TASK

Part One
- Ask learners to count the wheels of certain transport types or the pedestrians on the Grade R kit Poster II called 'Transport' (this is a good figure-ground activity).
- Ask the learner to find the matching numeral card.

Part Two
- Provide the learner with toy cars.
- Ask the learner to arrange the cars from shortest to longest.
- Ask them to show you which car is the lightest and which is the heaviest.
- Ask them to show you their left hand and right foot.
- Repeat.

Part Three
- Show the learner a number of counters (between 1 to 5).
- Ask the learner to estimate how many counters there are.
- Let them count the number and find the matching numeral and word card.
- Show each learner another group of counters and ask them if this group looks like it has more or less counters.
- Again let them count it.
- Repeat.

GRADE R: TERM 3							
Holistic rubric for Literacy Assessment Task Part One, Two and Three							
	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
COUNTING							
1. Count objects in pictures							
2. Select numerals (cards) between 1 and 5 to match the number of items counted							
3. Identify the number words one to four							
4. Estimate with some accuracy a number of concrete objects							
CONCEPT DEVELOPMENT							
5. Identify light and heavy objects							
6. Arrange items from shortest to longest							
7. Use mathematical language (long, short, light, heavy etc.) to describe understanding of the concept							
8. Distinguish between right and left on his/her body							

Copy this rubric. You will need one for each learner.

LIFE SKILLS ASSESSMENT

Over the last two weeks, learners have learned about different modes of transport. This task will help you assess whether they able to identify types of transport and their uses.

Part 1
Show learners Grade R kit Poster II called 'Transport'. Point to different scenarios on the poster and ask them:
- 'When would you use a taxi/bicycle/aeroplane? Why?'
- 'Why do we have different types of transport?' (point to a van or truck on the poster compared to a domestic car)

- Point to the pedestrian crossing and ask the learner what it is and why it is necessary. Ask what could happen if the pedestrians don't use this?

See if learners are able to apply what they have learnt over the past two weeks when looking at these pictures.

Write your observations in your record book. These questions should help you write up your observations:
- 'Is the learner able to identify and name different modes of transport?'
- 'Does the learner understand the purpose of different types of transport types, e.g. overseas (recreational) travel, cargo transport, public transport?'