

Dear Grade R teachers

LAYING SOLID FOUNDATIONS FOR LEARNING GRADE R RESOURCE PACKS

I am pleased to introduce the Grade R Resource packs to you along with the Teacher's Guide, which will assist you in the Grade R classroom to lay the solid foundations for literacy and numeracy that are so crucial in the development of our young learners. These solid foundations will lay the basis for their future success throughout their schooling.

The role that you play in laying these foundations will not only help improve the quality of the performance of our primary school learners but will also impact on their success at high school and on their performance in higher education, and ultimately influence their access to the labour market. We must therefore focus on the basics. We have to make sure that our learners can read, write and count from the beginning of their schooling.

My Ministry believes that the principal route to achieving literacy and numeracy among learners is through quality learning and teaching. In order to achieve this, The Foundations for Learning Campaign was launched in March 2008, starting with Grades R-6, and set out clear "non-negotiables" for each classroom. Firstly, teachers must plan for and conduct effective teaching. All teachers are expected to be in their classes, for and conduct effective teaching. Secondly, teachers must assess teaching planned lessons during contact teaching time. Thirdly, every classroom must have appropriate resources for effective teaching.

To this end, I offer you this *Laying Solid Foundations for Learning Grade R* kit, consisting of posters, stories, a teacher's guide, daily and weekly lesson plans, worksheets, cut-outs, games and flashcards. This kit will help you equip our children with the necessary tools so that they can fulfil their potential as active, successful citizens of South Africa.

I thank you for your noble efforts and wish you success as you make use of all the teaching and learning materials in this kit.

Mrs Angie Motshekga
Minister of Basic Education and Training



Laying Solid Foundations for Learning

Teacher's Guide

Ready to use Teacher's Guide English



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Laying Solid Foundations for Learning – Grade R kit

Dear Grade R Teacher

Your 'LAYING SOLID FOUNDATIONS FOR LEARNING' kit contains:

- ◆ 20 themed POSTERS with supporting questions to encourage discussion;
- ◆ A Big Book STORYBOOK containing 20 theme-linked stories;
- ◆ This TEACHER'S GUIDE, packed with practical classroom ideas and more;
- ◆ Daily and weekly LESSON PLANS plus ASSESSMENT ACTIVITIES for the year;
- ◆ A LEARNERS' RESOURCE BOOK filled with flashcards, picture cards and games;
- ◆ A LEARNERS' WORKBOOK containing reproducible worksheets; and
- ◆ A DVD demonstrating how to use these materials in your classroom plus tips for teaching numeracy, literacy and life-skill concepts to your Grade R learners.

PLEASE NOTE: Not all of the kits supplied contain the DVDs. For more information about where to obtain copies of the DVDs, please phone (011) 482-4053 or email info@eish-team.co.za.

HOW TO USE THIS 'LAYING SOLID FOUNDATIONS FOR LEARNING' GRADE R KIT

The 'Laying Solid Foundations for Learning' programme for Terms 1 to 4 is organised into 20 themes, each of which contain enough work for two weeks. In other words, there is 40 weeks' worth of work here. You should aim to cover five themes per term (a term being roughly ten weeks long).

For each theme there is a poster and a Big Book story. Supporting flashcards can be found in the Learners' Resource Book, while the worksheets can be found in the Learners' Workbook.

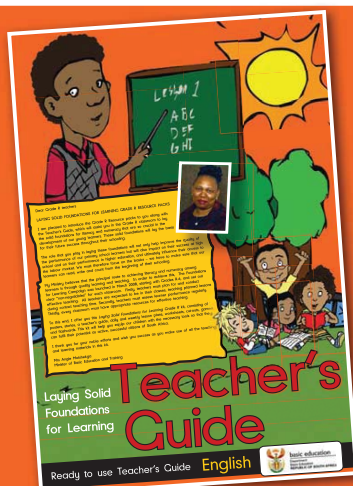
There are additional teacher resources – such as letter templates – in this guide. There are also daily and weekly lesson plans for each two-week theme. These lesson plans will guide you on how to use the poster, storybook, worksheets and flashcards. At the end of the lesson plans for each theme you will find two or more assessment tasks that you can use to evaluate your learners' progress. A recording sheet, in the form of a checklist or rubric, is included for you to record your observations.

By working through this 40-week programme with your learners, you will have covered the complete Grade R curriculum.

Please note: The daily lesson planner has been designed so that you can use it as it is. If you only want to use certain aspects of it, or if you want to plan your daily lessons yourself, we encourage you to do so. Similarly, while we have included activity suggestions for each day in the weekly lesson planner, we have also left enough space for you to fill in your own favourite activities.

We trust that both you and your learners will enjoy working through this programme with us!

All the best – The 'Laying Solid Foundations for Learning' team.



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Organising your Grade R classroom

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

The classroom should also be stimulating to encourage discovery and creativity.

Learning areas

The Grade R classroom should be divided into learning areas. Children will work at these areas so you need to provide seating and working space.

Learning areas allow learners to develop skills including:

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

Do not place all your equipment in the learning areas. Rather place less equipment and change it on a weekly basis. This will ensure that learners practise different skills and that they don't get bored. The lists below suggest the types of items that you can put into the different Learning Areas.

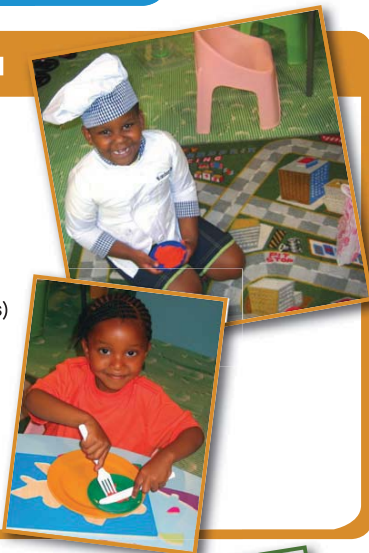
The construction area (building numeracy)

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



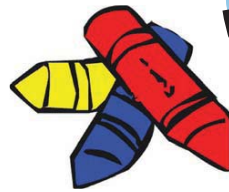
The creative area

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



The imaginative play (fantasy) area

- ◆ Old clothes, shoes and hats
- ◆ Household items such as telephone, old computer, pots and pans
- ◆ Dolls



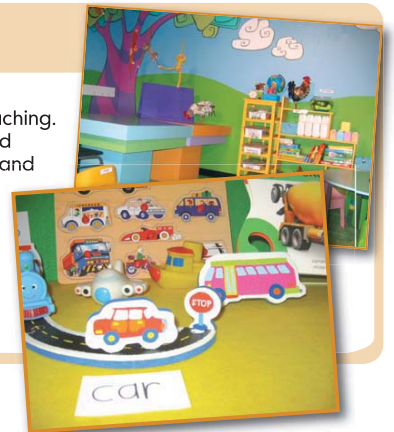
The literacy area

- ◆ Wax crayons
- ◆ Pencils
- ◆ Papers (a variety)
- ◆ Chalk and chalkboards
- ◆ Tracing pattern cards
- ◆ Puppets
- ◆ Story tapes
- ◆ Tape recorder
- ◆ Old telephone



The theme table

This table is very important. It reflects the theme you are teaching. It should be against a 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 colour of the tablecloth should relate to the theme, e.g. blue for an ocean theme, brown for a game-reserve theme. Create a backdrop by displaying posters and pictures that relate to the theme on the wall. Make a theme label, e.g. What spring brings. Place artefacts, models and books on the table. Use neatly printed flashcards to label the items on the table.

The science table

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

The library corner

The library corner should be welcoming and comfortable. If possible, place a small carpet in this area. Oversized bean bags or cushions make good seating. A bookshelf is needed. Have a variety of reading materials, e.g. pictures, pop-up stories, poetry reference books, magazines, newspapers. Change the books regularly to reflect the theme you are teaching.



Equipping your Grade R classroom

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



Chunky rainbow crayons

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



Puff paint

- ◆ 2 parts shaving cream
 - ◆ 1 part wood (white) glue
 - ◆ Food colouring
- Mix together and place in squeeze bottles.

Soft no-cook playdough

- ◆ 2 cups self-raising flour
- ◆ 2 tablespoons alum (available at chemists)
- ◆ 2 tablespoons salt
- ◆ 2 tablespoons cooking oil
- ◆ 1 cup plus 2 tablespoons boiling water
- ◆ 1 bottle food colouring
- ◆ Mix and knead. Store in plastic containers.



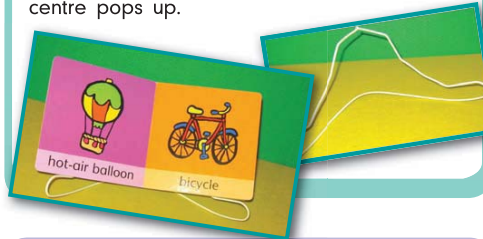
Iridescent soap bubbles

- ◆ 1 cup water
- ◆ 2 tablespoons liquid detergent
- ◆ 1 tablespoon glycerine
- ◆ ½ teaspoon sugar
- ◆ Mix together.



Book holder

These book holders can be used to display books in the library corner and on the theme table. Take a wire hanger and squeeze the wire ends so that the bottom centre pops up.



Flannel Board

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

Cut the top and bottom flaps from the box. Cut the box along one side seam to open it up. Overlap the two ends to form a triangle as shown. Staple, glue or fasten the overlapping sides with split pins. Cover the three sides with felt. You can magnetise one side of the flannel board by inserting a piece of chicken wire between the cardboard and the felt.



Finger paint

- ◆ 1 cup cold water
- ◆ 2/3 cup dry starch
- ◆ 3 cups boiling water
- ◆ 1 cup soap flakes (grated sunlight soap)
- ◆ a few drops of oil of cloves (available at chemists)
- ◆ food colouring

Dissolve the starch in cold water. Smooth out lumps and add the boiling water. Keep stirring until the mixture thickens (do not allow to boil).



Glue

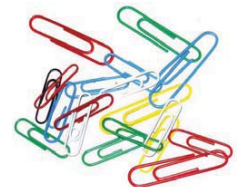
- ◆ 1 teaspoon flour
- ◆ 2 teaspoons cornstarch (Maizena)
- ◆ ¼ teaspoon alum (available at chemists)
- ◆ 1/3 cup water

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



Counters

Bottle tops, buttons, cotton reels, acorns and pasta shapes make good counters.



Glitter paint

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

Equipping your Grade R classroom

Elastic board

Hammer 121 small nails at 2cm intervals in an 11 by 11 grid onto a 21cm by 21cm piece of wood. Give learners elastic bands and let them recreate shape patterns.

Peg board

Cut packing Styrofoam into squares measuring 21cm by 21cm. Make 121 small holes at 2cm intervals in an 11 by 11 grid using a long nail. Use golf tees or similar as pegs.



Feely alphabet letters

Cut out the alphabet letter templates on page 22 in the Teacher's Guide. Use them to make cut-out felt, sandpaper and plastic letters. Learners trace around these with their fingers.



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.



Tambourines

Glue two or three paper plates together and decorate. Punch holes around the outer edge of the plates at regular intervals. Thread tin bottle tops onto round curtain rings and thread these through the punched holes.



Storage

Have a system for storing equipment. Not only will you be able to locate materials quickly, it will protect them and ensure that they last for many years.

Store your equipment in clear plastic containers. Square or rectangular containers such as those that ice-cream come in are easier to stack and so save space.

Equipment that is used regularly, such as scissors, crayons and magazines, should be in easy reach of learners.

Label each piece of equipment. Make sure that the labels are printed neatly and that each one is accompanied by a clear matching picture.



Shakers – musical instruments

Fill plastic or tin containers with sand, rice or small stones. Seal the lid securely and decorate the outside.



Bells

Make small holes using a nail through tin bottle tops. Thread these onto pieces of firm wire. Loop the wire to form a circle and join the ends by twisting. Wind electrical tape over the join to protect little hands from rough edges.

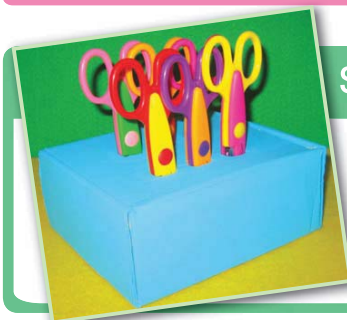
Milk bottle storage

Wash 21 plastic milk bottles. Draw a cutting line on the bottle as shown. Use a pair of scissors to cut off the top and front of the bottle. Store the containers on a shelf. These are great space savers and ideal for storing beads, bottle tops and small building blocks.



Lockers

Each child will need a small space to store their personal items such as coats, jackets and bags. Stacked vegetable trays make good storage as do cup hooks screwed into a piece of skirting board drilled into the wall. Label lockers with your learners' names.

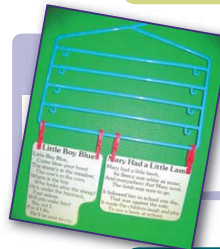


Scissor storage

Make small 2cm slits into the lid of a shoebox. Place the lid back onto the box and slide the scissors into each slit. Place it where learners can reach it.

Storing posters

Space-saving trouser hangers are great for storing posters that are not being used. Use clothes pegs to attach the posters to each rung of the hanger.



Storing cleaning materials for tidy up time

Have a range of cleaning materials in an area where learners can use them. A broom, dustpan, feather duster, rags and sponges should always be on hand.

You will also need a dustbin for waste and a cardboard box for paper recycling. A plastic laundry basket is good to store lost items of clothing in.

Storing learners' artworks

A simple washing line attached across two opposite corners of the classroom is a good way to store and display artwork. Attach artwork using pegs.



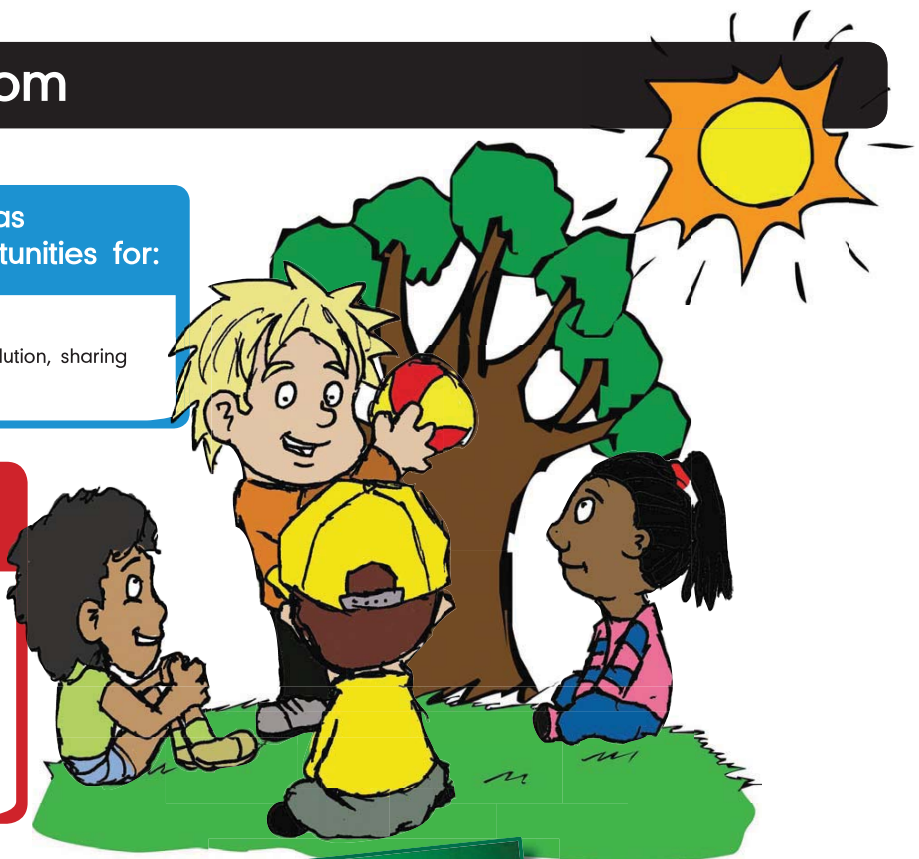
The outdoor classroom

The outdoor area is as important as the indoor area. It provides opportunities for:

- ◆ Cross motor skills, e.g. running, skipping
- ◆ Social skills, e.g. playing cooperatively, conflict resolution, sharing
- ◆ Exercise for good health

Have designated areas for different types of activities:

- ◆ A space for running
- ◆ A space for climbing, hanging and swinging
- ◆ An area for pretend play
- ◆ A resting area
- ◆ A water play area
- ◆ A sand area



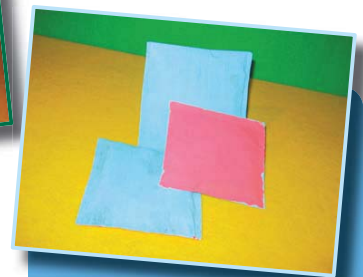
A list of outdoor equipment:

- ◆ **Climbing apparatus:** jungle gym, nets, ladders
- ◆ **Swinging:** swings, monkey ropes, tyre swings
- ◆ **Sliding:** slide, ramps, flattened cardboard boxes
- ◆ **Play house, large boxes, tunnels** (cement pipes or large drums)
- ◆ **Sand and water play:** sand pit or sand tray, bath or basin, tins, plastic containers, mugs, cake pans, funnels, sieves, colanders, spoons, jugs, plastic bottles, squeeze bottles, sponges, containers with holes, straws, egg whisks
- ◆ **Small plastic tables and chairs**
- ◆ **Jumping:** skipping ropes, tyres, tubes, old mattress
- ◆ **Pulling, pushing and riding:** boxes, plastic crates with ropes to pull them along, tyres, tricycles, wheelbarrows and prams
- ◆ **Balancing:** balance beam, planks supported by bricks, tyres, see-saw and stilts (rope and tins)
- ◆ **Pretend play:** traffic signs and tracks, steering wheels of old cars, hats, helmets, adult-sized clothes, bags, empty boxes (cereal, food, etc), tins, plastic containers, sunglasses, old binoculars
- ◆ **Catching, throwing, kicking and hitting:** balls, bats, beanbags
- ◆ **Building:** blocks, boxes
- ◆ **Gardening play:** watering cans, small garden forks and spades, seeds.



Sand water scoops

Plastic bottles make great scoops. The narrowed neck of the bottle will form the handle. Cut around the base of the bottle to remove it. Cut a U-shape beginning and ending at the cut edge.



Bean bags

Glue three to four sheets of newsprint together. Cut into squares and staple three sides closed. Fill the bags with tiny dried beans and staple the open ends closed. Paint the bags.

Balancing beam

Suspend a sturdy plank between two bricks.

Balls and bats

Balls

Crumple sheets of newspaper into a ball. Place it in a plastic bag and secure the opening with an elastic band. Wind packing tape around the bag.



Bats

Roll a whole newspaper into a tube. Secure the ends with elastic bands. Wind packing tape along the length of the roll.

Shape hopscotch

Cut large shapes from newsprint. Set them on the ground and let learners jump from one shape to the next naming the shapes as they land on them.



The daily planner

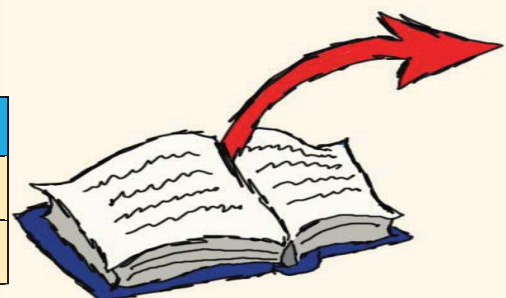
The daily planner helps you plan your learning activities and organise your time with your learners. It ensures that the school day is varied and stimulating and also creates a sense of predictability which makes learners feel secure in the school environment.

Activity	What the children do	What the teacher does
Arrival at school (15-30 minutes)	Learners arrive and pack away their bags. They gather together on a carpet or on chairs set in a circle.	Welcome learners.
Health check (10 minutes)	Learners answer questions about any health problems, e.g. they show you their scrapes, bruises and cuts.	Run a quick head-to-toe check of each child. Keep a health record of any signs of illness observed or medication given. Refer cases that need attention.
Morning circle (10-15 minutes)	Learners participate in the activity you present.	Introduce new materials, ideas, songs or rhymes, announcements, concepts or skills.
Work time (45-55 minutes)	Learners choose what to do, interacting with the materials in the learning area of their choice.	Provide stimulating materials and challenging activities. Observe, interact, join in, support and assist your learners.
Small group time (10-15 minutes)	While the class is engaged in their work-time activities, meet with groups of 6-8 learners at a time to engage in a particular activity you have planned. (You should work on the carpet or at a table.)	Present a special activity, e.g. working with numbers, experimenting with materials or using materials and objects to solve problems.
Tidy-up time (10 minutes)	Learners pack away all the materials and equipment.	Help learners pack away.
Hand washing (10 minutes)	Learners wash their hands.	Provide clean water, soap and towels.
Snack time (10-15 minutes)	Learners eat their morning snack.	Talk to learners about what they did in work time and prepare the classroom for the next activity.
Music and movement (15-20 minutes)	Learners participate in music and movement activities.	Present music and movement activities.
Outdoor play (20-30 minutes)	Learners enjoy energetic, noisy, physical play.	Observe and supervise learners at play.
Hand washing and toilet time (15 minutes)	Learners go to the toilet then wash their hands.	Supervise the routine.
Story time (10-15 minutes)	Learners listen to and participate in storytelling. They also share their own stories or talk about the work they completed during work time.	Engage learners with a story. Ask questions that encourage the learners to respond. Allow them to be actively involved in the story.

The minimum contact teaching time for Grade R is 22 hours and 30 minutes a week.

This amounts to 4 hours and 30 minutes per day.

	TIME ALLOCATION PER DAY	TIME ALLOCATION PER WEEK
Literacy	1 hour 50 minutes	9 hours 10 minutes
Numeracy	1 hour 30 minutes	7 hours 30 minutes

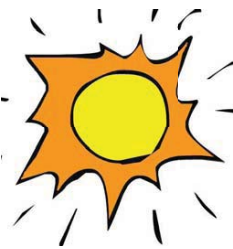
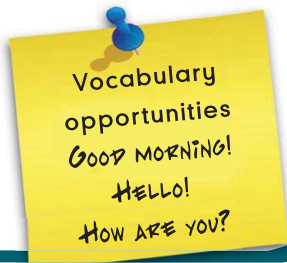


The Grade R day

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 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 with 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.



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. This will settle and focus the learners for the day.

HEALTH CHECK (10 minutes)

The Grade R teacher is charged with the education of her learners. She is also responsible for their emotional and physical well-being while they are in her care. Spend some time asking learners how they are. Let them show you their scrapes, bruises and plasters. Ask them what caused the injury. Run a head-to-toe health check of 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 observations could make a big difference to the welfare of the learner.

SIGNS TO WATCH OUT FOR	WHAT IT MAY INDICATE	WHAT TO DO
<ul style="list-style-type: none"> ◆ 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 procedure if you suspect some form of child abuse: <ol style="list-style-type: none"> 1. Gather information about your suspicion without implicating any person.
<ul style="list-style-type: none"> ◆ The child does not grow ◆ Weight loss ◆ Pale and emaciated ◆ Constant vomiting and/or diarrhoea ◆ Does not reach developmental milestones within normal age-range 	Neglect (could be due to economic factors)	<ol style="list-style-type: none"> 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).
PAIN <ul style="list-style-type: none"> ◆ Unusual itching of genitals 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	<ol style="list-style-type: none"> 3. Treat this information as highly confidential (all information gathered must be placed in a separate file and stored in a strong-room or safe. This information must not be discussed with other teachers, learners, or parents).
BEDWETTING <ul style="list-style-type: none"> ◆ Soiling ◆ Continual complaints of headaches, nausea, and/or stomach pain for which there is no physical cause 	Emotional abuse	<ol style="list-style-type: none"> 4. Report your suspicions to your school principal who will contact the relevant role players.

Adapted from WCED online

THE WEATHER POSTER

At this time you will work with the weather poster (see poster II). Because you'll be using this poster daily, display it near the carpet at the reading level (height) of the learners. Cut out the interactive flashcards that go with the time and weather chart (see page 4 of the Learners' Resource Book).

Ask the following kinds of questions:

- ◆ What are you wearing? Why?
- ◆ What does the sky look like? What colour is it? What do you see in the sky?
- ◆ Can you find a picture to match today's weather?
- ◆ Can you find the word that says hot/cold/etc.?
- ◆ What day is it? What day was it yesterday? What day will it be tomorrow?
- ◆ Can you find the word that says Monday/Tuesday/etc.?

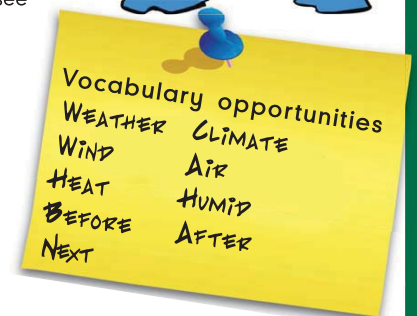
Choose a learner to be the weatherman/lady and complete the weather poster using the flashcards. Give the learner a pointer (stick or ruler) and let him/her 'read' the weather poster.

Use the emergent sentence reading strips and flashcards to make sentences:

What is the weather like?

It is ...

Today is ...



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 learners find the day on the calendar and let one of them make a cross through the block.

The Grade R day

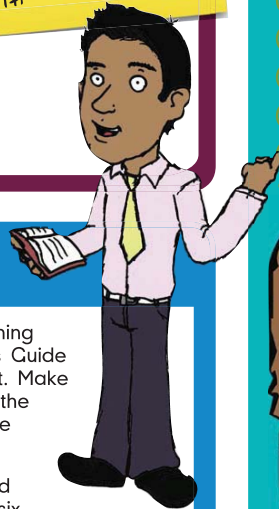
THE CALENDAR



The calendar provides great numeracy learning opportunities. Ask learners to:

- ◆ Look at the date (the numeral) and read it.
- ◆ Count the days that are crossed off.
- ◆ 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.

Vocabulary opportunities
 DATE DAY
 WEEK WEEKEND
 MONTH CALENDAR



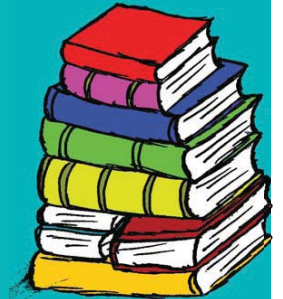
MORNING CIRCLE (10-15 minutes)

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



Clean up
 Clean up,
 Clean up,
 Everybody, everywhere.
 Clean up,
 Clean up,
 Everybody do their share.

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



WORK TIME (45-55 minutes)

Before learners arrive at school set up your Learning Areas for the day. (See page 15 of this Teacher's Guide for ideas.) Carefully plan the activities you set out. Make sure they relate to the theme and that they fulfil the Assessment Standards 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 a choice of four or five independent activities to do on their own.

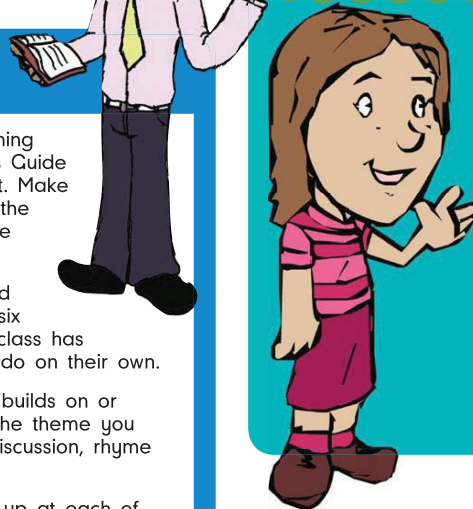
Begin this session with an activity that introduces, builds on or extends concepts and skills within the context of the theme you are working with. You could use a poster, story, discussion, rhyme or song.

Next, explain the different activities you have set up at each of the Learning Areas. Make cards with 'direction words' for each Learning Area. These words will help learners remember what they are meant to do at each table. The cards can be placed on a sentence strip holder in the order in which the learners need to complete the activity. (A document binder works well as a sentence strip holder.)

Make sure that learners know how many of them can work at an area at any one time. Let learners choose the activity they want to start at. They can then rotate between the tables in their own time.

BE AN ACTIVE FACILITATOR:

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

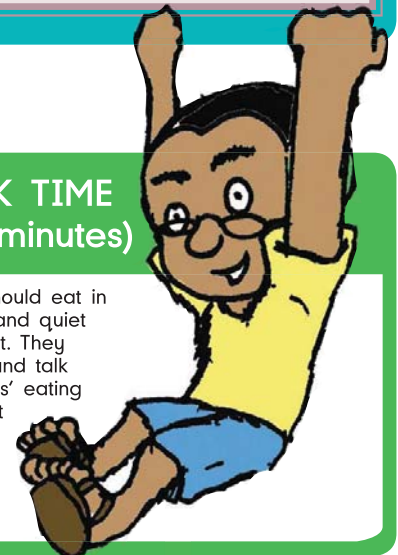


It's time to clean up
(Sung to the tune of The Farmer in the Dell.)
 It's time to clean up now.
 It's time to clean up now.
 Heigh-ho, just watch us go.
 It's time to clean up now.
 We'll put our things away,
 Ready for another day.
 Heigh-ho, just watch us go.
 We'll put our things away.
 (by Jean Warren)



SNACK TIME (10-15 minutes)

Learners should eat in a relaxed and quiet environment. They should sit and talk quietly. Observe learners' eating habits as this could alert you to the onset of illness. Encourage them to share their food and practise good manners.



The Grade R day

MUSIC AND MOVEMENT RING (15-20 minutes)

This is a fun time that encourages group participation but it should still be carefully planned! Include free and structured activities. For instance, on some days learners can move freely to music while on others you can teach them a dance.

Include a box of instruments so that learners can accompany the music or let them make their own. (See page 5 of this Teacher's Guide for ideas.)

These activities can be included during this time:

- ♦ Walking, running, skipping, marching, hopping
- ♦ Dancing
- ♦ Singing
- ♦ Body percussion – clapping, stamping, finger clicking, etc.
- ♦ Listening for appreciation
- ♦ Instrument work



STORY TIME (45-55 minutes)

Introduce the story with an activity that helps learners calm down and prepare for the story. Learners can sit on the carpet and if you have small cushions allow them to bring these to the floor. Do some stretches or say a rhyme.

Begin the story. If the story has pictures ask learners to look at the cover picture and predict the story. Read or tell the story. Stop at regular intervals to ask questions. Get learners to predict what will happen or make their own conclusions. Use your voice to keep learners interested. Use props like puppets and toys to dramatise the story.

Conclude by asking questions and planning an activity. Learners could dramatise, role-play, draw pictures, make their own books or sequence cards that relate to the story.

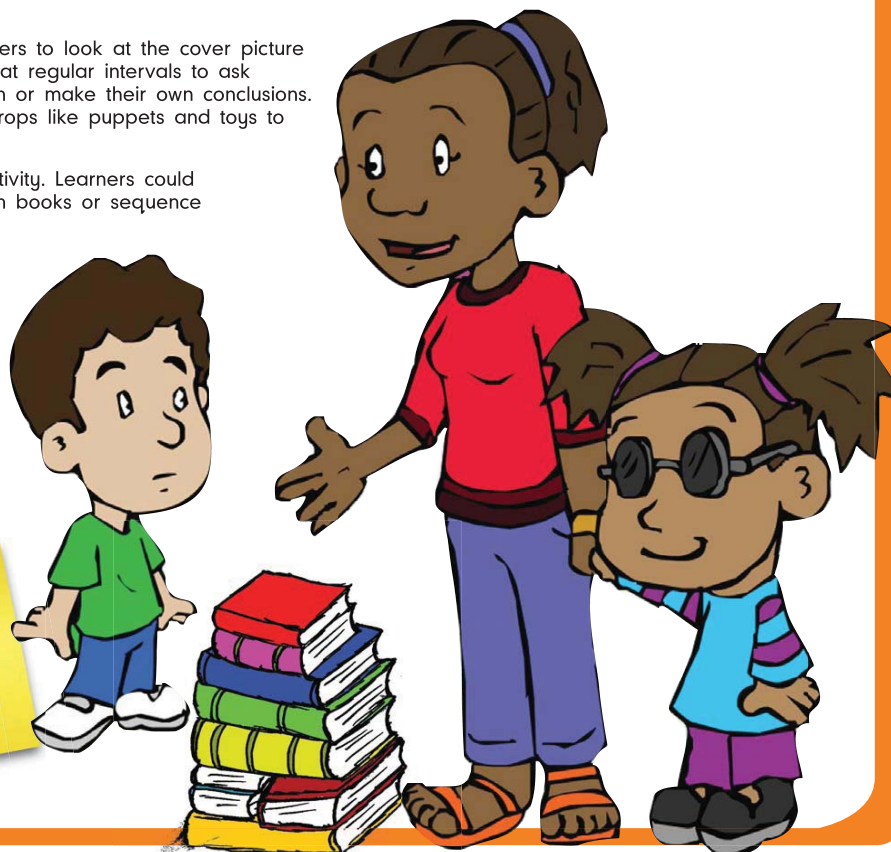
And finally, remember to let learners tell their own stories!

Types of stories to use:

- ♦ Fantasy stories
- ♦ Factual stories
- ♦ Animal stories
- ♦ Life skill stories, e.g. stories that deal with living with HIV or AIDS
- ♦ Humorous stories
- ♦ Counting stories
- ♦ Alphabet stories
- ♦ Cartoon-style books
- ♦ Pop-up books
- ♦ Traditional stories
- ♦ Class-made books

Other items you could include in story time:

STORY TAPES
DVDs OR VIDEOS



Assessment and recording

Why do we assess?

- ◆ It can tell us what our learners already know or what they still need to know.
- ◆ It helps us measure the progress of our learners.
- ◆ It helps us measure how effective the teaching and learning experience has been.
- ◆ It can help us identify learning barriers.
- ◆ It helps us to think about our teaching and come up with different ways of reaching learners.



How do I assess?

There are different ways to assess learners:

- ◆ **Baseline assessment:** This is usually done at the beginning of the year to see what the child already knows. It is also useful when new learners come into your classroom.
- ◆ **Continuous assessment (CASS):** This is ongoing. It happens every day. You observe your learner's cognitive, physical and social development. You take note and adapt (plan and change) the learning environment to optimise (improve) learning.
- ◆ **Summative assessment:** This is test-based assessment. The test is not necessarily written but it is done at the end of a so-called learning experience. Traditionally, this type of test is done at the end of a week, theme, topic, term or year. It tests what learners know and can do but does not test how they do it.
- ◆ **Diagnostic assessment:** This is specialised assessment. It is usually done by an educational specialist, such as a remedial teacher or speech therapist. It is used to pin-point learning problems so that appropriate action can be taken to help the learner.

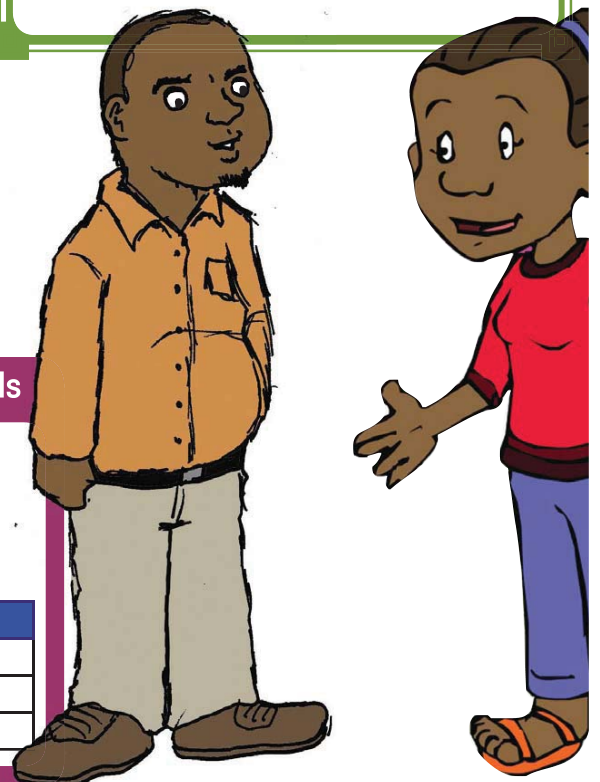
Although there are many kinds of assessment, the most important one is continuous assessment. This kind puts you in charge! This means you have to evaluate the entire learning experience and, if necessary, change your planning, teaching and approach. Continuous assessment is the most relevant and suitable assessment for Grade R. This is because learners are involved in a number of activities which do not result in tangible evidence. Learning at this stage is experiential, so learners are constantly doing, for the most part moving freely from one activity to the next. At this stage learners use emergent reading and writing skills to communicate and record.

Assessment should not only be written – you should also include oral and practical opportunities for learners to demonstrate their learning.

Assessment tasks are part of the work schedule and should be planned at the same time that you plan your learning activities.

When designing an assessment task, follow these steps:

1. Choose a theme.
2. Choose the Assessment Standards and Milestones you want to assess.
3. Think of activities that will fulfil the Assessment Standard/s and Milestones.
4. Design one or two activities that will allow learners to demonstrate the skills, knowledge and values that need to be assessed.
5. Describe the activities – write them down.
6. Include different forms of assessment (observation, oral, practical).
7. Include different ways of collecting evidence (observation book, checklist, rubric, learner's work).



Assessment for Literacy, Numeracy and Life Skills

The National Policy on Assessment for Schools stipulates that in Grade R there should be the following number of formal assessments per term:

- ◆ Four for Literacy
- ◆ Three for Numeracy
- ◆ One for Life Skills

Learning programme	Term 1	Term 2	Term 3	Term 4	TOTAL
Literacy (Language)	4	4	4	4	16
Numeracy (Mathematics)	3	3	3	3	12
Life Skills (Life Orientation)	1	1	1	1	4

How to use posters and visual aids in your classroom

Posters and visual aids make teaching and learning exciting. On the face of it, posters and pictures are colourful, interesting and engaging. But they can offer much more if you choose them carefully and with a specific purpose in mind.

You can use posters in a number of ways.

Use them to:

- ◆ Introduce a topic, idea or concept.
- ◆ Reinforce a topic or a concept.
- ◆ Stimulate discussion.
- ◆ Settle learners and gain their attention.
- ◆ Work on observational skills (visual discrimination, figure-ground, differences and likenesses).
- ◆ Encourage learners to share their own experiences.
- ◆ Extend learners' experience.
- ◆ Teach visual literacy (how to 'read' a picture).
- ◆ Create stories around the picture.

CHOOSING A POSTER

You need to choose posters and pictures with a purpose. Ask yourself what it is you need to convey to the learners or what it is you want your learners to get out of it. For instance, if you are trying to teach the concept of opposites you might use a poster that shows day and night. You could also make your own poster by cutting out pictures and making a collage.

Learn to see the potential in pictures. This means knowing how to 'read' a poster or picture and identify the learning opportunities in them.

Let's look at Poster 3 in this kit. See how many learning opportunities this poster offers.



NUMERACY:

- ◆ Opposites: Use this poster to teach opposites such as day and night/awake and asleep, open and closed, noisy and quiet, dark and light.
- ◆ Time: Day and night

LIFE SKILLS:

- ◆ Animal behaviour (Natural Sciences): Discuss animal behaviour and draw comparisons. What are the owl, bird, butterfly and bees doing in the two different scenes? What does this tell us about their behaviour and habits?

LITERACY:

- ◆ Visual discrimination: Learners can identify various differences and similarities between the two halves of the poster and stick buttons or other markers onto these.

VISUAL LITERACY:

- ◆ Learners can 'read' the pictures.

- ◆ Speaking: Learners can talk about what they see or answer questions based on the poster.

- ◆ Story telling: Learners can tell a story about the owl (or any other aspect you choose).

DISPLAYING POSTERS AND OTHER PICTURES

- ◆ Change them regularly to suit the current theme or concept being learned.

- ◆ Put them in a place that learners can access and at a level where they can see them clearly.

- ◆ Try to see the interactive element in posters and pictures. In other words, ask yourself how learners can work with them. For instance, they could label the different objects in the poster.

- ◆ Tape sounds that can be used interactively with the poster – for instance, household sounds to accompany a poster showing rooms in the home. Let learners match the sound on the tape to the room that it comes from.

OTHER VISUAL AIDS

- ◆ Actual objects that relate to a concept or topic. For instance, you could place a plastic cup, toy car, small car, cube and coin on the sound table when you teach the letter C.

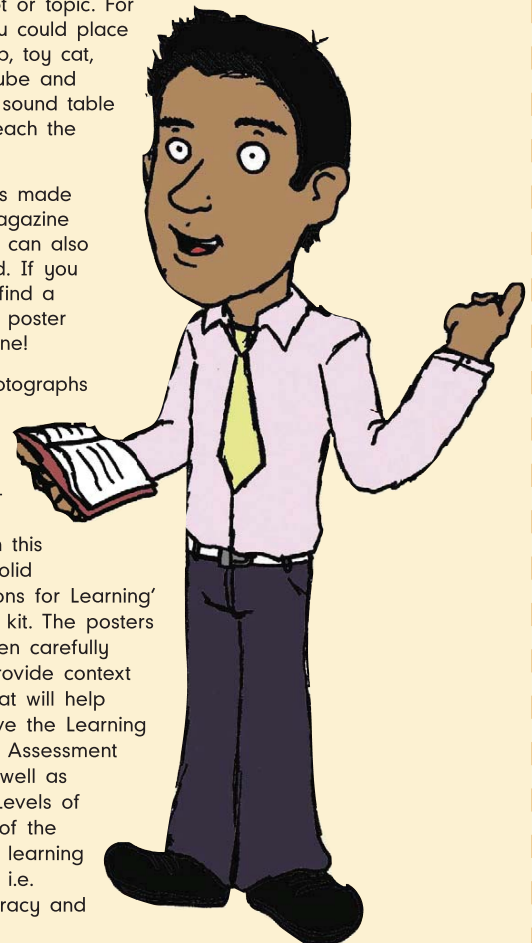
- ◆ Collages made from magazine pictures can also be used. If you cannot find a suitable poster make one!

- ◆ Old photographs

- ◆ Puppets

There are 20 theme-related posters in this 'Laying Solid Foundations for Learning' Grade R kit. The posters have been carefully

designed to provide context and content that will help learners achieve the Learning Outcomes and Assessment Standards (as well as the Expected Levels of Development) of the three Grade R learning programmes – i.e. Literacy, Numeracy and Life Skills.



How to use posters and visual aids in your classroom



MY BODY

Body awareness: Use the poster to see if learners can identify the different body parts on the pictures and on themselves. Point to a body part on the poster and let learners touch that part on their own bodies.

Visual literacy: Ask learners to tell you what the children in the poster are doing with their bodies. Read the pictures from left to right and let learners copy the actions.

Numeracy: Count the number of children on the poster.

MY SENSES

Visual literacy: Let learners 'read the pictures' from left to right. They can 'read' whether they see a girl or boy – e.g. boy, boy, boy, girl. They can also 'read' what sense the children are using in each picture – e.g. touch, smell, taste.

Life Orientation/Inclusivity: Use the poster to discuss people with disabilities. Discuss how people with disabilities cope. Talk about different coping strategies – e.g. Braille for the blind, SASL (sign language) for the deaf.

MY FAMILY

Numeracy: Use the poster to introduce the concept of age. Let learners describe the various family members according to their ages. Ask them who is oldest and who is youngest.

Counting: Count the family members. Then count their eyes, their ears, their legs, etc.

KEEPING CLEAN AND FIT

Sorting: Let learners point out which activities happen indoors and which happen outdoors. Let them group the activities portrayed in the poster into those that are examples of keeping fit and those that are about keeping clean.

Sequencing: Use the poster to look at sequencing. Ask learners to tell you what they would do first, second, etc. For example, learners could say that first you wash your hands, then you go to the toilet, then you wash your hands again.

Phonics: Let learners find something in the poster that has an initial sound of 'm', 'g', etc.

Auditory closure: Say the first part of a word from the poster and ask learners to finish it and find the picture – e.g. a child eating lun... (ch).

Visual figure-grounding: Describe an activity or an object on the poster and let learners search the poster for it.

HEALTHY EATING

Counting: Use the poster for counting. Let learners count the food on the shelves. Let them count only the fruits or vegetables.

Categorising: Let learners group the foods into different food groups – e.g. fruit, vegetable, animal.

Phonics (auditory discrimination): Say the beginning sound of a food – e.g. 't' for tomato, and get learners to try and find the word and picture.

FRIENDS

Counting: Let learners count the children in the poster. They can count the number of legs, arms, heads, etc.

Visual discrimination: Ask learners to describe what a child in the poster is wearing and what the child is doing.

Role-play: Let learners get into groups and pretend to be the children in the poster. Ask them to role-play what these children are saying to each other.

THIS IS WHAT I WEAR

Categorising: Ask learners to place counters on the summer clothing.

Auditory memory and visual figure-grounding: Describe an outfit in the poster and ask learners to find it.

More or less: Ask learners which photos have the most, least and same number of people in them. Point to a picture and ask learners how many people there would be if – for example – one, two, more joined.

SHAPES AND COLOURS

Visual discrimination: Let learners identify the different shapes in the houses.

Counting: Use this poster for counting. Let learners count all the triangles, squares or circles.

Estimation: Let learners estimate how many apples there are on the tree. Then let them count the apples.

Visual memory: Provide learners with a variety of shapes. Ask them to use the shapes to copy sections of the poster.

How to use posters and visual aids in your classroom



OPPOSITES

Auditory and visual discrimination: Call out a word and ask learners to search the poster for a picture that shows the opposite of the word.

Auditory memory: Call out a list of words (items that are found in the poster). Learners need to listen and remember the sequence of the words called out. They then place a counter on each item, in the same sequence in which it was called out.

Auditory discrimination: Call out the initial sound of a picture in the poster. Learners must find as many things as they can that begin with that sound.



GARDENS AND BUGS

Counting: Count the insects. Count their legs. Count the flowers and the petals.

Visual figure-grounding: Describe or name an insect and get learners to find it on the poster.

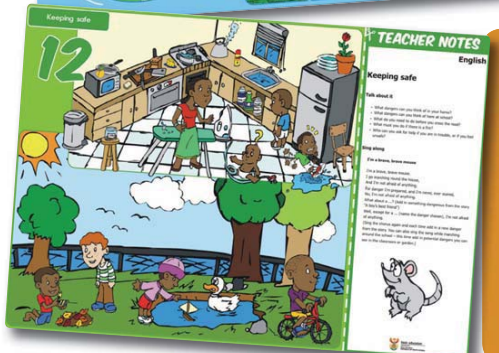


TIME AND WEATHER

Settling device: Use this poster to settle learners in the morning and focus them. It should become part of your morning routine.

Environmental awareness: Use the poster to develop your learners' observation skills in their environment. They can look at the changing sky, trees, plants, etc. in the school environment and in their home environment.

Measurement: Use the poster to introduce the concept of the passing of time – e.g. talk about how time passes during the course of the school morning, as well as through the course of the day and the year (talk about how the seasons change). Learners should start to understand that physical changes – for example, from light to dark – are indicators of the passage of time.

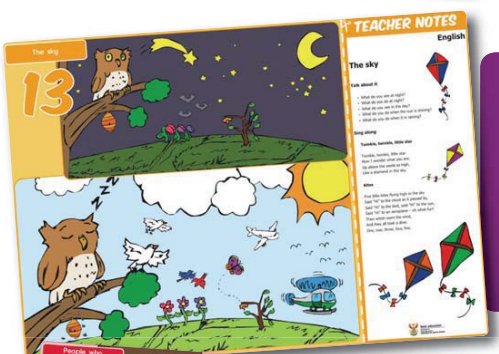


KEEPING SAFE

Visual perception: Use this poster as a figure-ground exercise – let learners extract the relevant information from the poster. To do this, play the game 'I Spy' and let learners find the object. You can play 'I Spy' by saying the name of the object you want them to find or by saying the first sound of the object (use what suits your learners best).

Data collection: Let your learners categorise/sort safe and unsafe items/pictures.

Fishing game (also known as Tombola): This will encourage speech, as well as teach your learners to take turns. Draw some of the items in the poster on cards. Attach metal paper clips to the cards. Cut up some long dowel sticks to make fishing rods. Attach a piece of string to each rod. Put tiny magnets onto the ends of the string. Call out the name of the item you want learners to find and let them 'fish' for the correct card.



THE SKY

Visual discrimination: The two pictures on this poster depict the same scene during the day and at night. Let learners find the differences and similarities between the top and bottom pictures.

Measurement: You can use the poster to teach or reinforce the concept of time related to day and night.

Life Skills (Natural Sciences): Use the poster to discuss animal behaviour at night and during the day. Talk about nocturnal and diurnal animals.



PEOPLE IN OUR COMMUNITY

Visual memory: This visual memory activity is linked to learners' own experiences. Ask them to recall where/when in their experience they have seen or heard about the various community workers in the poster.

Auditory perception: If possible, make a tape recording of police and ambulance sirens, the school bell, a dustbin truck, etc. Play the tape (or just make a similar sound yourself) and ask learners to match the sound to the object that makes that sound.

Matching/reasoning skills: Let learners use string to match the pictures of the people to the pictures of the buildings.

Speaking and reasoning: Discuss the buildings (talk about who works there, what is inside, what people do there, etc).

How to use posters and visual aids in your classroom



HELPING HANDS

Opposites: Use the poster to teach opposites, e.g. young – old.

Counting: Count the hands and fingers on the poster. Then let learners count the hands and fingers of the children in your class. Count as far as they can go and then start again.

NEW LIFE

Numeracy: Use this poster to teach or reinforce colours, as well as concepts such as more and less, symmetry, time and the seasons.

Language enrichment: Let learners use descriptive language to describe the various signs of Spring, e.g. the blossoms and the baby animals.

THIS IS WHERE I LIVE

Auditory figure ground and auditory discrimination: Prepare a tape recording of running water, a flushing toilet, a TV programme, cooking sounds, etc. Let learners identify, by pointing to the poster, which rooms they would hear these sounds in. Record several sounds simultaneously and ask learners to tell you how many different sounds they can identify.

Life Skills: Let learners investigate the different types of buildings in the poster (Social Sciences), the building materials used to create the different buildings (Technology), the location of the different types of houses (Social Sciences/ Geography), how long they think it would take to build each of the houses – i.e. the construction time (Technology/Maths).

Matching: Let learners match pictures of furniture (cut from magazines) with the different rooms in the poster.

FEELINGS

Life Skills (Life Orientation): Use the poster to discuss emotions (linked to the learners' own experiences) in a non-threatening way.

Cause and effect/consequences (inferring/reasoning skills): Let learners look at the pictures and say why they think the people in the picture feel the way they do.

Language (direct speech): Use the poster to (informally) introduce the concept of direct speech – your learners will enjoy creating speech bubbles for the people in the poster.

MY COUNTRY

Numeracy: Use the poster to reinforce the concepts of sorting, money, symbols and counting.

Auditory discrimination: Make a tape recording of animal sounds (or let your learners make these sounds and record them). Let learners match the sound to the correct animal in the poster (as well as to other animals they may be familiar with).

Syllabification: Let learners break the animal names into syllables and clap them.

ON THE MOVE

Life Skills: Use the poster to investigate road safety (Life Orientation). Talk about what type of energy powers each mode of transport (Technology).

Reasoning and logic: Use the poster to discuss which mode of transport is used to go, for example, overseas, to the corner spaza, to school, etc.

Auditory discrimination: Make a tape recording of the sounds of different vehicles. Let learners match the sound to the correct vehicle in the poster.



The importance of play and how to use games in the classroom

Research shows that play is very important for the development of the young learner. Play develops learners' ability to communicate, their vocabulary, language comprehension, attention span, imagination, concentration and curiosity. It helps learners develop problem-solving strategies and teaches them how to participate in and contribute to a group. There is a direct link between play and learners' ability to master numeracy and literacy skills.

Although there is overwhelming research to support the benefits of play, teachers often (and with the best intentions) structure their learning activities to such an extent that free play is reduced or even eliminated from their daily planning.

On this page we investigate different types of play and provide suggestions for making your classroom more play-friendly.

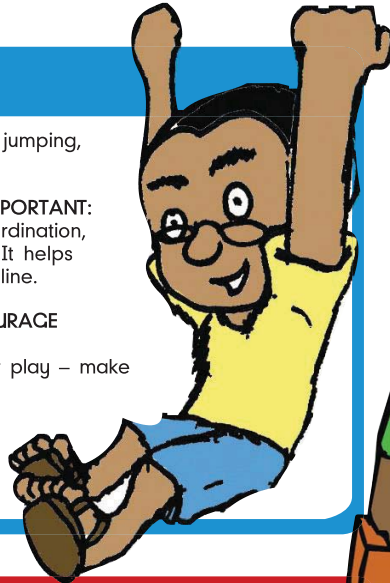
Large-motor play

Children love running, crawling, jumping, climbing and sliding.

WHY LARGE-MOTOR PLAY IS IMPORTANT: This kind of play develops co-ordination, balance and position in space. It helps children learn to cross their midline.

WHAT YOU CAN DO TO ENCOURAGE LARGE-MOTOR PLAY:

Provide outdoor opportunities for play – make sure your learners play outside for at least 20-30 minutes daily. See page 4-5 of this Teacher's Guide for a list of equipment to buy or make.



Construction play



Children love building houses, garages, castles and other structures. Teachers and parents are always amazed when learners take a box and turn it into an extraordinary toy that has the ability to occupy them for hours on end.

WHY CONSTRUCTION PLAY IS IMPORTANT:

These types of games encourage design, problem-solving and building skills. In addition, children exercise their creativity and imagination.

WHAT YOU CAN DO TO ENCOURAGE CONSTRUCTION PLAY:

Provide wooden blocks, Unifix blocks and Lego pieces for children to use. Do not put them all out at once. Alternate them so that learners get a chance to work with different types of construction toys. Cardboard boxes, plastic containers and tins (without sharp edges) also make excellent construction toys: in many ways these items extend the child's imagination even further than their commercial counterparts.

Fine-motor play

FINE-MOTOR PLAY

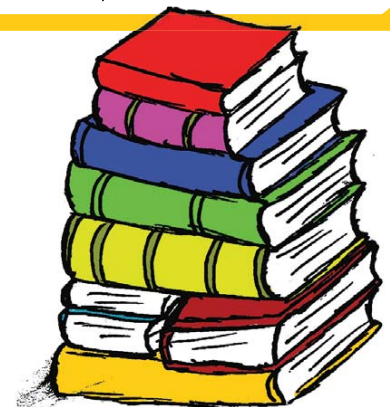
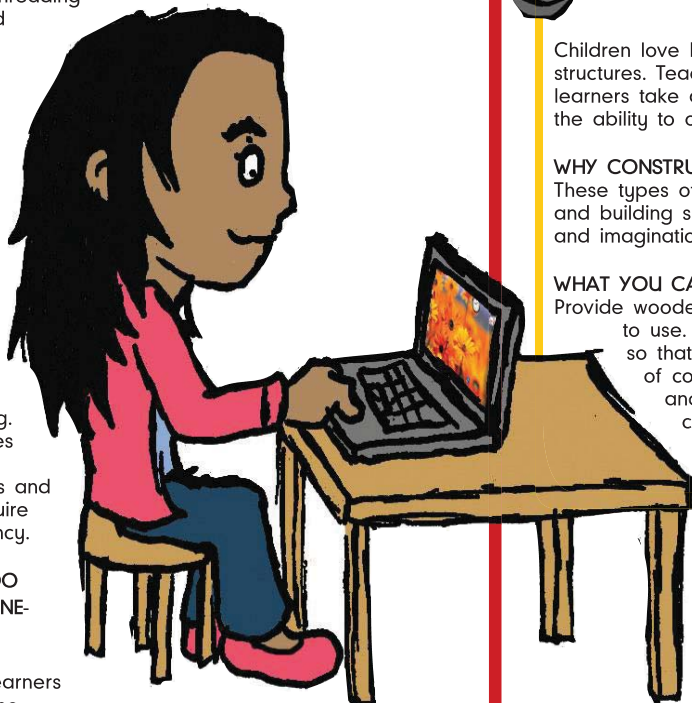
Activities such as threading beads, buttons and reels, peg and pegboard games, and playing with puzzles all contribute to developing learners' fine-motor skills.

WHY FINE-MOTOR PLAY IS IMPORTANT:

This kind of play develops fine-motor skills which are important for drawing and writing. Many daily activities such as buttoning and zipping clothes and tying laces all require fine-motor proficiency.

WHAT YOU CAN DO TO ENCOURAGE FINE-MOTOR PLAY:

Provide daily opportunities for learners to exercise their fine-motor skills. Make sure that the literacy learning area is always well stocked with paper (even newspaper will do), as well as with drawing and writing tools. Place puzzles, beads and pegboards in accessible areas of the classroom for learners to use during work time.



The importance of play and how to use games in the classroom

Games with rules

Young children enjoy playing games with rules. They also enjoy making up their own games and negotiating the rules amongst themselves.

WHY RULE-BASED PLAY IS IMPORTANT:

These kinds of games teach life skills. They teach children how to differentiate between fair and unfair play, how to participate in a group, how to take turns, and how to work co-operatively and manage conflict.

WHAT YOU CAN DO TO ENCOURAGE LEARNERS TO PLAY GAMES WITH RULES:

Begin with simple games that involve two players – for example, Snap. Provide lots of opportunities for non-competitive group games like 'I wrote a letter to my love', 'Ring-a-ring-a-roses' and 'Broken telephone'. Competitive games like races and catch have their place, but try not to emphasise the aspect of winning (or losing).



Creative play

In this type of play children work with any media available – often mixing them to create a desired effect or object.

WHY CREATIVE PLAY IS IMPORTANT:

This type of play allows children to express their feelings and ideas in a safe, non-threatening way.

WHAT YOU CAN DO:

Provide opportunities for creative expression. In the creative learning area place paint, crayons, pencils, pastels, foil, cellophane (from sweet wrappers) and different sized and textured papers. Plasticine and clay can also be put out. Make sure to alternate the materials – if too many are put out at once this could be overwhelming for some children and lead to boredom in others. Place puppets in the reading corner.

Musical instruments and taped music can also be placed in the creative learning area, but this can be quite noisy so make sure it fits in with the other activities you have planned and is not too disruptive. (It is probably best to keep your musical activities for the 20-minute music-and-movement slot provided for in your daily planner. Set aside five minutes during these sessions for unguided experimentation.)



Make-believe play

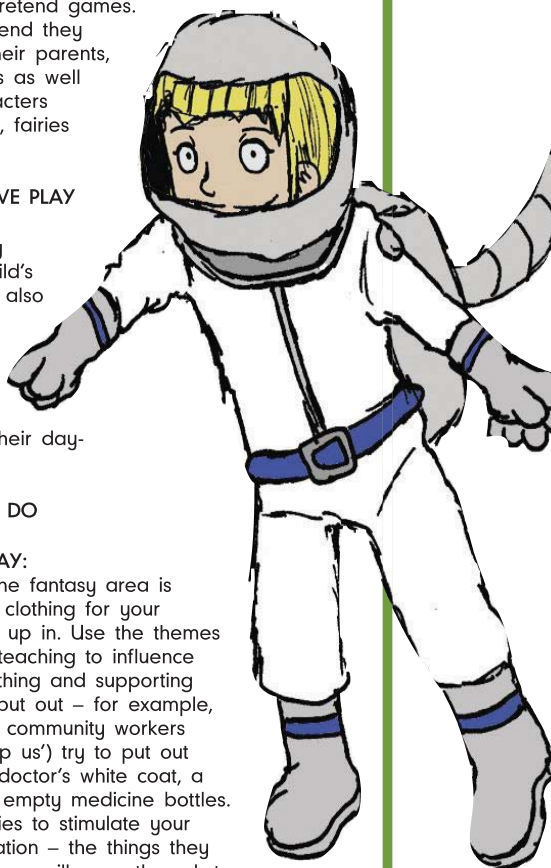
Children enjoy pretend games. They like to pretend they are adults like their parents, doctors or nurses as well as fictional characters like super-heroes, fairies and pirates.

WHY MAKE-BELIEVE PLAY IS IMPORTANT:

This type of play stimulates the child's imagination. It is also language-rich as learners use language they do not necessarily need or use in their day-to-day activities.

WHAT YOU CAN DO TO ENCOURAGE MAKE-BELIEVE PLAY:

Make sure that the fantasy area is well-stocked with clothing for your learners to dress up in. Use the themes you use in your teaching to influence what type of clothing and supporting accessories you put out – for example, for the theme of community workers ('People who help us') try to put out items such as a doctor's white coat, a stethoscope and empty medicine bottles. Read lots of stories to stimulate your children's imagination – the things they read about with you will carry through to their imaginary play.



Sensory play

Most children enjoy playing with sand, mud and water. Tactile-defensive children may not find these types of activities appealing but they should be gently encouraged to take part.

WHY SENSORY PLAY IS IMPORTANT:

This kind of play develops learners' awareness of their five senses.



CONCLUSION

While the daily planner sets aside specific time for outdoor play and music-and-movement activities, the other activities mentioned here can all be incorporated into learners' work time. While you are working with a small group, the other learners will be moving about freely between the different learning areas you have set up. The activities you prepare and the materials you place in these areas should encourage all sorts of different play. In other words, 'play' should not just be a series of unstructured, random activities – nor should the activities you set up for work time be overly structured so that the element of play is lost.

How to use the flashcards, games and picture cards

The 'Laying Solid Foundations for Learning' Learner Resource Book consists of various resources for the teacher to use with her learners to support teaching and learning.

Included in the resource book is a birthday chart, a number-matching activity, theme-related picture cards, block games and flashcards.

All you need to do is cut out the resources. If you have access to a laminating machine it is a good idea to laminate the flashcards and pictures cards as they will then last much longer. Alternatively, you can stick them onto soft cardboard (you can use old cereal and washing powder boxes).

The Block Game on pages 2 and 3 of the Learners' Resource Book

The Block Game is an easy-to-reproduce game that targets a number of skills but especially the skill of problem-solving. It can be used to reinforce number, colour and shape, amongst other things. It includes a board consisting of 5x5 squares and 16 loose cards, which you need to cut out (see the diagram alongside).

Make copies of the block game and the colour, number and shape cards. If possible, laminate them. The blank template is for you to use to make your own variations of the game. Keep it in a safe place.

HOW TO PLAY THE BLOCK GAME:

The first horizontal and vertical rows of the board are for you to use. Choose two concepts you wish to teach – for example, shape and colour. You now need to make four colour cards to place on the squares in the top row, and four shape cards to place in the squares running down the far left column of the board.

As illustrated in the diagram alongside, for the concept of colour you could make a red card, a turquoise card, a purple card and a green card. Place one of these in each of the squares in the top row.

For the concept of shape, you could make a card with diamonds, a card with dots, a card with diagonals and a card with doughnuts. As illustrated in the diagram alongside, place these cards one below each other in each of the squares in the far left column of the board.

Now ask your learners to use the 16 loose cards to complete the grid. (You can use the cards in the Learners' Resource Book or you can make your own.) These cards combine both of the concepts you want to reinforce, in this case colour and shape.

Again referring to the diagram alongside, a learner would need to place the card with the red diamond in the square that is second from the top and second from the left; the card with the red dot would need to go into the square third from the top and second from the left; the card with the blue diagonals would need to be placed second from the bottom and third from the left, etc.

You can vary the game by making four number cards of your own. You can then use these to test the concepts of number and shape, and colour and number.



The Birthday Chart on pages 4 and 5 of the Learners' Resource Book

Every classroom in the Foundation Phase should display a birthday chart that is updated yearly and as children join or leave the class.

HOW TO USE THE BIRTHDAY CHART:

If possible, laminate the chart. Use a thick water-soluble koki pen to write the learners' names onto it. Use drawing pins or Prestik to attach the Birthday Chart to the bulletin board. It should be in a place where it can be seen easily by both you and the children. It should be a regular feature of the morning ring.

The Birthday Chart is a valuable teaching tool. It can be used to teach a range of skills.

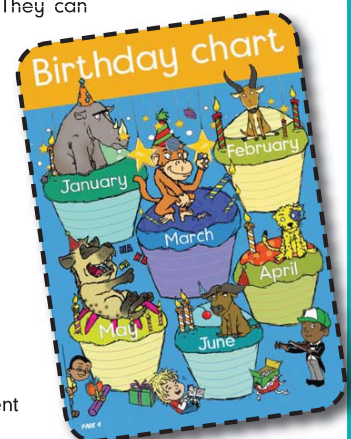
Use it to teach the months of the year and the seasons as they occur – for example, 'Today is Sihle's birthday. What month is it? What season does her birthday fall in? How can we tell?'

The concepts of before and after can also be reinforced using the Birthday Chart. Ask: 'Who had a birthday last month? What was the name of the month? Who will have a birthday next month? What is next month's name?'

You should also work with numbers when using the Birthday Chart. Ask learners how old they are, how old they were yesterday and how old they will be next year. They can show these numbers using their fingers or other objects, or they can use the number cards on page 4 of the Learner's Resource Book.

As learners refer to the chart they will also engage with the print. They will 'read' the months of the year and recognise their own and their friends' names. Some learners will be able to recognise actual letters on the chart.

Life Orientation Learning Outcome 3 Personal Development requires that learners know their birth date. This is an important skill as their date of birth will be required in many different situations throughout their lives.



How to use the flashcards, games and picture cards

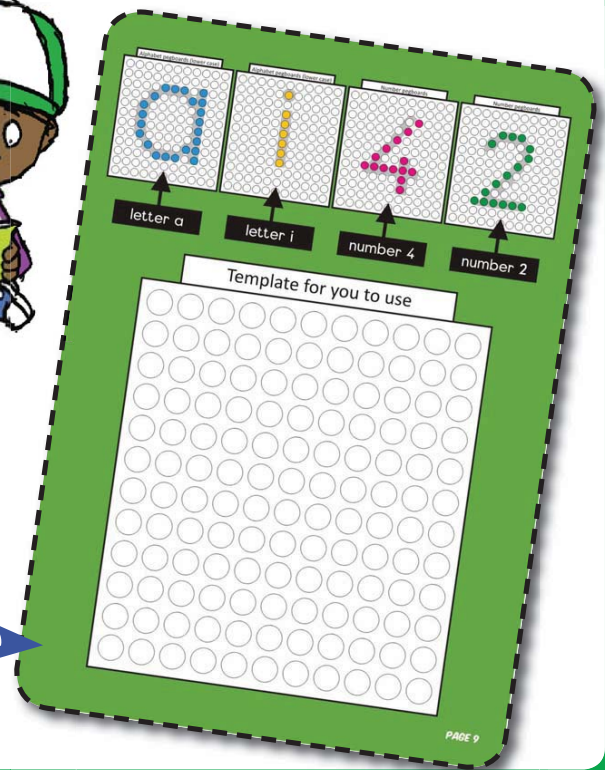
The number matching cards on page 1 of the Learners' Resource Book

Being able to recognise that a number can be represented by a numeral, word or picture is a very important skill. Our world is filled with numbers represented in different ways. Number recognition is therefore a life skill.

How to use the number matching cards:

Carefully cut out the numeral, word and picture cards. It is a good idea to make a set of cards for each learner. If possible, photocopy the cards. Use the set in the Resource Book for instruction during small group time. If possible, mount them onto cardboard with glue and laminate the individual cards.

As you introduce a new number to the learners (most teachers choose to introduce a new number every week), get learners to show the number using concrete objects such as buttons or bottle tops. Let learners find the dot card that shows the same number. Ask them to rearrange the buttons to make different patterns. This is number conservation: the ability to recognise that a number can be represented in different ways. For example:



Next, introduce the numeral. Learners can trace the numeral in sand trays, on the carpet, in the air and on each other's backs. Let them make the numeral with their bodies. Finally, introduce the word. Let them match the numeral, picture and word. For example:

As new numbers are introduced each week, the activity becomes more challenging as learners are required to select and match numerals, words and pictures from a greater number of cards.

The flashcards on pages 12 to 16 of the Learners' Resource Book

The flashcards in the resource book are theme-specific. There are 20 themes in the 'Laying Solid Foundations for Learning' Grade R Kit. There are eight theme-related words for each theme, giving you a total of 160 flashcards.

HOW TO USE THE FLASHCARDS:

- ◆ Flashcards are extremely versatile and can be used in different ways.
- ◆ Use them to label items on your theme table.
- ◆ Use them to label images on the poster. You can do this yourself or get learners to do it.
- ◆ Make a second set by writing each word neatly onto paper or card. Let learners find pairs and match them.
- ◆ Let more able learners play Snap in pairs with the cards you have made.
- ◆ Use the flashcards as part of your emergent reading activities. You will need strips of white card for this exercise.

Suggestion 1:

Prepare the theme message on a strip of white card. (The theme messages are included in the Daily Lesson Plan in the Lesson Plan Book.)

For example:

TODAY WE ARE LEARNING ABOUT . . .

Use the theme flashcard to complete the sentence.

For example:



Today we are learning about food

Read this sentence every day during morning circle.

Suggestion 2:

Ask your learners to make a sentence from a flashcard word – for example: legs

Write a sentence on a cardboard strip and let them use the flashcard word to complete it. For example: I have two legs.

Use the basic sentence structure to make new sentences with the flashcard words. For example: I have two eyes, I have two feet.

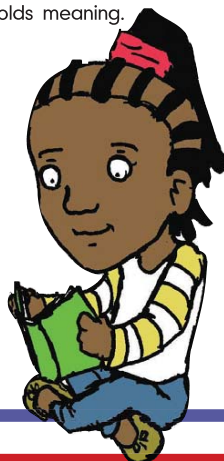
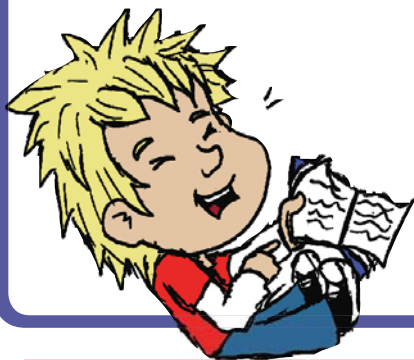
Emergent Literacy – reading and writing

What is Emergent Literacy?

Emergent literacy refers to the knowledge and skills that precede learning to read and write as taught formally in Grade 1.

EMERGENT LITERACY IS:

- ◆ The earliest phase of reading and writing.
- ◆ The initial understanding of what reading and writing is.
- ◆ When learners begin to understand that print holds meaning.
- ◆ When learners begin to understand that print is a form of communication.



HOW DO LEARNERS DISPLAY SIGNS OF EMERGENT LITERACY?

- ◆ They begin to draw and scribble and 'read' what they have written.
- ◆ They handle books and begin to show that they understand the conventions of books. They hold the book the right way up, turn the pages and point to words (even though they cannot read them).
- ◆ They 'read' the pictures.
- ◆ They make up their own stories, e.g. "Once appollo time ...!"

Attitudes that learners should display and teachers should encourage (signs of Literacy readiness):

LEARNERS SHOULD:

- ◆ Want to listen to stories.
- ◆ Want to be read to.
- ◆ Be curious about words and letters.
- ◆ Explore books (their text and pictures).
- ◆ Enjoy songs, poems, rhymes, jingles, books and fantasy play.

Classroom strategies to develop your Grade R learners' Literacy skills:

You need to create a literacy environment. The following eight practical ideas and strategies will help your learners develop literacy skills:

1. TALK

Provide opportunities for conversation in class group, small group, and one-to-one settings.

When talking with learners:

- ◆ Use uncommon words: words that children are unlikely to hear in everyday conversations.
- ◆ Extend learners' conversational abilities: encourage descriptive, grammatically mature conversation.
- ◆ Talk about topics that are unfamiliar and that involve knowledge about the world.
- ◆ Listen and respond to what learners say.

2. READ

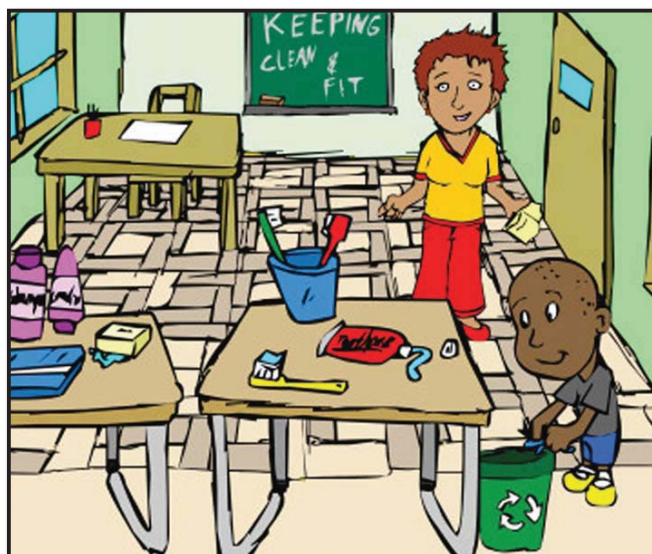
- ◆ Read aloud to your class at least once a day.
- ◆ Read different types of stories, poems and non-fiction books.
- ◆ Provide 'supportive conversations' before, during and after reading.
- ◆ Re-read favourite books. This builds familiarity and increases the likelihood that learners will attempt to 'read' these books on their own.

3. BUILD PHONOLOGICAL AWARENESS

Provide activities that increase learners' awareness of the sounds of language.

Activities should include:

- ◆ Games
- ◆ Listening to stories, poems and songs that rhyme (e.g. Jack and Jill went up the hill) or have alliteration (when several words begin with the same sound, e.g. Ziggy Zebra zigzags to the zoo)



- ◆ Sound-matching: for example, say the 'd' sound and let learners choose from cards of a bird, a dog, and a cat

4. PROVIDE ALPHABET ACTIVITIES

Engage children with materials that promote identification of the letters of the alphabet, including:

- ◆ ABC books
- ◆ Magnetic letters
- ◆ Alphabet blocks and puzzles
- ◆ Alphabet charts (see pages 31-41 of this Teacher's Guide)

Teach letter names that have personal meaning for your learners – for example, "Look, Thabiso and Tebogo's names both start with the same letter. What sound does it make? That's right, they both start with t."

Emergent Literacy – reading and writing

Classroom strategies to develop your Grade R learners' Literacy skills:

5. SUPPORT EMERGENT READING

- ◆ Create a library corner with different types of reading materials.
- ◆ Re-read favourite books to encourage independent reading.
- ◆ Include functional print linked to class activities, e.g. daily schedules, a helper poster and labels.

6. SUPPORT EMERGENT WRITING

Encourage children to use emergent forms of writing such as scribble writing and invented spelling by providing:

- ◆ A writing table stocked with pens, pencils, markers, paper, and bookmaking materials.
- ◆ Shared writing: the teacher writes down text dictated by learners.
- ◆ Play-related writing materials in the fantasy corner, e.g. pencils and notepads for taking orders in a restaurant, writing down telephone messages, etc.

7. DO SHARED READING ACTIVITIES

- ◆ Read Big Books with your learners. (See the 'Laying Solid Foundations for Learning' storybook.)
- ◆ Make your own Big Books. Enlarge other texts (you can either write them out or enlarge them with a photocopying machine).
- ◆ Point to the words in a Big Book story as you read them.
- ◆ Draw learners' attention to the following print conventions:
 - The distinction between pictures and print
 - Reading from left to right and top to bottom (reading direction)

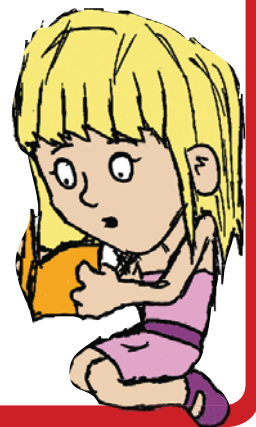
- Book concepts such as the cover, title and inside story pages

- ◆ Read favourite stories over and over again and encourage learners to read the bits they are familiar with along with you.
- ◆ Make sentence strips for your learners to read. These are short, repetitive sentences that include high frequency (common) words that are repeated over and over.

8. GIVE LEARNERS INTEGRATED, CONTENT-FOCUSED ACTIVITIES

- ◆ Provide opportunities for learners to investigate topics that are of interest to them (in this 'Laying Solid Foundations for Learning' Grade R kit there are 20 learner-friendly themes).
- ◆ The objective is for learners to use oral language, reading and writing to learn about their world.
- ◆ Read topic-related information books.
- ◆ Provide topic-related books for learners to look at on their own.
- ◆ Use emergent writing to record observations and information.
- ◆ Provide opportunities for dramatic play in the fantasy corner. This will help your learners express what they have learned.

Adapted from an article entitled 'The Essentials of Early Literacy Instruction' by Kathleen A. Roskos, James F. Christie, and Donald J. Richgels (Copyright © 2003 by the National Association for the Education of Young Children)



Teaching the alphabet and phonics:

The letters of the alphabet look like meaningless signs or marks to young learners. Making sense of these 26 symbols can be quite overwhelming. The fact that each letter also has a unique sound (or sounds) is an added challenge for learners. Later on, learning that letters also combine to make new sounds compounds an already difficult learning situation. Learning letter-sound relationships is not easy.

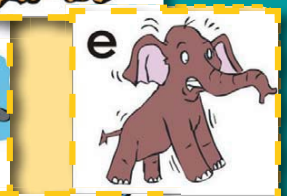
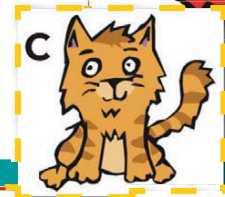
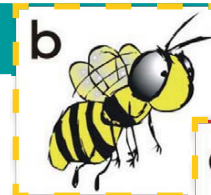
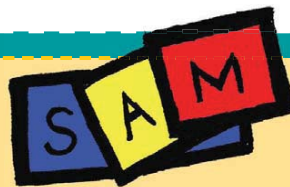
PLEASE NOTE: At the level of Grade R, learners need to grasp only the most common sound the letter makes, for instance, buh (for b), cuh (for c) and duh (for d). A letter's name – such as b (bee), c (see) and d (dee) – is not taught at this stage.

HOW TO TEACH PHONICS IN THE CLASSROOM

Introduce a new letter each week. There is a suggested sequence in the weekly lesson plans, but because Grade R learners are not yet expected to build words you can choose to introduce the letters in any sequence you like.

PREPARATION

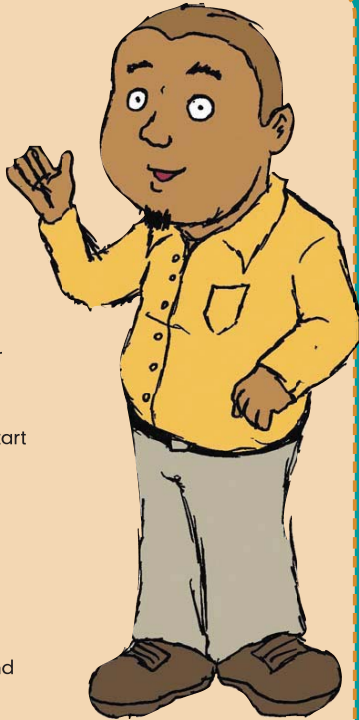
- ◆ Choose a letter to teach.
- ◆ Enlarge the letter (by re-drawing or photocopying it) and colour it in.
- ◆ Prepare your phonics table: Place items beginning with the letter on the table. Label each item neatly.
- ◆ Place the letter you have enlarged and decorated on your phonics table.
- ◆ Find the plain letter templates on pages 31 and 32 of this Teacher's Guide. Make one copy of the letter for each learner and one for yourself. (If you like, you can make or buy sandpaper letters – these are made from fine-grit sandpaper and are available commercially. Alternatively you can just trace around the letter template, cut out the copy and mount it on a square of hard cardboard.)
- ◆ Prepare a few pegboard letters.



Teaching the alphabet and phonics:

INTRODUCING THE LETTER

- ◆ Introduce the letter. Show learners the letter you have enlarged and decorated and tell them about the letter.
- ◆ Point out the items on the table and say their names. (Sound them out slowly to emphasise the individual sounds, but make a special point of emphasising the first sound in each – which is, of course, the letter you are teaching.)
- ◆ Ask learners to think of other words that begin with the same sound.
- ◆ Ask learners whose names start with this letter to stand up.
- ◆ Show learners the plain undecorated letter you have prepared.
- ◆ Show them the decorated letter again. Show the plain letter again. Ask learners to find other examples of items that start with the letter in and around the classroom.



PRACTISE ACTIVITIES

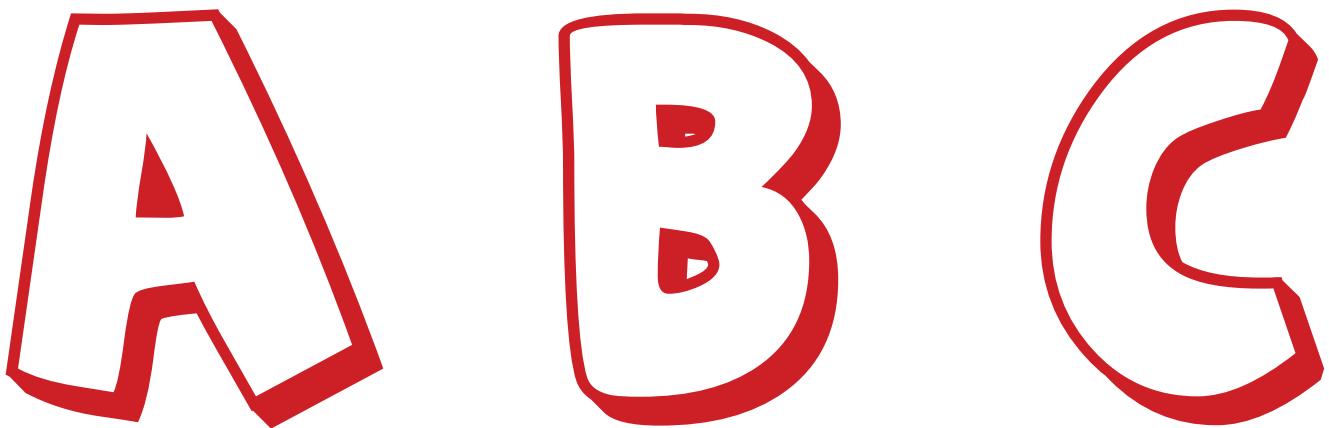
- ◆ Get learners to practise forming the letter:
 - They can trace over their copy of the letter template. (If you have given them each a sandpaper letter, they can trace over this.)
 - They can form the letter in the sand tray, in the air or on each other's backs.
 - They can sculpt the letter from plasticine, clay or playdough.
 - They can use chalk to draw a big version of the letter on the paving in the playground and then 'walk out' the shape.
 - They can work in pairs and twist and turn their bodies to make the shape of the letter.
- ◆ Let learners make the letter characters. Provide them with any materials they may need to make a three-dimensional version for themselves. (For example, give each learner a small piece of cottonwool so they can decorate their 'c' letter template to look like a cloud.)
- ◆ Encourage learners to talk about the sound of the letter as they work.
- ◆ Place pegboards, pegs and pegboard cards of the letter you are teaching on a table for learners to use in their free time (see page 5 of this Teacher's Guide).
- ◆ Let learners browse through magazines looking for pictures of things that begin with the letter you are teaching.
- ◆ Encourage learners to find the letter in their names (not just at the beginning of their names).
- ◆ Play lots of listening games where the learner has to listen for the sound being taught. For example, list four words, only one of which starts with the letter being taught, and ask learners to put up their hands when they hear the correct sound.
- ◆ Get learners to picture-code the letters.
- ◆ Say a CVC (consonant-vowel-consonant) word, for example, cat, c-a-t, and ask learners to say what the first sound is and what the last sound is.

REFER TO THE LESSON PLAN BOOK FOR LETTER-SPECIFIC ACTIVITIES.

Remember that you will NOT be able to facilitate all of these activities in a single day. Choose ones that will best reinforce the learning experience for YOUR learners.

HOW TO DEAL WITH CAPITAL LETTERS

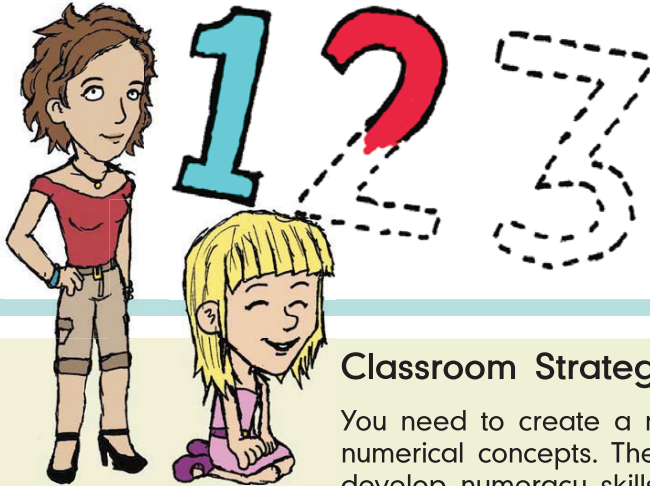
The capital letter is introduced in a less formal way. This is done because learners are used to seeing capitals in their names. All other printed labels, except for names, must be presented in the lower case.



Emergent Numeracy

What is Emergent Numeracy? Number, shape & colour, pattern & measurement

Emergent numeracy refers to the knowledge and skills that precede mathematical learning – for example: counting, recognising and working with pattern and measurement.



HOW DO LEARNERS DISPLAY SIGNS OF EMERGENT NUMERACY?

- ◆ They 'count' – e.g. '1, 3, 4, 10!'
- ◆ They tell the 'time' – e.g. 'It is 20 o' clock!'
- ◆ They are interested in money and its value.
- ◆ They build with shapes.
- ◆ They play with puzzles.

Attitudes that learners should display and teachers should encourage (signs of Numeracy readiness)

Learners should:

- ◆ Want to count.
- ◆ Want to tell the time, wear a watch, etc.
- ◆ Want to deal with money.
- ◆ Try to write numbers.



Classroom Strategies

You need to create a numeracy environment with opportunities to develop numerical concepts. The following eight practical ideas and strategies will help develop numeracy skills:

1. Count

- ◆ Provide rote counting activities, including number rhymes
- ◆ Provide concrete counting activities, use blocks, buttons, bottle tops, etc.
- ◆ Count everyday objects, e.g. body parts, windows, desks, chair legs
- ◆ Begin counting in the 1-10 range

2. Estimate

Estimating is not the same as guessing. At first learners will guess but as they begin to understand the concept of estimating better they will start thinking more about their 'guesses'. Learners also need a numerical vocabulary for estimation. This includes words such as:

- More
 - Less
 - Bigger
 - Smaller
 - How much
 - A lot
 - A little
- ◆ Place counters in clear containers and get learners to estimate the number of objects in them.
 - ◆ Show learners some counters and ask how many they think you can hold in your hand. Test their estimates. Then ask how many they think they can hold in their hands. Again test the estimates.
 - ◆ Start with small numbers, for instance five, and work towards bigger numbers.
 - ◆ Always test the estimate.

3. Explore the concept of size

Explore the relationships of size by providing logi shapes and 3-dimensional shapes.

- ◆ Build your learners' vocabulary to include words that describe the relationships of size. For example: big, bigger, biggest; small, smaller, smallest; large, larger, largest.

4. Explore the concept of colour and shape

- ◆ Provide sorting trays and coloured objects to sort. (Egg boxes make good sorting trays.)
- ◆ Make and use pegboard cards (see pages 4 and 5 of this Learners' Guide Book).
- ◆ Call out a short sequence of colours – for example, red, blue, yellow. Let learners recreate the sequence using coloured pegs on a margarine tub.

5. Explore the concept of mass

- ◆ Use words such as light, heavy, lighter and heavier.
- ◆ Provide objects that learners can pick up and feel.
- ◆ Fill the same sized containers with different substances and get learners to see whether they are the same mass or not.

6. Explore spatial relationships

Building a spatial vocabulary is important. Learners can use their bodies to show a particular position in space. Develop their vocabulary to include words such as:

- in front
- behind
- next to
- over
- under
- on top
- bottom
- left
- right



7. Explore the concept of money

Let learners set up a shop in the fantasy corner. Provide play money and let them pretend to buy and sell goods.

8. Measure things

Learners should be able to measure using their hands, jugs, cups, a balancing scale, etc. Include the following vocabulary for length:

- ◆ long, longer, longest

- ◆ short, shorter, shortest
- ◆ Include the following vocabulary for mass:
 - light
 - heavy
 - lighter
 - heavier

Remember:

When introducing a new numerical concept let your learners use their bodies first, then use concrete apparatus and finally record the concept. This can be done over a number of days or weeks. For instance, if you are teaching the concept of a circle, first let learners curl up in a ball, then let them sort circles and balls, and finally get them to draw a circle or ball.

Integrating Life Skills into your daily planning

There are three Learning Programmes that guide the Foundation Phase teacher's planning: Literacy, Numeracy and Life Skills. We have already investigated Literacy and Numeracy in the Grade R context and we now look at Life Skills.

The importance of Literacy and Numeracy cannot be questioned but it is the Life Skills Learning Programme that lends a context to the learning experience. Furthermore, the type of learning that occurs in Life Skills brings the Critical and Developmental Outcomes into play. (See page 8 of this Teacher's Guide for more detail on the seven Critical Outcomes and five Developmental Outcomes.)

The Grade R Life Skills Learning Programme is aimed at enabling learners to:

- ◆ Develop to their full potential physically, socially, cognitively and emotionally;
- ◆ Participate in their environment – i.e. at home, at school and in their communities;
- ◆ Understand and apply scientific and technological concepts;
- ◆ Understand their rights as citizens;
- ◆ Prepare themselves for the world of work; and
- ◆ Think creatively.

A good Life Skills Learning Programme must help learners understand and integrate the things they learn at school into their daily lives.

Just as the Mathematics Learning Area is the core of the Numeracy Learning Programme and the Languages Learning Area

is the core of the Literacy Learning Programme, the Life Orientation Learning Area is the core of the Life Skills Learning Programme.

That means that the Life Orientation Learning Outcomes and their related Assessment Standards inform and guide the Life Skills Learning Programme. The related Learning Outcomes and Assessment Standards from the other seven Learning Areas are integrated into the Life Skills Programme.



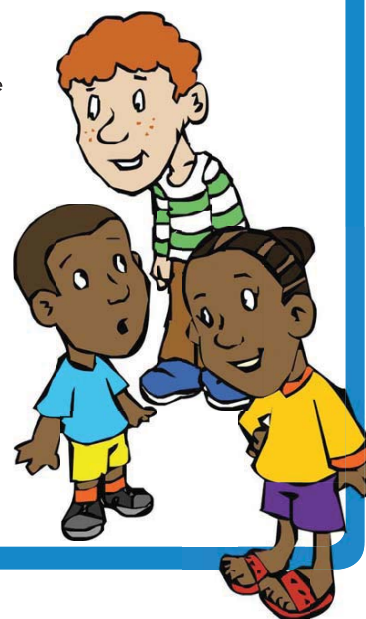
Classroom strategies to develop your Grade R learners' life skills

- ◆ The topics in the 'Laying Solid Foundations for Learning' kit have been carefully chosen so that learners will be able to relate to them and because they will excite you and your learners as you explore them.
- ◆ The topics in the 'Laying Solid Foundations for Learning' kit have been chosen to cover the core knowledge necessary for learners to explore self, community, culture, relationships, the environment, and health and safety issues.
- ◆ Before introducing a new topic from the 'Laying Solid Foundations for Learning' kit, research it (your learners are sure to have a lot of questions that they will want answered). Gather information, pictures and artefacts that you can use. Create a stimulating classroom environment with lots to see and do. Doing this will provide opportunities for learners to think about, draw, collect information and reflect on the topic and its related issues.
- ◆ Provide opportunities for exploration and experimentation. Let learners test their ideas. These types of activities help learners develop basic scientific and technological skills.
- ◆ Use the theme table, bulletin board, poster and library corner to stimulate discussion about the Life Skills topic so that your learners' language skills are also extended.
- ◆ Let learners provide evidence of what they have learned through song (singing and making music with instruments), mime, building, making personal collections of artefacts, painting, modeling, drawing and speaking.
- ◆ Show learners how the topic of investigation extends to the real world.
- ◆ Ask questions about how the topic of investigation has changed over time. Let learners find out more about the topic and how it has evolved from their elders. They should share this information with the class.



The 'Laying Solid Foundations for Learning' Grade R kit includes Life Skills activities that:

- ◆ **Improve learners' social and personal development**
These activities focus on the intellectual, physical, emotional and social development of the learners. They aim to improve their self-confidence, encourage them to apply their critical and creative thinking skills, and teach them to organise and manage themselves and their activities responsibly.
- ◆ **Develop their knowledge of society, relationships and culture**
These activities provide learners with opportunities to develop the knowledge, skills and values. They also help learners to understand and value culture and history, and to participate in the life of their communities.
- ◆ **Deepen their understanding of the relationship between people and the environment**
These activities focus on investigations that explore the relationships between people and the environment. They provide an opportunity for learners to use science and technology effectively while showing responsibility for the environment and the health of others. They also introduce learners to concepts such as needs and wants.
- ◆ **Enable them to start making informed choices about their health and safety**
These activities help learners develop knowledge and skills relating to basic personal and community health.
- ◆ **Improve their physical development and movement skills**
These activities develop learners' fine and gross motor skills.



The Grade R child – a physical, emotional, social and cognitive profile

Every child is unique. Imagine two babies born at the same hour on the same day. Some differences are immediately obvious. One has dark skin and the other is light. One has blue eyes, the other has black. As they grow, other differences reveal themselves. One learns to walk first while the other speaks first. One needs glasses, the other doesn't.

Most children move through similar stages of development, but not all children do this at the same pace. Each child is unique and different not only in their appearance but also in how they develop and grow.

The indicators on these pages, based on the Department of Education's 'National Early Learning and Development Standards' (NELDS), will help you understand and assess the physical, emotional and social development of the learners in your care.

PRE-SCHOOL CHILDREN:

DEMONSTRATE PHYSICAL AND MOTOR ABILITIES AND HAVE AN UNDERSTANDING OF A HEALTHY LIFE STYLE.

(Development areas: PHYSICAL and COGNITIVE)

Young children are usually physically very active. Their bodies are developing and growing rapidly. They need nutritious food. Proper health care and a safe environment are very important to ensure growth and development.

Pre-school children demonstrate abilities and interest in physical activities.

For example, they:

- ◆ Jump backwards and forwards.
- ◆ Use scissors to cut along a line.

What you can do to help your Grade Rs improve this ability and interest:

- ◆ Play catch-me games.
- ◆ Play ball games.
- ◆ Encourage them to follow simple steps in dances.
- ◆ Make simple obstacle courses with boxes, cushions, etc.
- ◆ Ask them to help with simple tasks such as lifting or pushing objects.
- ◆ Provide round-ended scissors and old magazines for cutting.

Pre-school children demonstrate an understanding of the importance of good nutrition and hygiene.

For example, they:

- ◆ Know the importance of eating clean food.
- ◆ Are interested in trying new foods.
- ◆ Can identify some nutritious foods.
- ◆ Can help clean up any drinks or food spilt.

What you can do to help your learners increase their understanding:

- ◆ Start a food garden and give children some responsibilities in its care.
- ◆ Provide different utensils for your children to use e.g. spoon and fork. Children demonstrate an awareness of health and safety.

What you can do to help your Grade Rs develop their health and safety awareness:

- ◆ Help them remember their addresses or describe where they live.
- ◆ Point out safety symbols – e.g. a stop sign, the symbol for 'fasten your seatbelt', the symbol for poison.

If children tell you about an incident that made them feel uncomfortable, show that you are willing to listen.



ARE AWARE OF THEMSELVES AS INDIVIDUALS; THEY ARE DEVELOPING A POSITIVE SELF IMAGE AND LEARNING HOW TO MANAGE THEIR OWN BEHAVIOUR.

(Development areas: SOCIAL, PHYSICAL and EMOTIONAL)

Children need unconditional love and acceptance and to have this expressed often. Children need to understand who they are and how to develop independence. This will help them develop characteristics that will enable them to take responsibility for themselves and for the well-being of others as they grow up.

Pre-school children are beginning to recognise their own characteristics, abilities and preferences.

For example, they:

- ◆ Can give their full name, age and gender.
- ◆ Can say where they live.
- ◆ Are becoming more independent and proud of what they can do.
- ◆ Know family members and neighbours and others they see regularly.
- ◆ Can describe some aspects of themselves – e.g. the colour of their hair.

Pre-school children are learning to express their feelings and emotions and respond to those of others.

The Grade R child – a physical, emotional, social and cognitive profile

What you can do to help your Grade Rs recognise their own characteristics, abilities and preferences:

- ◆ When in groups make sure every child is valued for themselves and what they can do.
- ◆ When planning an activity or outing, talk to your children about what needs to be prepared beforehand.
- ◆ Talk to your children about themselves and comment positively on their features and abilities.

For example, they:

- ◆ Can say what causes some of the feelings they experience.
- Pre-school children are learning to regulate themselves and follow routines.

What you can do to help your Grade Rs express their feelings and respond to those of others:

- ◆ Talk about your favourite things and activities and share your reasons for why you enjoy them. Encourage your children to share their feelings with you.

For example, they:

- ◆ Are developing self discipline.
- ◆ Are able to obey rules.
- ◆ Recognise some limits and dangers.
- ◆ Usually greet and thank others.

What you can do to help your Grade Rs develop self control and follow a routine:

- ◆ Encourage them to help you make rules and help them understand the reasons for the rules.
- ◆ Always greet, thank and show respect for your children.

PRE-SCHOOL CHILDREN:

DEMONSTRATE A GROWING AWARENESS OF DIVERSITY AND THE NEED TO RESPECT AND CARE FOR OTHERS.

(Development areas: SOCIAL, EMOTIONAL and COGNITIVE)

Children need to understand that other people may have a different lifestyle to theirs. They need to understand that this diversity in society must be respected.

Pre-school children are beginning to understand, appreciate and respect the differences and similarities between themselves and others. For example, they:

- ◆ Play with children of different genders, races and cultures.

What you can do to help your Grade Rs appreciate and respect their differences and similarities:

- ◆ Talk to your children about this issue and show them that you accept and are interested in people who are different to you.
- ◆ Use books, outings, celebrations and even television to show your learners that people accept and respect their differences.

Pre-school children are beginning to develop friendships and relate to their peers individually and in small and large groups. For example, they:

- ◆ Choose who to play with.
- ◆ Join in group games.
- ◆ Take turns.
- ◆ Show sympathy for others who are unhappy.

Pre-school children interact with adults and demonstrate the ability to adapt well to new situations. For example, they:

- ◆ Usually ask for permission to do something.
- ◆ Seek help and comfort from familiar adults.

(Development area: COGNITIVE)

The ability to think critically, solve problems and form concepts cuts across all aspects of a child's growth and development. This ability helps children cope and to learn from experiences and different situations.

What you can do to help your Grade Rs develop friendships and relate to their peers:

- ◆ When with other children, encourage them to take turns; play games with them that involve taking turns.
- ◆ Praise them when they share with others.

Pre-school children use all their senses to make links between themselves and the objects around them; they also understand that choices have consequences (cause and effect). For example, they:

- ◆ Ask 'why' questions about the effect of certain actions.
- ◆ Begin to predict the effect of certain actions.
- ◆ Begin to use the future tense.

What you can do to help your Grade Rs develop the ability to adapt well to new situations:

- ◆ Encourage and support children to find their own solutions but offer help when necessary.

ARE LEARNING HOW TO THINK CRITICALLY, SOLVE PROBLEMS AND FORM CONCEPTS.

Pre-school children often imitate reality as they engage in imaginative and creative play. For example, they:

- ◆ Want to help adults in domestic activities and repeat these on their own.
- ◆ Use one or two items of clothing to extend their imaginative play.
- ◆ Can describe at least two characters from familiar stories or television programmes.

What you can do to help your Grade Rs understand cause and effect:

- ◆ Encourage them to speculate by asking questions such as: "What if...?" , "What will happen next?"



The Grade R child – a physical, emotional, social and cognitive profile

- ◆ Use fantasy figures in imaginative games.
- ◆ Act out parts of stories after hearing them.

- ◆ Can count by rote up to 20.
- ◆ Are beginning to count objects in one to one correspondence up to 5.

What you can do to help your Grade Rs develop their problem-solving skills:

- ◆ Praise them when they try to do a task on their own – e.g. set the table, sort the washing or dress themselves.
- ◆ Talk to them about what they are doing and offer suggestions rather than taking over the activity completely.

Children draw on their experience to find ways to solve problems. For example, they:

- ◆ Can manage many everyday tasks without guidance.
- ◆ Try new ways to complete an activity if unsuccessful at first.

Pre-school children are able to demonstrate a basic understanding of symbols, shapes, size and space. For example, they:

- ◆ Can recognise and name simple shapes.
- ◆ Use measuring utensils.
- ◆ Talk about time – e.g. yesterday, today, tomorrow.
- ◆ Can classify and match objects.
- ◆ What you can do to develop your Grade Rs' understanding of symbols, shapes, size and space:
- ◆ Provide cups, jugs, and other containers for children to play with in water when supervised.
- ◆ Play matching games.

ARE LEARNING TO COMMUNICATE EFFECTIVELY AND ARE ABLE TO USE LANGUAGE TO EXPRESS THEMSELVES.

(Development areas: SOCIAL and COGNITIVE)

Most children are born with the ability to speak. A child who receives a firm grounding in her mother tongue is better able to learn new languages and concepts. Adults should speak, sing, read and listen to young children as they learn to speak and listen, and later to read and write.

Pre-school children listen, understand and respond to others. For example, they:

- ◆ Talk in complete sentences.
- ◆ Take turns in conversations.
- ◆ Can be understood even by those not familiar with them.

What you can do to develop your Grade Rs' understanding of numbers:

- ◆ When preparing a group activity, ask them to bring you the correct number of objects for the group.

What you can do to develop your Grade Rs' communication skills:

- ◆ Include them in conversations whenever possible.
- ◆ Encourage them to experiment with new words.

Pre-school children enjoy and respond to stories, songs and rhymes. For example, they:

- ◆ Tell stories with a mixture of fact and fantasy.
- ◆ Enjoy jokes.
- ◆ Sing familiar rhymes and songs correctly.
- ◆ Can illustrate stories through simple drawings or acting.

What you can do to develop your Grade Rs' ability to communicate, tell stories and express themselves:

- ◆ Talk to your children about what they are doing.
- ◆ Encourage them to recall events, prompting when necessary.
- ◆ Tell stories about events in the child's past.
- ◆ Read and tell a variety of stories of familiar and unfamiliar events.
- ◆ Encourage your children to draw events from their day or from a story they have heard.

ARE LEARNING ABOUT MATHEMATICAL CONCEPTS

(Development areas: COGNITIVE and SOCIAL)

Children's play and daily experiences provide opportunities for them to develop an understanding of many mathematical concepts. They do not need formal instruction as such but will benefit if adults talk to them about what they are experiencing.

Pre-school children are able to demonstrate a basic understanding of number. For example, they:

