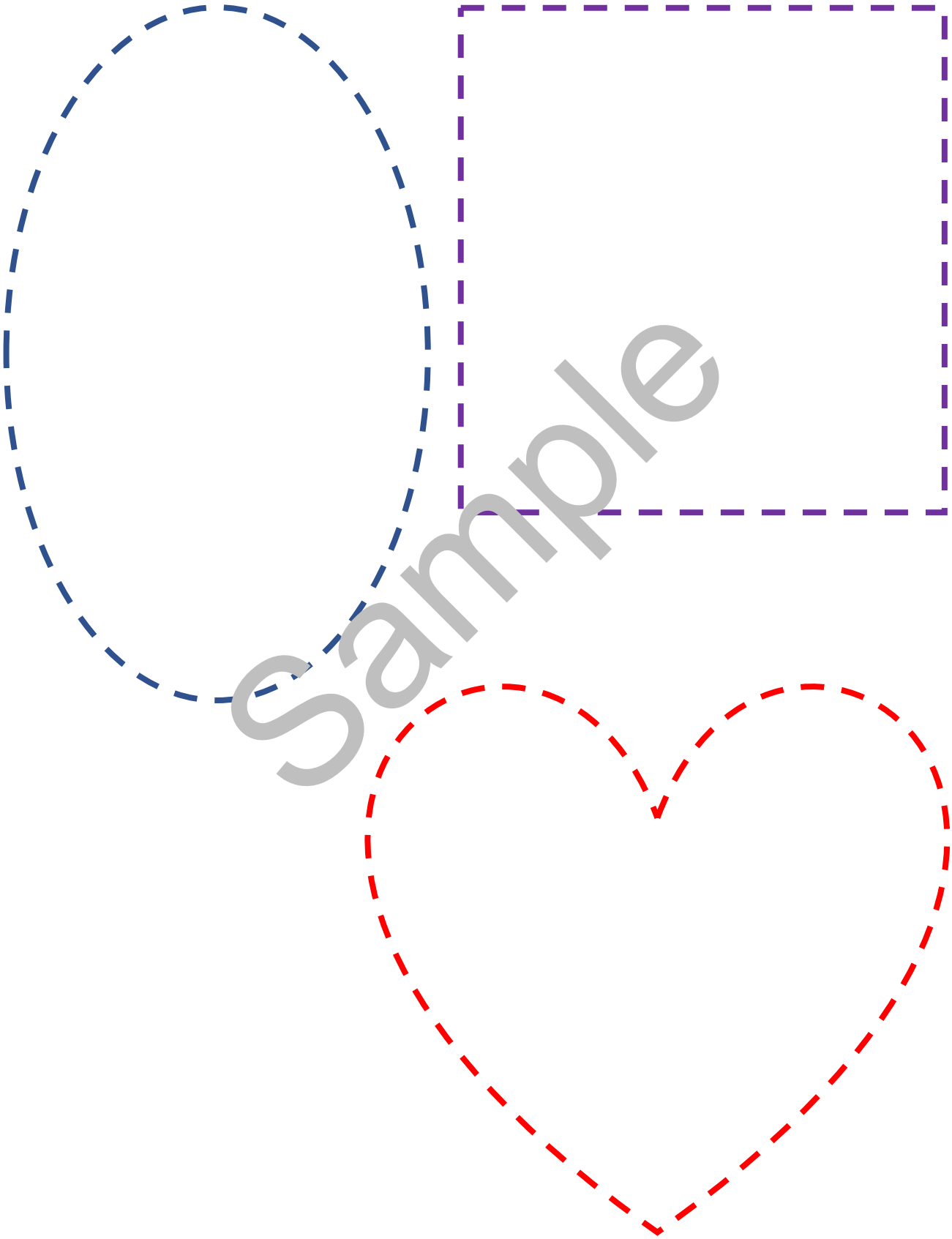
You will need:
Cardboard tubes, as many as you want/ (Empty toilet paper roles.)
Empty tissue box,
Painters/masking tape.
Marbles.

Tidy Up time: 13:30 until 13:50.
Bathroom routine: 13:50 until 13:55.
Prayer for the end of the Day: 13:55.
Greet each child with a hug and send them home with the assurance that you love him/her very much and that you are looking forward to seeing him/her at school the following day.
Home time: 14:00.

Sample

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Cutting practice



Sample

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BIBLE LITERACY

GRADE R | WORKBOOK 1

Sample



Name: _____

Date: _____

Week 9 Lesson 33

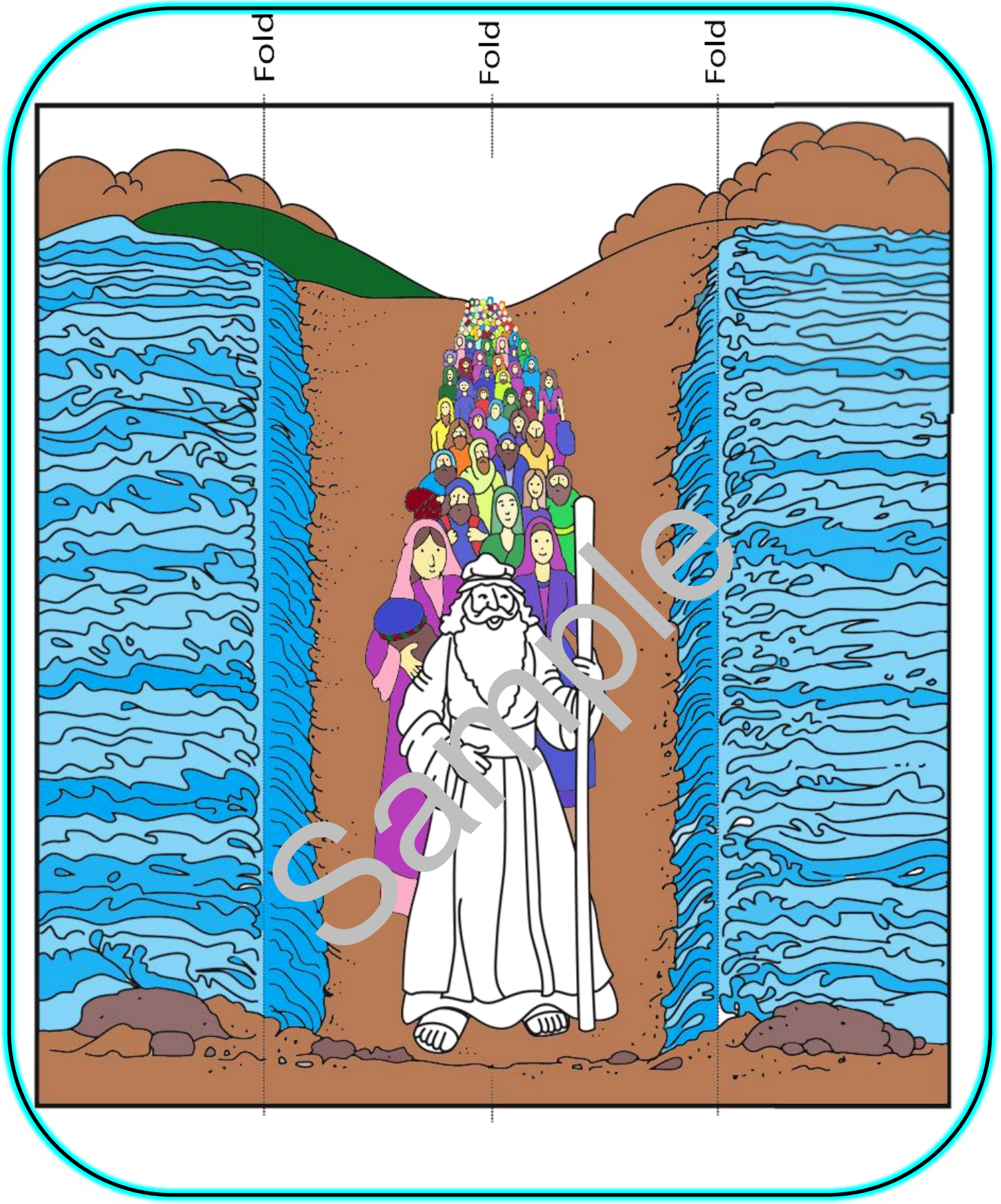
Week 9



Sample

Colour the picture of Moses parting the Red Sea.

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Colour the picture of Moses.
Fold the paper on the dotted lines to open and close the Red Sea.

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SwitchedOn Education

MATHEMATICAL LITERACY

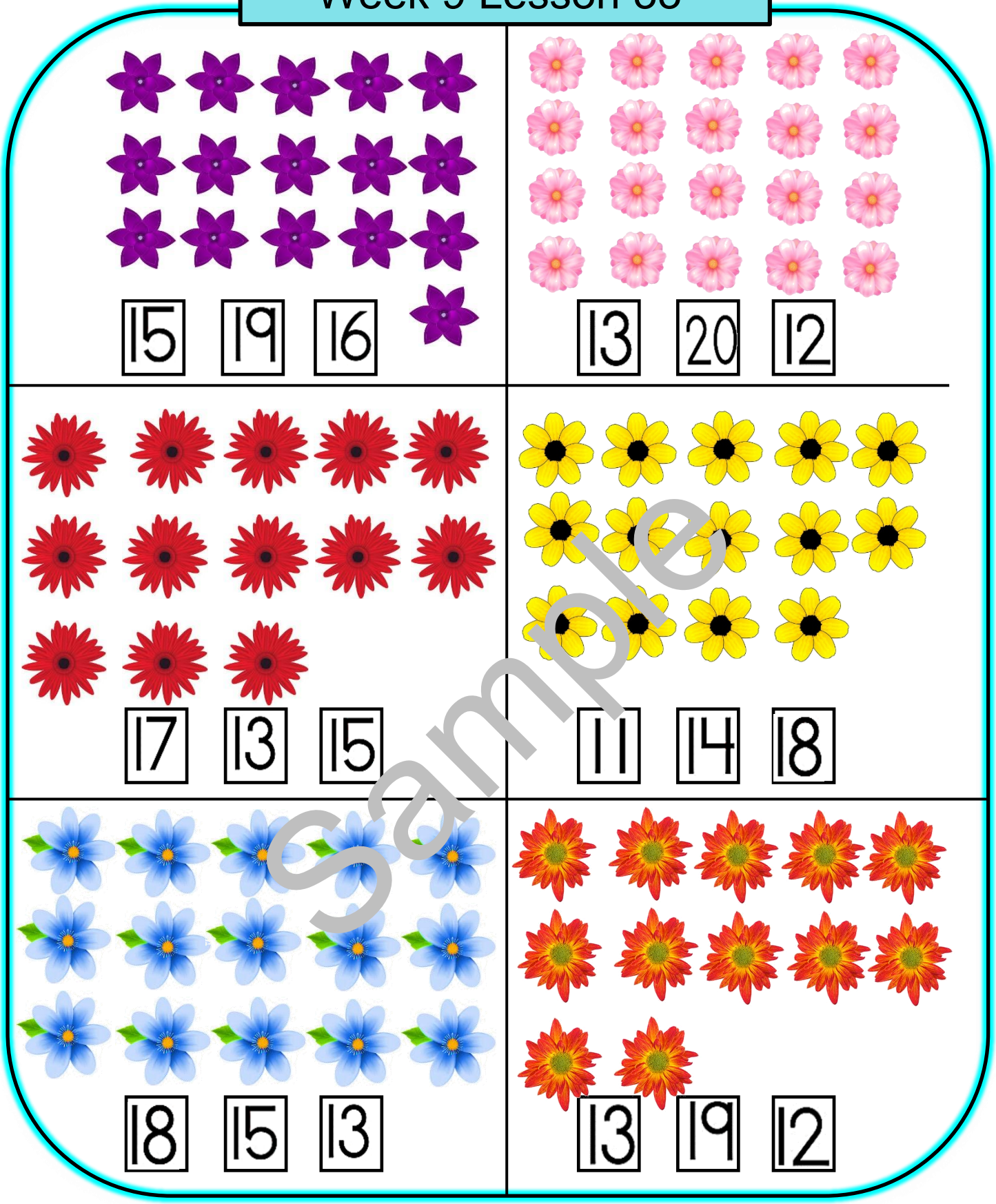
GRADE R | WORKBOOK 1



Name: _____

Date: _____

Week 9 Lesson 33

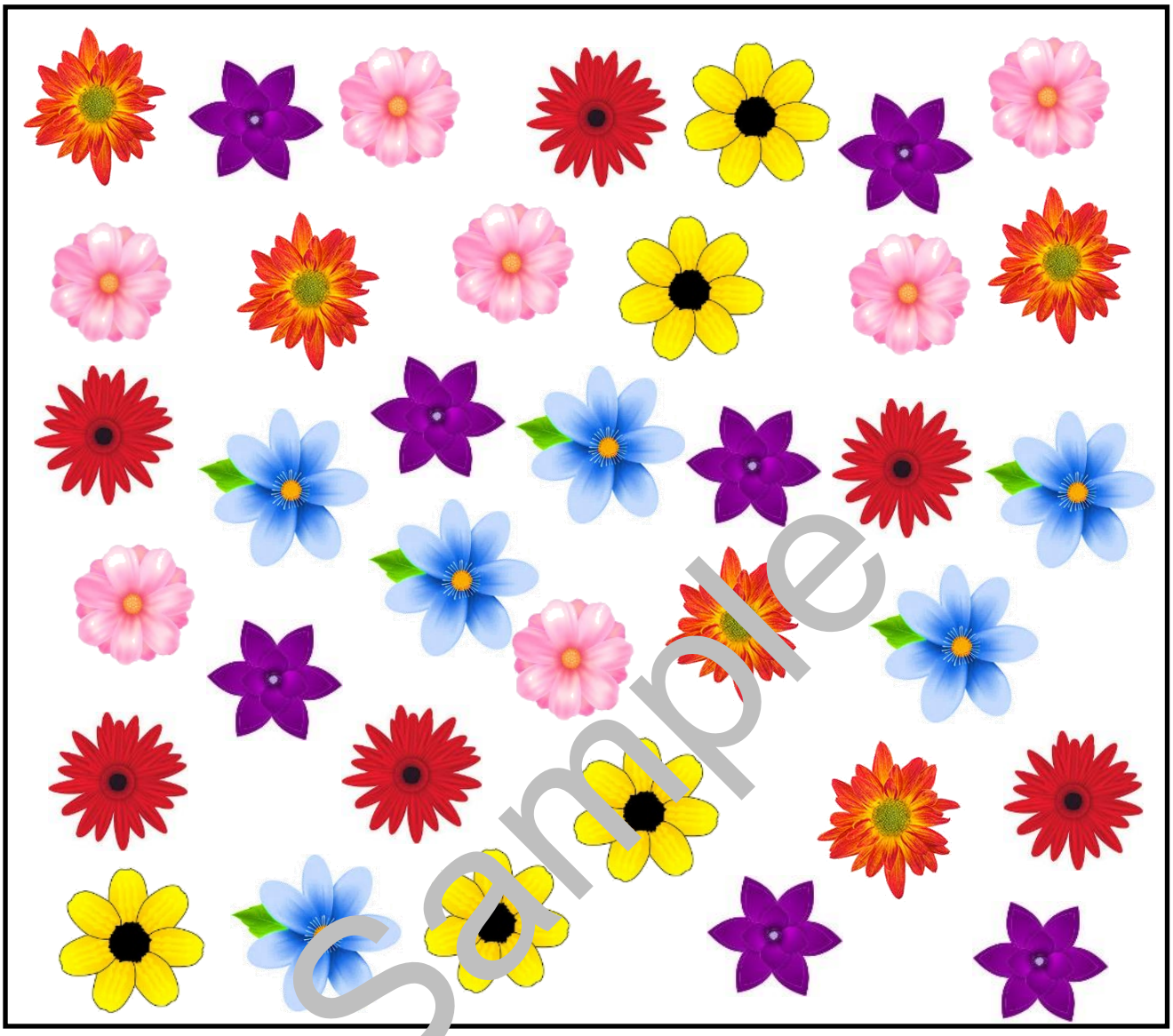


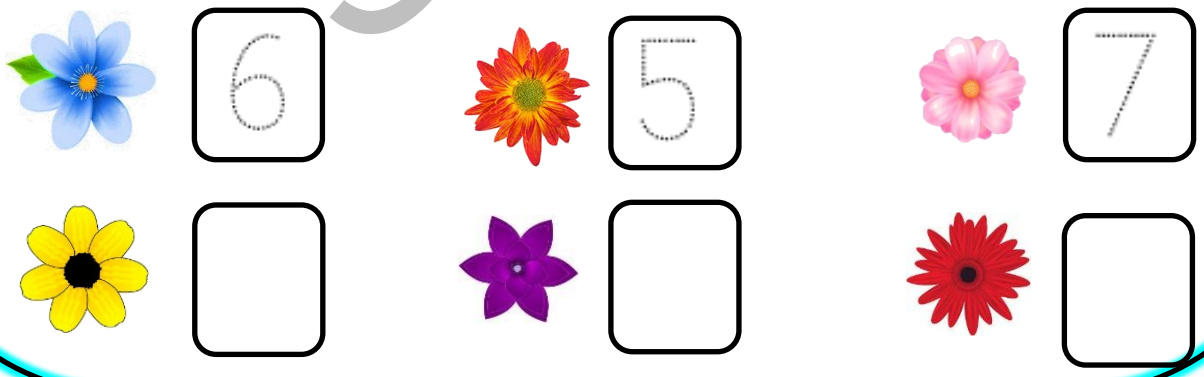
Sample

Count the flowers and colour the correct number.

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FLOWER COUNTING





Count the flowers and write how many with your blue colour.

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ENGLISH LANGUAGE LITERACY

GRADE R | WORKBOOK 1

Sample





Name: _____

Date: _____

Week 9 Lesson 33

Ee





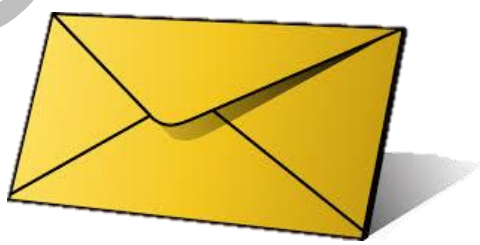














Sample

Say the name of the "Ee" sound pictures to your teacher.

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Ĕĕ



Sample

Trace the letter “Ee” with your red colour.

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SOCIAL SCIENCES

GRADE R | WORKBOOK 1



Name: _____

Date: _____

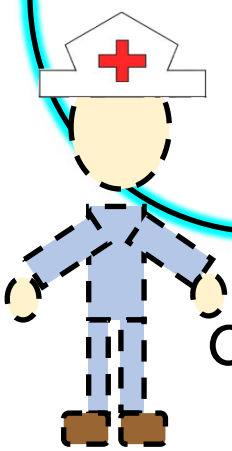


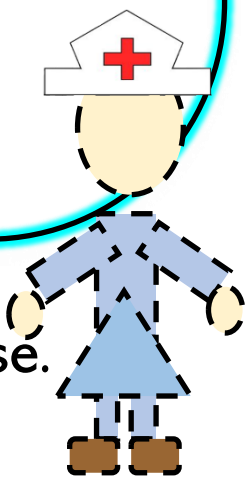
Sample

Colour the picture of the two nurses.

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Sample





Cut and paste the shapes to build a Nurse.
Draw a face on your nurse.

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LIFE SKILLS

GRADE R | WORKBOOK 1



Name: _____

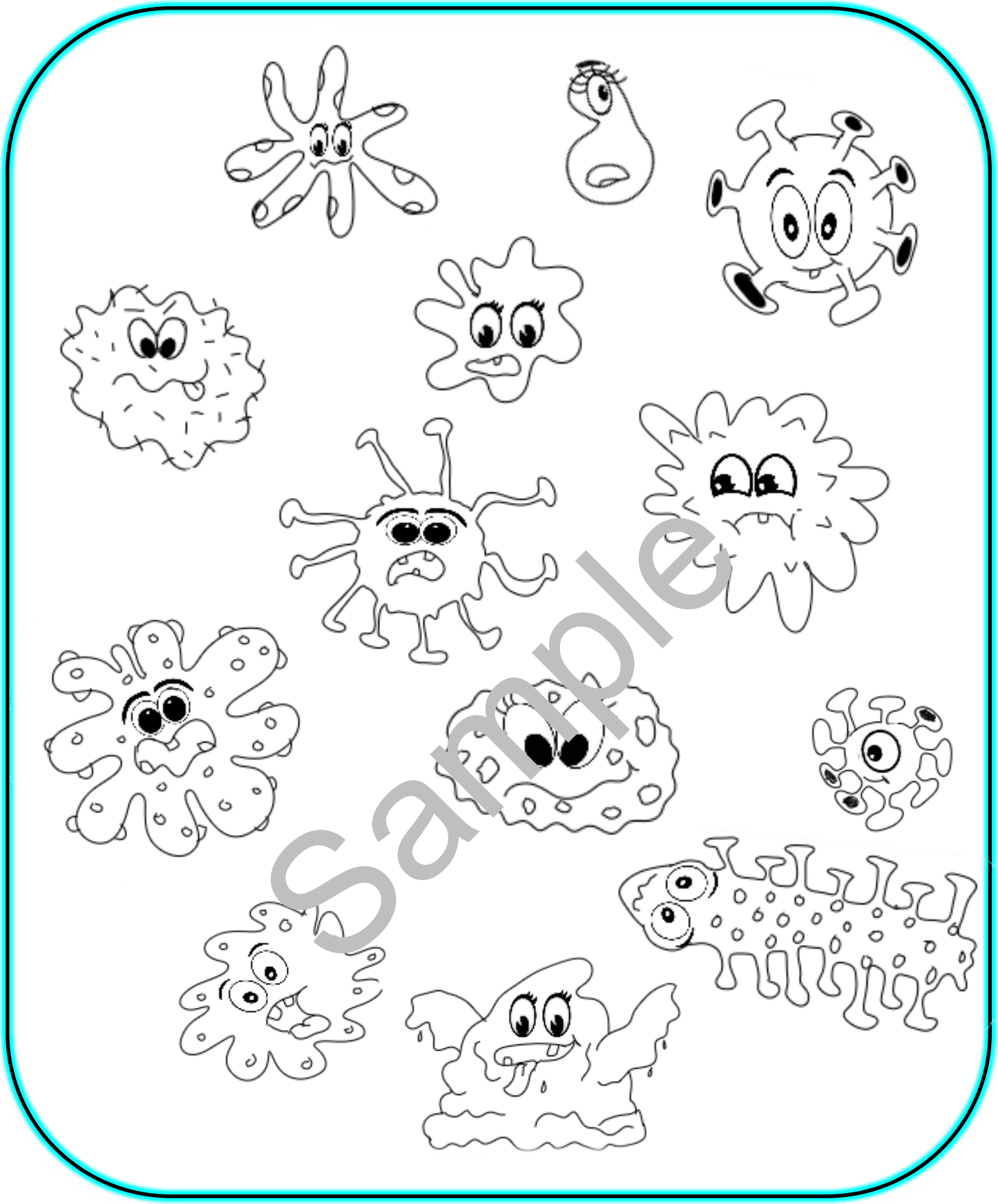
Date: _____

Week 9 Lesson 33



Colour the hand and the Germs any colour.

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Colour the germs any colour.

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DIGITAL LITERACY

GRADE R | WORKBOOK 1





Name: _____

Date: _____

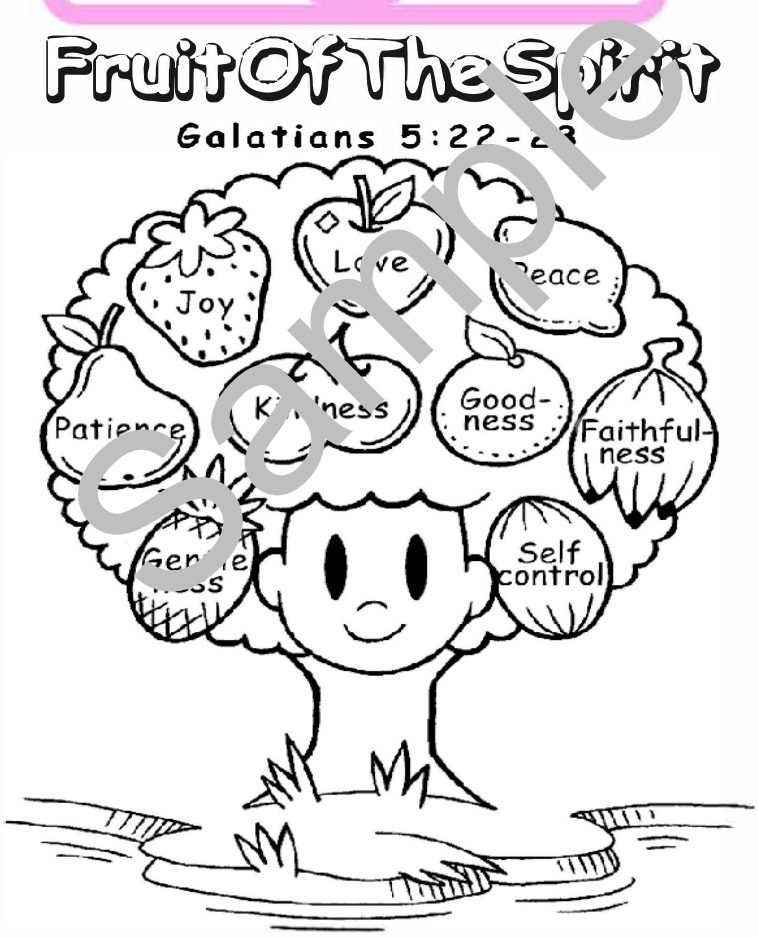
Lesson 9

My Computer and Tools

Keyboard Skills



- I know about a computer keyboard
- I know how to use a keyboard.

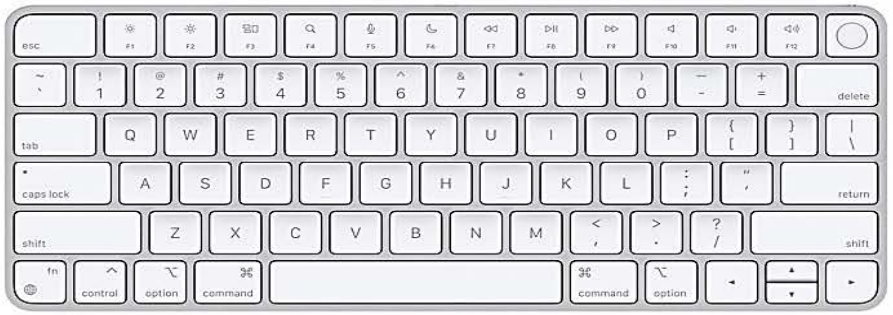


Sample

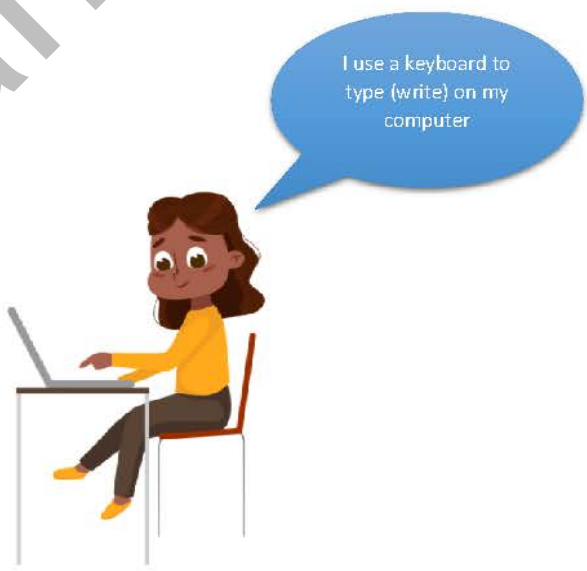
Lesson 9

My Computer and Tools

The Keyboard







Sample

Lesson 9

My Computer and Tools



Safety First

Do not eat or drink near a computer



Sample

Biannual progress report Toddlers and older children (1-6 YEARS)	
Report to be done at the end of term 2 and term 4	
Date	
Name	
Date of birth	
Age	
Physical development	
Mass (kg)	
Height (cm)	
General health	
Co-ordination	
Balance	
Sensory development	
Appetite	
Sleeping habits	
Toilet training	
Aspects requiring attention	
Social development	
Attitude towards friends	
Attitude towards adults	
Participation in group activities	
Emotional development	
Independence	
Self-confidence	
Willingness to venture	
Control over emotions	
Intellectual (cognitive) development	
Language proficiency	
Vocabulary	
Pronunciation	
Play interests and participation	
Ability to concentrate	
Creative activities	
Music	
Movement activities	
Stories	
Outdoor play	
Indoor play	
General	
Signature of Teacher	
Signature of Principal	

Sample

Student Progress report card

Progress report card
Foundation phase

Name of Student						Year	
School						Grade	
Term (Tick as applicable)	1	2	3	4	Teacher		

This report has been complied by your child's teacher to provide you with the details of your child's academic progression made throughout the academic year. The report serves as an official academic record.
The grades provided must be considered alongside the overall comment by the teacher regarding your child's approach to learning. Demonstration of the learners' attributes and achievements attained across the curriculum.

Achievement of learning outcomes

Rating code	Key: Code meaning
6	Achieved well beyond expectation of age
5	Achieved above expectation of age
4	Achieved at the expected level of age
3	Working towards the expected level of age
2	Working below the expected level of age
1	Significantly below the expected level of age

1. English Language literacy	Term			
Content Areas	1	2	3	4
Listening and speaking				
Answers questions in full sentences				
Listens and understands				
Has a good imagination				
Participates in class discussions				
Communicates clearly				
Uses wide vocabulary				
Organises thoughts logical when speaking				
Reading Phonics letters				
Able the recognise letters learned				
Recognise sight words				
Writing and Handwriting				
Forms letters correctly and consiste				
Present neat written tasks				

2. Mathe atics	Term			
Content Area	1	2	3	4
Counti g				
Co ing forv rds in 1s,2s,5, and 10s to 100				
Coun g back ards from 20				
S pes				
Rec nise and 3D shapes				
Writte tasks				
le to identify the +, = and - sign				
Write numbers correctly				

3. Life skills **3.1 Overall assessment**	Term			
Content Areas	1	2	3	4
Social Science				
Natural Science				
Digital literacy				
Health				

3.2 Creative art – Overall assessment				
Content Areas	1	2	3	4
Dance				
Music				
Drama				
Arts				
Has creative ideas				
Completes tasks				
Works responsibly with tools and materials.				

3.3 Physical Education		Term			
Content Areas		1	2	3	4
1	Gross motor skills				
2	Fine motor skills				
3	Perceptual development				
4	Balancing on the balance beam				

Sample

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Attitude of leaning			
4- Outstanding	**3- Good**	**2- Satisfactory**	**1.Needs improvement**

Work habits				
	Term			
	1	2	3	4
Follows directions				
Works well independently				
Does not disturb others				
Takes care of materials				
Completes work required				
Achieves computer assignments				

Social traits				
	Term			
	1	2	3	4
Is polite				
Shows good manners				
Exhibits self-control				
Shows respects for authority				
Gets along with friends				
Responds well to correction				

Personal traits				
	Term			
	1	2	3	4
Displays flexibility				
Shows creativity				
General overall progress				
Attitude towards computer learning				
Achieves computer assignments				

This report of the students works, social and personal progress reflects a joint evaluation by the teacher and students after a working period of 1 term.
Each student matures according to his own rate and ability.
The

Bible memory		
Term 1	**Term 2**	**Term**
Psalm 1	Psalm 23 (The lord is my Shepard)	Luke 11:1-4 (The Lord's Prayer)

Term 4	
Week 1	Luke 6:6-31 (Do to others as you would have them do to you.)
Week 2	1 Corinthians 13:1 (Whatsoever you do, do it all to the glory of God.)
Week 3	Psalm 119:105 (Your word is a lamp to my feet and a light to my path.)
Week 4	Exodus 20:12 *(*"Honour your father and your mother, so that you may live a long time in the land the LORD your God is giving you.")
Week 5	Philippians 4:13("I can do all things through Christ who strengthens me.")
Week 6	Galatians 5:22-23*(*"But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Against such things, there is no law.")
Week 7	Psalm 107:1 (**"**Give thanks to the Lord for He is good; His love endures forever.")
Week 8	Hebrews 13:8 (Jesus Christ is the same yesterday, today and forever.)
Week 9	Luke 1:37 (For with God nothing shall be impossible.)
Week 10	Joshua 1:9 (Be strong and courageous do not be afraid of troubled. The lord your God is with you wherever you go.)

Sample

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Students' Progress

Students' progress

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
Week 1	%	%	%	%
Week 2	%	%	%	%
Week 3	%	%	%	%
Week 4	%	%	%	%
Week 5	%	%	%	%
Week 6	%	%	%	%
Week 7	%	%	%	%
Week 8	%	%	%	%
Week 9	%	%	%	%
Week 10	%	%	%	%
Percentages	%	%	%	%
Year Percentage				%

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
Week 1	%	%	%	%
Week 2	%	%	%	%
Week 3	%	%	%	%
Week 4	%	%	%	%
Week 5	%	%	%	%
Week 6	%	%	%	%
Week 7	%	%	%	%
Week 8	%	%	%	%
Week 9	%	%	%	%
Week 10	%	%	%	%
Percentages	%	%	%	%
Year Percentage				

English Language literacy

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
Week 1	%	%	%	%
Week 2	%	%	%	%
Week 3	%	%	%	%
Week 4	%	%	%	%
Week 5	%	%	%	%
Week 6	%	%	%	%
Week 7	%	%	%	%
Week 8	%	%	%	%
Week 9	%	%	%	%
Week 10	%	%	%	%
Percentages	%	%	%	%
Year Percentage				%

Social Science

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
Week 1	%	%	%	%
Week 2	%	%	%	%
Week 3	%	%	%	%
Week 4	%	%	%	%
Week 5	%	%	%	%
Week 6	%	%	%	%
Week 7	%	%	%	%
Week 8	%	%	%	%
Week 9	%	%	%	%
Week 10	%	%	%	%
Percentages	%	%	%	%
Year Percentage				

Life skills

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
Week 1	%	%	%	%
Week 2	%	%	%	%
Week 3	%	%	%	%
Week 4	%	%	%	%
Week 5	%	%	%	%
Week 6	%	%	%	%
Week 7	%	%	%	%
Week 8	%	%	%	%
Week 9	%	%	%	%
Week 10	%	%	%	%
Percentages	%	%	%	%
Year Percentage				%

Digital literacy

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
Quiz 1	%	%	%	%
Quiz 2	%	%	%	%
Percentages	%	%	%	%
Year Percentage				

Student attendance	Term 1	Term 2	Term 3	Term 4
Total school days				
Total days attended				
Total days absent				

Sample

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Reading progress			
4- Excellent	**3- Good**	**2- Satisfactory**	**1.Needs improvement**
Term 1			
Alphabet letter learned	**Sound recognition**	**Auditory comprehension**	**Oral work**
A-Aden Ape			
A-Annie Ant			
A-Arnold Armadillo			
B-Becky bumble Bee			
C-Casey Chameleon			
C-Cecil Civet			
D-Daisy Der			
E-Egan Eagle			
E-Emily Elephant			
F- Freddie Frog			

Term 2			
Alphabet letter learned	**Sound recognition**	**Auditory comprehension**	**Oral work**
S-Sultan Serpent			
T-Tessa Turtle			
I-Irene Ibex			
I-Impa Impala			
P-Porter Pig			
N-Nancy Nighthawk			
O-Oda Opossum			
O-Ollie Otter			
M-Max Meerkat			
H-Henry Horse			

Term 3			
Alphabet letter learned	**Sound recognition**	**Auditory comprehension**	**Oral work**
K-Kevin Koala			
U-Ula Ulysses			
U-Umba Umbrella bird			
R-Rocko Rat			
G- Ginger Giraffe			
G-Gilbert Gecko			
L-Lazarus Lion			
Y- Yaida Firefly			
Y-Yasmin Yack			
V-Vera Vulture			

Term 4			
Alphabet letter learned	**Sound recognition**	**Auditory comprehension**	**Oral work**
J-Jay Jackal			
Q-Quinine Quagga			
W-Wanda Warthog			
X-X-Ray Terra			
Z-Zelda Zebra			
A-Z revision			

Sample

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Comments
Term 1:

Term 2:

Term 3:

Term 4:

Sample

Continues assessment records

LO = LEARNING OUTCOME	AM = ASSESSMENT METHOD	LTSM = LEARNING TEACHE
AS = ASSESSMENT STANDARD	AL= ASSESSMENT LEVEL	SUPPORT MATERIAL
Assessment level – Grade R		

NAME OF STUDENT:	
YEAR:	
PHASE/LEVEL:	

7	6	5	4	3	2	1
Outstanding 100%	Meritorious 95-99%	Substantial 90-94%	Adequate 85-89%	Moderate 80-84%	Elementary 75-79%	Not achieved 65-69%

ASSESSMENT METHOD	PB PERFORMANCE BASED	W WRITTEN	OB OBSERVATION	I INTERVIEW	SA SELF ASSESSMENT	PG PAIR AND GROUP	T TEST	OR OTHER

Assessments for term 1-4

LANGUAGE/LITERACY Home language (English)	AM	TERM ASSESSMENT			
MINIMUM REQUIRED ASSESSMENT		1	2	3	4
LISTENING					
Listening and responding to a single instruction	O				
Listen and respond to multiple instructions	OB				
Listening behaviour, respect, take turns	O				
Listens with enjoyment, with understanding	OB				
SPEAKING					
Recounts experiences and general news	PB				
Contributes to class & group discussions: initiates, takes turns, suggests, sensitivity,	OB, PB				
READING AND VIEWING					
Use visual cues to make meaning: predict story from cover; interpret image and purpose of images, media, ads	PB				
Makes meaning of written text: read story, to teacher or on own: main idea, key details, cultural values, cause-effect relations, conclusions, opinions. Read instructions	PB				
Phonic awareness: vowel sounds (ee, ea, ea, oo)2letter consonants (th, wh, ss, ch...), Blends (bl, str, nds), rhymes, suffixes, high frequency sight words	W, PB				
Review sounds	SA				
Copy/write a letter	W				
WRITING					
Writes legibly, use tools effectively, clearly easily formed letters, greater speed	W				
Know spelling and meaning of words	T, W				
Learning vowel sounds – A, E, I, O, U	PB, W				
Words that mean opposite	PB, W				
Period and question mark	W				
THINKING AND REASONING					
Use language to think and reason, put sentences in order	I				
LANGUAGE STRUCTURE AND USE					
Retelling Bible stories and events	PB				
Understand difference btw past &present, then & now (chronology & time)	PG				
Distinguish btw fantasy & reality (source interpretation)					
Relates sounds to letters and words: use phonics	T				

Sample

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Appropriate language for different purposes and people- use polite words	PB, OB				
Students must spend a minimum of 60 minutes a week on communication skills in a group activity including games, stories, songs, reading, Etc.					
EXPLORING ISSUES					
Id. & describe environmental issues in the place where the learner lives or goes to school (the issue)	PB				
"Chicken parade" Picking up papers on the school premises.	OB, PB				
Cleaning playground and classroom every week.	PB				
Identifies road signs relevant to pedestrians & explains their meaning and what happens if you do not obey road rules.	PB				
PERSONAL DEVELOPMENT					
Describes what to do to treat own body well	SA				
Draw a picture of yourself	SA				
PHYSICAL DEVELOPMENT					
Participates in variety of outdoor games with simple rules, individually & with partner	PG				
Participate in physical education program.	PG				
SOCIAL DEVELOPMENT					
Discuss children's rights & responsibilities, & participates in classroom voting	SA				
CUMULATIVE ASSESSMENT					
YEAR AVERAGE					

NUMERACY/ MATHEMATICS/ MATHEMATICAL LITERACY	A...	TERM ASSESSMENT			
MINIMUM REQUIRED ASSESSMENTS					
NUMBERS, OPERATIONS AND RELATIONSHIPS					
Counts 100 objects everyday	PB				
Knows & reads number symbols (0-100)					
To write from 1 -100					
Counts forwards & backwards in ones from any number between and 100	SA				
Count on a number line	PB, OB				
To know numbers and their number words	SA				
Review number order – before and after	SA				
Counting in 2's	SA				
Counting by 5's	SA				
Counting in 10's	SA				
Place values – up to 2 digits. Add 1 digit number to multiples of 10	W				
Add and subtracting multiples of 10	W				
Knowing number bonds	W				
Greater and less than	W				
Use the +, - and = signs	W				
Add more than two small numbers, spotting pairs to 10, e.g. 4 + 3 + 2= 10	W				
Add numbers to get to number past 10	W				
Recognise the use of a sign such as ¨ to represent an unknown, e.g. 6+ ¨ = 10	W				
Add single and two-digit numbers	W				
Word problems	W				
Check the subtraction answer by addon 7-2= 5 /2+5=7	W				
Known doubles 2+2=4, 4+4=8 ,5+5=10, 6+6=12	W				
PATTERNS, FUNCTIONS AND ALGEBRA SPACE AND SHAPE (GEOMETRY)					
Recognise, identify & names 2-dimensional shapes & 3-dimensional objects in school environment and pictures: boxes(prisms), balls(spheres) & cylinders; triangles, squares & rectangles; circles and cone shape	W				
Sets and sequences	W				
Solve &explain solutions to practical problems, involving equal sharing & grouping, lead to solutions include unitary fractions (½ and ¼))	W				
See shapes in everyday things	PB				

Sample

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Describes collection of objects, explains how its sorted, answer Qs about it	PB				
Shape folding, half's and quoters	PB				
MEASUREMENT					
Learn to tell time. O'clock and half past	W				
Measure/Length, mass, and capacity e.g., longer, shorter, heavier, lighter	W				
Different sizes	W				
Comparisons-Bigger and smaller than. Little, alike, different	W				
CUMULATIVE ASSESSMENT					
YEAR AVERAGE					

NATURAL SCIENCE	AM	TERM ASSESSMENT			
MEASUREMENT					
Names the days of the week in order	PB, SA				
Name the months of the year in order	PB, SA				
Name the days of creation in order	PB, SA				
CUMULATIVE ASSESSMENT					
YEAR AVERAGE					

GEOGRAPHY	AM	TERM ASSESSMENT			
MEASUREMENT					
Observes &names different ways land is used in local area & compare examples from other places (people and places)					
CUMULATIVE ASSESSMENT					
YEAR AVERAGE					

ECONOMIC MANAGEMENT SCIENCES	AM	TERM ASSESSMENT			
THE ECONOMIC CYCLE					
Money	PB				
Identify prices from different types of price tags & labels	PB				
Counting money	PB				
SUSTAINABLE GROWTH AND DEVELOPMENT					
Identifies & describes places where family work (migrant labour, rural and urban areas)	PB				
CUMULATIVE ASSESSMENT					
YEAR AVERAGE					

LIFE ORIENTATION/ LIFE SKILLS	AM	TERM ASSESSMENT			
SOCIAL DEVELOPMENT					
Demonstrate & discuss emotions in various situations	PB				
Identifies values & morals from diverse South African cultures, be kind and loving to others.	OB				
PERSONAL DEVELOPMENT					
Cognitive development	PB, OB				
Know the difference between left and right.	PB, OB				
Know his/her birthdate	PB, OB				
Know his/her street address	PB, OB				
Know his/her parents telephone number	PB, OB				
Able to identify on name	PB, OB				
Able to dress him/herself	PB, OB				
Fine motor skills					
Correct pencil grip	PB, OB				
Able to fasten buttons, snaps, clips, and zips	PB, OB				
Able to tie shoelaces into a bow	PB, OB				
Able to cut neatly	PB, OB				

Sample

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Able to cut on a line or pattern	PB, OB				
Gross motor skills					
Able to walk over the balancing beam (forwards, backwards and sidewise)	PB, OB				
Able to do a star jump	PB, OB				
Able to do sit-ups	PB, OB				
Able to do push-ups	PB, OB				
Able to catch a ball	PB, OB				
Able to throw a ball	PB, OB				
Able to kick a ball	PB, OB				
	PB, OB				
CUMULATIVE ASSESSMENT					
YEAR AVERAGE					

ART & CULTURE	AM	TERM ASSESSMENT			
CREATING, INTERPRETING & PRSENTING	PB				
Dance:					
Demonstrates 8 basic movements (walk, run, skip, hop, leap, jump, gallop, slide) while travelling forward, sideward, backward, diagonally & turning	PB, OB				
Moves freely & with ease through space inside & outside, while responding to mutually agreed upon physically, verbal & sound signals	PB, OB				
Recognise & explore opposites found in immediate environment (large & small shapes, high & low shapes with body)	PB, O				
Learn & perform simple dance steps	OB				
Drama:					
Expresses & describes feelings in response to drama, story, or event	OB				
Participating and collaborating	PB OB				
Visual Arts:					
Shows confident involvement in planning collective artworks	PG				
Composite:					
Displays appropriate audience behaviour while viewing pe mance exhibitions	PB				
Responds to stories, games, poetry, and cultural ex rien s (fo y art form)	PB				
Talks about what the learner has seen hard in own viro ment that has been of significance to self	OB				
Expressing and communicating					
Uses puppets, animated stones, or other objects i ramatic play to express own ideas & feelings	PB, OB				
CUMULATIVE ASSESSMENT					
YEAR AVERAGE					

Sample

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Sample

Teachers Guide 1 Grade R