

## TASK

## Part One

- Place 10 counters on the table.
- Ask the learner to count them one by one.

## Part Two

- This activity must be done on the carpet.
- You will need 6 bottle tops and a small box plus the numeral and word flash cards for numbers 1 to 6.
- Ask the learner to count the bottle tops and tell you how many there are. They will count 6. Let them find the matching numeral and word card for 6.
- Tell the learner to put all the bottle tops into the box, shake it and toss them onto the carpet.

- Some bottle tops will be facing upwards and others will be facing downwards when they land.
- Let the learners count those facing upward first. Ask the learner to find the matching numeral and word card.
- Now ask the learner to count the bottle tops facing downwards. Again, let the learner find the matching numeral and word card.
- Ask: 'Which of the bottle tops are more, less or the same?'
- Finally, ask the learner to count both groups and see how many there are all together (will add up to 6).
- Repeat.

## Part Three

Provide the learner with an 18 -piece puzzle and have them complete it.

## GRADE R: TERM 3

## Holistic rubric for Numeracy 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:							
<b>COUNTING</b>							
1. Count out ten objects accurately							
2. Select numerals (cards) between 1 and 6 to match the number of items counted							
3. Identify the number words one to six							
4. Count two groups of numbers and give a total							
<b>CONCEPT DEVELOPMENT</b>							
5. Complete an 18 -piece puzzle							
6. Compare and describe groups of objects as having more, less or the same							

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



## LIFE SKILLS ASSESSMENT

Over the last two weeks, learners engaged in various life skill linked activities that required them to talk about the jobs people do (at home, at school and in the community). Use the checklist below to record your observations of the learners over the last two weeks.

## TASK

Show learners these pictures from the Big Book 2 story 'People Who Help' on page 9 and ask them to tell you:

- 'Why does this person need help?/Why do these people need help?'
- 'How does this person feel?/How do these people feel?'
- 'Could you help this person/these people?'

- 'Who could help this person/these people?'
- 'How will this person/these people feel after they have been helped?'

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 with your observations:

- Can the learner identify that these people are in need of help?
- Can the learner recognise what help they need?
- Does the learner show empathy for these people?
- Can the learner suggest practical and achievable ways in which the appropriate person could help?
- Does the learner respond appropriately to the pictures?