

Foundation Phase Manual



EDU-KASI

ESTABLISH
EQUIP
EMPOWER



**Department of
basic Education**

Hi there!



Contents

1. LANGUAGE KIT (HOME LANGUAGE & FAL FOUNDATION PHASE 1-3)

- 1.1 Listening and speaking
- 1.2 Phonics
- 1.3 Reading
- 1.4 Writing
- 1.5 Handwriting

2. LIFE SKILLS

- 2.1 Physical education
- 2.2 Creative arts – performing & visual
- 2.3 Beginning knowledge personal and social well being

3. MATHEMATICS KIT FOUNDATION PHASE GRADES 1-3

- 3.1 Number operations and relationships
- 3.2 Patterns function and algebra
- 3.3 Space and shape
- 3.4 Measurement
- 3.5 Data handling

1. LANGUAGE KIT(HOME LANGUAGE & FAL FOUNDATION PHASE 1-3)

1.1 LISTENING AND SPEAKING

FACE IT - WHO WHAT AND WHY

SIGHT WORD TALKING BOARDS

WHAT WILL HAPPEN NEXT

EARLY COMPREHENSION STORY WHEELS

CAPS: HOME LANGUAGE AND FAL

- Listens without interrupting, taking turns to speak and asking questions for clarification.
- Listens, enjoys and responds to picture and word puzzles, riddles and jokes.
- Listens to a complex sequence of instructions and responds appropriately.
- Listens without interrupting showing respect for the speaker, asking questions and commenting on what was heard.
- Uses language imaginatively (e.g. tells jokes and riddles).
- Uses terms such as noun, adjective, verb, pronoun, preposition, comma, question mark, paragraph.
- Plays simple language games.
- Talks about objects in a picture.





Games / Activities to play to enhance Listening and Speaking:



- a. **FACE IT:** Two sets of 18 double-sided cards. Side 1 has character faces and side 2 expression faces. The game can be played on two levels. Level one – use the side with the stylised facial expressions and Level two will use the side with the character cards.

INTRODUCTION

Ask the learner to:



- sort the cards according to colour backgrounds using the expression. This will encourage colour recognition.
- sort the cards according to gender using the character faces. This will encourage an awareness of gender differences and may help with developing the learner's body concept.
- sort the cards according to age groups using the character faces. This will encourage an awareness of age differences and is an opportunity to develop sequential logic. This exercise could be approached by asking the learner to identify with a character's age. E.g. "Who is the same age as you?" This will give the learner a benchmark from which to compare the other characters in terms of age.
- sort the cards into "happy" and "sad" using the expression faces. This will develop an awareness of the emotions reflected in facial expressions. It will also help develop "emotional" vocabulary. This is descriptive language that can be used to express emotion. E.g. the expression identified as "very happy" can be described as "ecstatic".



GAMES:

1. **Character Snap** – 2 players play game with character side.
 - Shuffle the cards.
 - Hand out all cards to the players.
 - Each player places a card in the centre playing area. The cards should be placed as soon as possible as the quickest player gets more of an opportunity to see the cards first.
 - If the cards match, the player shouts "Face it!" (instead of snap)
 - The player who says, "Face it!" first collects all the cards.
 - The player who collects all the playing cards is the winner.
2. **Expression Rummy** – 2 to 3 players play game with expression side.
 - Shuffle the cards.
 - Hand 2 cards to each player.
 - Place the rest of the cards, expression side down, in the centre of the playing circle. Turn one expression side up.
 - The youngest player starts the game. Play moves in a clockwise direction.
 - The player reflects on the 2 cards he/she holds in his/her hand and the card that is showing in the centre of the playing circle. He/she may decide to pick up the show card or, instead, an unknown card from the pile facing down. The aim is to collect the card that matches the ones he holds in his hand in order to complete the set. If he / she picks up an unknown card and it does not help him in completing a set, then he/she must throw away the card by replacing it back onto the pile.
 - Play continues until all the cards are used up and the pairs are complete.
 - The player who manages to collect the most matching pairs is the winner.

3. **Who am I?** - 2 to 3 players play game with character side.

- Shuffle the cards.
- Hand 2 cards to each player.
- The youngest player starts the game. Play moves in a clockwise direction.
- The player reflects on the 2 cards he/she holds in his/her hand and asks questions about the characters.
- He/she could ask questions like: "Do you have short hair?" or "Are you old?". It is important to note that a specific question will get a better result. The player who you ask must give you the character from his/ her hand who has short hair. He/ she must lay down the card down first so that the group can check that this is a fact indeed true about the character. If this does hold true, the player who asked the question must accept the card. The card may or may not be the matching one. If it does match the character card, then it must be placed in front of him/her. If it does not, he/she must still accept the card. Play then continues to the next person.
- Play will continue until all the cards are used up and the pairs are complete.
- The player who manages to collect the most matching pairs is the winner.



b. SIGHT WORD TALKING BOARDS: - 4 Sight Word talking boards.



INTRODUCTION:

Introduce the boards to the learners one at a time, going over each word. Then turn the board over and move the ON/OFF switch to ON. Model how to press each word button to hear the recording. Then show learners how to turn the board off by moving the ON/OFF switch back to OFF.



ACTIVITIES:

- Invite four learners to choose a board.
- If learners are unfamiliar with any of the words on the boards, invite them to press the corresponding buttons to hear how the words are pronounced.
- Next, encourage learners to say each word on their own and then press the buttons to check their pronunciation.
- As learners become more proficient, challenge to read an entire row of words, then two rows of words, and so forth until they can read the whole board without pressing any buttons. (Lists of the words featured on each board are included at the end of the guide).



EXTENDED ACTIVITIES:

- Select one board and gather a small group of learners. Write each of the board's words on a small piece of paper. Now put the pieces of paper in a bag and give the board to a learner. Take a piece of paper from the bag and read the word aloud. Prompt the learner to find that word on the board and press the button to check his/her answer. Then ask that learner to pass the board to the next player, who will continue the activity.
- Encourage learners to create sentences using the sight – words on the boards. Learners may use one board or all four boards for this activity. For example, learners could press the buttons representing "I," "see," and "you" to create a sentence. For example, they could press four buttons to begin the sentence, "I was in the..." and then say the word "house" to complete the sentence.



INFORMAL ASSESSMENT:

Working individual with learners, choose a board and ask the learner to read all 25 sight – words. Note the words that the learner struggles with and review those words by pressing the corresponding buttons.

WORD LISTS

LEVEL 1

the	of	and	a	to
in	is	you	that	it
he	was	for	on	are
as	with	his	they	I
at	be	this	have	from

LEVEL 2

or	one	had	by	word
but	not	what	all	were
we	when	your	can	said
there	use	an	each	which
she	do	how	their	if

LEVEL 3

will	up	other	about	out
many	then	them	these	so
some	her	would	make	like
him	into	time	has	look
two	more	write	go	see

LEVEL 4

number	no	way	could	people
my	than	first	water	been
call	who	me	now	find
long	down	day	did	get
come	made	may	part	over



- c. WHAT WILL HAPPEN NEXT?** – There are 18 colourful scenes, which can be used in many ways in the classroom or at home. They are amusing, adventurous, routine events from our daily life and immediate surroundings of the learner. These are designed for learners of all ages and are particularly useful for remedial work learners may work individually, in pairs or in groups. These occurrences\scenes\stories elicit spontaneous response.



FOCUS AREAS:

- Keen Observation
- Training the Visual Memory
- Logical Thinking
- Extension of Vocabulary
- Training and Improvement of Verbal Skills
- Imagination



ACTIVITIES:

- Look at the picture with the learner and discuss the scene.
- Encourage conversation and develop observation skills by asking simple questions like: What objects\ person do you see in the picture? Point out each person\animal seen in the picture and what each one is doing?
- Learners explain and discuss each card individually.
- The learner observes each card carefully and describe each picture in his\her own language.
- The learner explains an episode to the rest of the group\class so that they understand without seeing the picture.
- Learners describe their own experience in similar situations.
- Learners act out different episodes.



MORE RELATED ACTIVITIES:

- Identify letter sounds: Ask the learner to find objects that begin/ end with the same letter sound.
- What am I doing? (Pantomime)
 - » Mime an action from the picture and ask the learner to identify what you are doing.
 - » Encourage the learner to mime different actions and vehicle sounds.
- Frame simple riddles about different objects or persons in the picture.
- Talk about colours, directions, opposites, things that go together etc.



d. EARLY COMPREHENSION STORY WHEELS – 25 story wheels.



INTRODUCTION

The story wheels are tools for introducing comprehension skills to small groups of early readers.



ACTIVITIES:

- Select a wheel, such as Building a Snowman.
- Read the title and ask learners what they think the story is about. Explain that the pictures tell a story without using words.
- Draw learners' attention to the expressions on the characters' faces and the activities that are shown in the pictures. Explain that it is important to note the order in which things happen in the story.
- Turn the wheel until a question appears in the window. Read the question and remind the learners to answer in complete sentences. Repeat until learners have answered all the questions on the story wheel. (Suggested answers can be found on the back of the wheel).
- Encourage learners about their thinking. Read a question, and then read the corresponding sentence frame at the bottom of the wheel. Encourage learners to use the sentence frame to respond to the question in a complete sentence. Prompt learners to point to things in the pictures that help them answer the questions.



EXTENDED LEARNING:

- Invite learners to draw a series of pictures to tell their own stories. Remind learners to show how the characters are feeling by drawing expressions on their faces.
- Encourage learners to answer the questions orally, and help them form complete sentences. Prompt them to point to the event or character as they say the corresponding words.



SUPPORT

- Work with a small group.
- Provide plenty of time for learners to study the pictures on the story wheel.
- Invite them to make their own observations about the story before you ask the questions.



CHALLENGE

- After learners have responded to all the question on a story wheel, have them find partners and take turns asking each other additional questions about the story.



ASSESSMENT

- Display a wheel the learners had not seen and ask questions about the story as shown in the pictures. Note whether the learner answers correctly and uses complete sentences.

1.2 PHONICS

ALL ABOUT LETTERS PHONIC CHART

WORD BUILDING BLOCKS

MAGNETIC WORD BUILDING BOARD DIAGRAPHS

MAGNETIC WORD BUILDING 3 LETTER WORDS

MAGNETIC WORD BUILDING BLENDS

MAGNETIC BEGINNING SOUND BOARD

MAGNETIC END SOUND BOARD

BLEND BINGO

SINGLE SOUND MEMO MATCH

STACK AND BUILD PHONIC FLIP BOOKS

MAGNETIC WORD BUILD BOARD LONG VOWEL SOUNDS

MAGNETIC WORD BUILD BOARD SHORT VOWEL SOUNDS

MAGNETIC RHYMING SOUNDS

UPPER AND LOWER CASE POSTER

CAPS: HOME LANGUAGE AND FAL

- Identifies letter-sound relationships of all single letters.
- Builds words using sounds learnt (e.g. words with -at, -et, -it, -ot, -ut, -ag, e.g. -ig, -og, -ug, -an, -en, -in, -un, -am)
- Uses consonant blends to build up and break down words (r and l blends)
- Uses initial and final consonant blends to build up and break down words, e.g. bl-a-ck, bri-ng, sa-ng 3-letter consonant blends at the beginning of words, e.g. str-ip, str-ap.
- Recognises common consonant digraphs at the beginning and end of a word, e.g. sh, ch and th
- Recognises plurals ('s' and 'es') and word endings ('ing' and 'ed') aurally.
- Groups common words into sound families.
- Recognises and uses spelling patterns.
- Builds 3, 4 and 5-letter words.
- Sorts letters and words into alphabetical order.
- Spells words correctly using their phonic knowledge.



Games / Activities to play to enhance Phonics:



- a. ALL ABOUT LETTERS PHONIC CHART** – This kit uses chants, tracing cards, photographs, and a write and wipe writing line to introduce and teach all the letters of the alphabet. There are four photo images for each of the 26 letters of the alphabet to teach beginning sounds. Tracing cards and a write and wipe writing line to help learners to practice letter writing. Simple repetitive chant cards are included. It is perfect for the whole class. This pocket chart is a fun way to help children learn, practice, and review the entire alphabet.



The following is included:

- 27" X 35" pocket chart
- 26 letter chants
- 104 photos
- 26 letters
- 26 tracing letters
- Write and Wipe writing line.



a	ai
e	ee
i	ie
o	oh
u	ue

INTRODUCTION:

- Hang the chart where learners will be able to see it easily.
- Place one of the small letter cards in the holder at the top the pocket chart.
- Insert the letter chant, tracing cards, and phot cards with the same letter in their corresponding pockets.
- Prepare the write and wipe writing line, and your chart is ready to use.
- Only use dry – erase markers on the write and wipe writing surface. Use a tissue or soft, clean cloth to wipe the surface. Wipe off all the markings before putting the line away. **DO NOT LEAVE MARKINGS OVERNIGHT.** To remove tough stains, spray dry – erase cleaner on a tissue or cloth and wipe



ACTIVITIES:

- Choose a letter you want to work on with your learners.
- Find the corresponding letter chant and face it out of the large pocket on the left – hand side.
- Place the matching tracing letter card in the right – hand side pocket.
- Store the remaining cards in the appropriately labelled pockets along the bottom of the chart.
- Letter chants should be stored in the large pocket.
- Point to the letter in the "All About __!" pocket. Ask, Who knows what letter this is?
- After learners correctly identified the letter, ask them to say the sound the letter makes.
- Point to the letter on the chant card and read the chant to your students. Point to each word as you say it. Encourage the learners to say it along with you. Ask a volunteer to help you by pointing to each word as everyone reads the chant together. Exaggerate the word each time the chant reviews the letter sound you are working on. Soon the learners will be able to recognise the sound on their own.
- When the learners become familiar with the way the letter sounds, move on to the tracing card. Show the learners how each letter is formed, and then demonstrate on the blank write and wipe writing line or have a learner practice on it.
- Move on to the photo cards. Point to an image on the first photo card. Ask, What is this object called? What's the first letter of its name? Continue until all photos have been identified. Ask if anyone can think of other words that begin with the letters. Write each letter on the board.
- Repeat this process on other days, using new letters and photo cards. Invite the learners to take turns choosing the letters and pictures to be used and placing the cards in the pockets.



EXPANDED ACTIVITIES:

- Set out several photo cards, including the ones for a specific letter. Challenge the learners to find the objects that begin with that letter.
- Give each learner a piece of paper. Demonstrate using a letter tracing card. Have learners form the letter on their paper. Cut the letters out, punch a hole in them and string them. Have the learners wear the letter sound around their neck so that they will go home and talk about the letter.
- Make word lists. Ask the learners how many words they can think of that start with the same letter. Then the class makes their own chant using the words.
- Hang the chart where learners can reach it easily and set all the cards in their appropriate storage pouches. Have learners visit the center with partners or in small groups. Direct the learners at the center to take turns placing a letter in the “All About__!” pocket and placing the matching cards in the pockets. Encourage them to practice writing the letter and reading the chant to practice the letter sounds.



b. WORD BUILDING BLOCKS – This activity pack is a series of challenging and enjoyable packs that will develop the child’s ability of visual recall and build his/her necessary developmental skills. It has fun filled and challenging activities on Word Building for the learner to solve and pay with and enhance his/ her basic vocabulary.



DEVELOPS:

- Observation Skills
- Visual Discrimination
- Eye – Hand Coordination
- Vocabulary
- Spelling Skills.



The following is included:

- Two sets of 30 multi colour word building puzzles with their names written below in bold. Each picture card is cut into 3 to 5 parts – 220 pieces in all.
- Two Activity Books.



HOW TO PLAY:

A. Picture Cards Set 1 – 1- 3 Piece puzzles:

- Pick the Set from the box.
- Give the learner any one picture of your or his/ her choice.
- Let the child recognise the object and speak the name.
- Break it into parts and ask the learner to reassemble it. Repeat with other pictures.
- elp the learner associate the object with its name written below. Do it by moving your finger across the name. Speak the full name. Spelling will come later, much later, when the learner has had a lot of practice with full names for quite a long time, spreads over many days.
- Mix parts of 2 pictures and then ask the learner to build up one object and then the other.
- Gradually increase the number of pictures to be mixed up. Peak the name of an object and ask the child to pick out the parts of that object and build it, and so on.

B. Picture Cards Set 2 – 4 – 5 Piece puzzles:

- Repeat the above steps



GROUP GAME:

- Players divide the cards equally and spread them face down, in front of themselves.
- The youngest player starts. He/she picks up a card from his/ her share, turns it picture side up. Others take their turns clockwise. The player then takes the next turn. He/ she keeps the card if needed otherwise discards it. Players go on taking turns till they build up a picture word. The players have the added choice of picking up cards already discarded by others. The players with the highest number of pictures built wins!
- Note: All cards may not be used in the beginning.
- Mix a few sets and gradually increase the level of difficulty.



ACTIVITY BOOKS

- To reinforce the learnt vocabulary and learn a few important words, help the learner to complete the fun – filled and enjoyable activities starting from 3 Letter Book.



- c. MAGNETIC WORD BUILDING BOARD DIAGRAPHS:** - Helps the learners identify diagraphs and build word skills with this fun, hands – on magnetic board activity kit! This 72-magnet piece kit is perfect for individuals or small groups and can be placed in the language center to help with practice spelling, decoding, and building picture/word identification skills.



The following is included:

- Magnetic Board
- 36 picture magnets
- 36 letter magnets
- The box includes a list of words that learners can build with the set.



INTRODUCTION:

- Before placing materials in your language center, model the activity for the learners.
- Choose a picture magnet, place it on the board and demonstrate sounding the word out.
- Show learners how to search for the correct letters to spell the word, then place them on the board.
- Point out to learners that diagraphs are yellow, and the remaining letters are white.
- When learners are familiar with how to use the board and magnets, place the materials in your language center.



ACTIVITIES:

- Choose a diagraph to work with. Ask learners to build as many words as they can with that sound, whether at the beginning or the end of a word. Have them write a list of the words they built.
- Play a game of “find the Diagraph”. One learner begins by placing a picture magnet on the board, then building the word using the letter magnets except for the diagraph. The next learners must find the correct diagraph.
- Have learners work with a partner. Ask one partner to choose three picture magnets with the same diagraph and place them on the board. Then, the other partner spells the word using the letter magnets. Pairs take turns choosing pictures and spelling the words.
- Have pairs do previous activity in reverse. One partner spell three words on the board, then the other chooses the picture magnets that match.
- Ask learners to write the words they built, and list them as “Words with Short Vowels” or “Words with Long Vowels”.



EXPANDED ACTIVITIES:

- Work with small groups of learners to sound out and build the words. After they have built the words, have learners create a picture vocabulary book by writing the words and drawing their own pictures. Allow them to keep these books at their desks as a reference.
- Pre – teach four to five words with the same diagraph to a small group of learners. For each word, place the picture magnet and all letters except the diagraph on the board. Ask learners to find the missing diagraph magnet and place it where it belongs.
- Set a timer and challenge learners to use the magnets to create as many words as they can in one minute (or 30 seconds). Have learners take turns trying to make the most words.



INFORMAL ASSESSMENT:

- Observe learners as they use magnets. Ask them to place four picture magnets with the same diagraph on the board and create four words. (NOTE: For the /ph/ sound there are only three words). Have them write the words they spelled on a piece of paper. Do this for each diagraph. Keep these for your records.



d. MAGNETIC WORD BUILDING 3 LETTER WORDS: - The Build – A – Word! Magnet Board is a fun, hands- on way for students to practice identifying beginning, middle, and ending sounds! This activity kit is perfect for individual or small group’s language practice



The following is included:

- Magnetic Board
- 36 Picture Magnets of ant, bat, bed, box, bug, bus, cap, cat, cup, dog, fan, fin, fox, gum, ham, hat, hen, jam, jet, lip, log, man, map, mop, pan, pen, pig, pin, pot, rat, red, rug, six, sun, top, web,
- 36 Letter Magnets: 3 of each of the alphabet letter a to u and 1 each of the letters w and x.



INTRODUCTION:

- Before placing materials in your language center, model the activity for your class.
- Point out the features of the board and demonstrate how to segment sounds of one or two words. Model how to search through the letter magnets and place them in the correct columns on the board.
- When learners are familiar with how to use the board and magnets, place them in your language center.
- Encourage learners to use the board to practice on their own – or have small groups work together to build words.



ACTIVITIES:

- Rhyme Time (beginning sounds): For this partner activity, encourage one learner to build a word by placing a letter magnet in each column. Then invite the other learner to change the beginning sound magnet to create a fun rhyming word.
- Vowel Building Blocks (middle sounds): For this activity, choose a vowel magnet and encourage learners to create as many words as they can with that middle sound. You can easily individualize game play by providing a different vowel magnet for each child.
- Finish My Word (ending sounds): For this partner activity, one learner places a letter magnet in the first and second columns, leaving the third column blank. Then, the other learner gets to choose a letter magnet to finish the word with an ending sound.



- e. **MAGNETIC WORD BUILDING BLENDS:** - Help your learners identify blends and build word skills with this fun, hands – on magnetic board activity kit! This 72-magnet piece kit is perfect for individuals or small groups and can be placed in the language center to help with practice spelling, decoding, and building picture/word identification skills.



The following is included:

- Magnetic Board
- 36 picture magnets
- 36 letter magnets
- List of words allowing learners to build three-, four-, and five – letter words with blends.



INTRODUCTION:

- Before placing the materials in your language center, model the activity to your learners.
- Choose a picture magnet, place it on the board and demonstrate sounding the word out.
- Show learners how to search for the correct letters to spell the word, then place them on the board.
- Point out to learners that the blends are yellow, and the remaining letters are white.
- When learners are familiar with how to use the board and magnets, place the materials in your language center.



ACTIVITIES:

- Choose a blend to work with. Ask learners to build as many words as they can with that sound. Have them write a list of the words they built.
- Play a game of “Missing Blend”. One learner begins by placing a picture magnet on the board, then building the word using the letter magnets except for the beginning blend. The next learners must find the correct blend magnet to complete the word.
- Encourage a learner to build a word. Then, have another learner change the beginning blend magnet to create a rhyming word.
- Have learners work in pairs. Ask one partner to choose three picture magnets with the same blend and place them on the board. Then, the other partner spells the word using the letter magnets. Pairs take turns choosing pictures and spelling words.
- Have pairs do previous activity in reverse. One partner spell three words on the board, then the other chooses the matching picture magnets.



EXPANDED ACTIVITIES:

- Work with small groups of learners to sound out and build the words. After they have built the words, have learners create a picture vocabulary book by writing the words and drawing their own pictures. Allow them to keep these books at their desks as a reference.
- Pre – teach four to five words with the same blend to a small group of learners. Create a chart that lists those words. Allow learners to use this as a reference as they build the words on the board. After they built the words, have learners write them on a piece of paper or index card. Once they mastered those words, have them work on four to five new words. As you add words, make sure that learners also continue to review and practice previously learned words.



f. MAGNETIC BEGINNING SOUND BOARD



The following is included:

- 72 picture magnets – these will be the beginning sounds of the letters b, c, d, f, g, h, j, l, m, n, p, q, r, s, t, v, w, z.
- Magnetic Board
- Activity Guide



ACTIVITIES:

- Show learners the magnetic board and hold up a few picture magnets.
- Point out that some of the magnets have coloured backgrounds – these magnets get placed at the top of the board.
- Place three of these magnets in the boxes along the top of the magnetic board.
- Demonstrate how to search through the picture magnets to find words that have the same beginning sound as the pictures in the boxes.
- Find the magnets for the first column, then invite learners to come up and find the magnets that match the other two columns.
- When learners are familiar with how to use the board and magnets, place them in your language center.
- Encourage learners to use the board to practice on their own – or have small groups work together to find matching sounds.



g. MAGNETIC END SOUND BOARD



The following is included:

- 72 picture magnets
- Magnetic Board
- Activity Guide



ACTIVITIES:

- Show learners the magnetic board and hold up a few picture magnets.
- Point out that some of the magnets have coloured backgrounds – these magnets get placed at the top of the board.
- Place three of these magnets in the boxes along the top of the magnetic board.
- Demonstrate how to search through the picture magnets to find words that have the same beginning sound as the pictures in the boxes.
- Find the magnets for the first column, then invite learners to come up and find the magnets that match the other two columns.
- When learners are familiar with how to use the board and magnets, place them in your language center.
- Encourage learners to use the board to practice on their own – or have small groups work together to find matching sounds.



h. BLEND BINGO: - A game of words and blends



The following is included:

- 1 Blend Bingo Master Card
- 55 Blend Bingo word cards
- 6 Blend Bingo playing boards, printed on 2 sides: of which 1 side have pictures and the other words.
- 100 plastic chips
- Instructions



INTRODUCTION:

- Blend Bingo has been designed to help children acquire listening, vocabulary, picture/word recognition and early reading skills.
- The element of the competition ensures that each of the players gives the caller their utmost attention. This improves concentration.



ACTIVITIES:

- Every player has a board, 16 plastic chips, picture/ word cards.
- The caller calls out the word and players place chips over word. Picture on their board.
- The player whose card has all pictures/words closed first call out “Bingo” and wins the game.



- i. SINGLE SOUND MEMO MATCH:** - Increase memory skills and vocabulary. Improve observation skills.



The following is included:

- 8 Picture Base Boards with Alpha Base Boards on reverse
- 60 Cards – 30 Pairs with differences
- Instructions



ACTIVITIES:

- Matching Pairs: Number of players 1-8. Place all the cards upon the table. Look at the pictures on the cards. Name the objects depicted on each card. Collect the pairs.
- Spot the Difference: Compare the pictures and talk about the similarities and the differences.
- Collect – A – Pair: Place a pile of about 20 assorted cards (no Pairs) face upwards on the table. Shuffle the remaining cards and deal them face down, equally among the players. Each player turns up one of his cards. If the player's card matches one of the cards in the center of the table, the player collects the pair. If the card does not match, the player keeps the card. The player with the most pairs wins the game.
- Other games that can be played are: I spy, Snap- it- up, Memory Match, Pict – O – Match; Alpha Match.



- j. STACK AND BUILD PHONIC FLIP BOOKS:** The flip books are levelled, allowing learners to build three -, four -, and five letter words with short vowels, long vowels, blends and diagraphs.



The following is included:

- 12 Flip books
- 3 Storage bags
- 125 Letter tiles



INTRODUCTION:

- Introduce learners to the flip book appropriate to their learning level. E.g. Flip Book 1 introduce three – letter words with short vowels.
- The same colour tiles and flip book should be used to together.



ACTIVITIES:

- Use a document camera to display the flip book's first page.
- Ask a volunteer to name the picture.
- Ask the class to say the sounds in the word.
- Model how to use the tiles to build the word, sounding out each letter.
- Repeat above steps with different 3, 4, and 5 letter words and once the learners understand what to do, place them in the reading center.



k. MAGNETIC WORD BUILD BOARD LONG VOWEL SOUNDS



The following is included:

- Magnetic Board
- 36 Picture magnets
- 36 Letter magnets

INTRODUCTION:

See the methods followed with Magnetic Beginning and End sound boards.



ACTIVITIES:

See the methods followed with Magnetic Beginning and End sound boards.



EXPANDED ACTIVITIES:

See the methods followed with Magnetic Beginning and End sound boards.



l. MAGNETIC WORD BUILD BOARD SHORT VOWEL SOUNDS



The following is included:

- Magnetic Board
- 36 Picture magnets
- 36 Letter magnets

INTRODUCTION:

See the methods followed with Magnetic Beginning and End sound boards.



ACTIVITIES:

See the methods followed with Magnetic Beginning and End sound boards.



EXPANDED ACTIVITIES:

See the methods followed with Magnetic Beginning and End sound boards.



m. MAGNETIC RHYMING SOUNDS:



The following is included:

- Magnetic Board
- 72 Picture magnets
- Activity Guide

INTRODUCTION:

See the methods followed with Magnetic Beginning and End sound boards.



ACTIVITIES:

See the methods followed with Magnetic Beginning and End sound boards.



EXPANDED ACTIVITIES:

See the methods followed with Magnetic Beginning and End sound boards.



UPPER- AND LOWER-CASE POSTER

These will be displayed in class on the walls from day 1.

1.3 READING

FUN AND SPELL GAME	
SPELL AND BUILD WORDS	
SNAP TOGETHER LETTER BLOCKS	
SPELL O BINGO	
BUILD A WORD - 4 LETTERS	
SPIN AND SPELL	
LETTERS AT PLAY	
ASSORTED HARD COVER READERS	BOOK OF NUMBERS
	COLOURS
	ABC
	ANIMALS
	CINDERELLA
	RED RIDING HOOD
	THREE LITTLE PIGS
	THE PRINCESS AND THE PEA
	JUNGLE BOOK
	SNOW WHITE
SPELL WELL	
MY ACTIVITY PACK WORD BUILDING PUZZLES	
SPELLER GAME JUNIOR	
READERS FOR ENJOYMENT	GOING TO A PARTY
	THE THREE PIGS
	FUN UNDER THE SUN
	OFF TO THE MARKET
	CHICKEN LICKEN
	THE TOWN MOUSE AND THE COUNTRY MOUSE
	DICK WHITTINGTON
	SNOW WHITE
	THE GINGER BREAD MAN
	PUSS IN BOOTS
	THE HARE AND THE TORTOISE
	THE GOOS THAT LAID THE GOLDEN EGGS
	GOLDILOCKS
	THE MOUSES WEDDING
	FUN WITH GRANDMA
	TIME FOR A HOLIDAY
GOING TO HOSPITAL	

Games to play to enhance Reading.



a. FUN AND SPELL GAME



The following is included:

- 8 Picture Cards
- 1 Letter Cards with individual letters
- Small box or small cloth bag to keep letters in.



ACTIVITIES:

- 2 to 8 players
- Separate all the letters carefully and keep them face down.
- Players distribute one picture card among themselves. Extra cards can be kept aside.
- The youngest player starts the game by picking up a letter. If it can be used in any of the objects, he/she places it below the picture. If not, he/she will keep it back and the turn passes onto the next player clockwise. The player to finish spelling all three pictures first, is the WINNER.



b. SPELL AND BUILD WORDS

c. SNAP TOGETHER LETTER BLOCKS

d. SPELL O BINGO

e. BUILD A WORD - 4 LETTERS

f. SPIN AND SPELL



g. LETTERS AT PLAY



The requirements for Reading:

1. Shared Reading (including Shared Writing)
2. Group Guided Reading
3. Paired / Independent Reading
4. Phonics (including Phonemic Awareness)
5. Word Recognition
6. Comprehension
7. Reading Fluency
8. Read Aloud by Teacher

1. Shared Reading

Shared Reading (and/or Shared Writing) usually happens in the first 15 minutes of the Reading and Writing Focus Time. The teacher works with the whole class. Shared Reading will happen on two to four days a week using a single, enlarged text for the whole class such as Big Books, posters and pictures or a text on an overhead transparency or individual fiction and non-fiction texts for each child. Although there will normally be only one text used per week, the texts selected for each grade should increase in length and complexity across the year and across the grades. Children will be introduced to a range of stories, poems, rhymes and plays as well as information and graphical text.

Each Shared Reading session will have a learning focus from the following: concepts of print, text features, phonics, language patterns, word identification strategies and comprehension at a range of levels (e.g. literal, reorganization, inferential, evaluation and appreciation questions). The first session focuses on the enjoyment and first 'look' at the text, with the children giving a personal response to the text. In the next session the same text is used and the focus shifts to more involvement in the reading with the teacher using the discussions that take place to develop vocabulary, comprehension, decoding skills and text structures (grammar, punctuation etc). On the third, and possibly the fourth day, children read the text themselves and engage in oral, practical and written activities based on the text. Some texts might only be used over a day or two, especially in Grade 2 and Grade 3.

Where possible, the Shared Reading text should inform the Shared Writing where the teacher models how to write a text.

2. Group Guided Reading

This is an **ability-group reading teaching strategy** where all the members in the group read the same text under the direction of the teacher and should take place every day. Guided reading involves the teacher in a session with a group of between 6 and 10 children. The teacher plans the lessons to include a range of word-attack strategies that children will learn to apply when meeting challenges in text.

Steps in a Group Guided Reading Lesson

I. Select an appropriate text:

Graded readers will mostly be used for group reading. They should be at a lower level than the texts used for Shared Reading. Read through the text beforehand and note any features of structure, vocabulary or syntax that may be challenging for the children. These may provide the teacher with a teaching focus.

II. Introduction:

Introduce the type of book or chapter for the session and introduce the topic. Assist the children to make connections with the topic and their own life experiences. Keep this 'talk' focused and just enough for the children to read successfully (2 - 3 minutes).

III. Picture talk or Browsing:

With incredibly young children briefly talk through the illustrations of the book or the chapter pointing out significant details and raising questions about what might be happening at this point in the text. With older children teach them to browse through the text paying attention to captions, chapter headings and any other organisational features such as table of contents and/or sub-headings within the text. Where new or difficult words appear in the text, the teacher introduces these words in the 'text talk', prior to the children reading the text themselves. This should last for 2 - 3 minutes.

IV. First Reading:

Children read the text individually. The very early readers can read aloud or 'whisper read' the text, while more experienced readers read silently until the teacher asks them to read out loud. The teacher observes the children's reading behaviours and may select an additional teaching focus based on these observations. The teacher moves from child to child and listens to each read a small section of the text aloud. The teacher prompts the children at this stage by saying, e.g.:

- What do you expect to read in this book?
- Does that make sense to you?
- Well done! You corrected yourself. That makes sense.
- What would sound right in this sentence?
- Look at the illustration.
- It could be but look at the first letter again.

V. Discussion:

If children raised questions in the picture talk stage, return to these questions and discuss the answers. The discussion could also include a focus on phonics, comprehension or on an aspect of grammar. Discuss the text bearing in mind the range of questions that should be integrated into the discussion to develop comprehension.

VI. Second and Subsequent readings:

On subsequent days children re-read the text either in pairs or alone. The prime focus here is to develop fluency and provide opportunities to use the text to develop vocabulary, grammar and deeper comprehension of the text. Vary the way this is done, e.g., reading parts of a character or taking turns to read a page or paragraph. Older, more experienced readers may select a particular passage to work on in this time.

3. Paired / Independent Reading

Paired and Independent Reading provides children with reading practice and encourages reading for enjoyment. Children can reread their class or group readers, or they can read simple 'fun' books or supplementary readers. The text should be at a lower level than that used for Shared and Group Guided Reading. Paired Reading can take place at anytime, anywhere, as a class reading activity. Children can sit in pairs inside or outside of the classroom to read together or take turns to read or two children who have completed their tasks can read together while other children complete their work.

If children read books on their own, they also develop fluency, provided that the books are easy enough for the children to read without help. Short, simple books with predictable text and colourful illustrations are ideal. Some teachers like to give children individual reading to do at home. This home reading should consist of re-reading the group reading book or reading simple, 'fun' books. This extra reading practice, done on a regular basis every day, plays an important role in learning to read.

4. Phonics (including Phonemic Awareness)

- i. **Phonics** refers to the sounds in words and the symbols (letters of the alphabet) used to represent them. It is an important tool in both reading and writing. Phonics and handwriting should be linked as the teaching of the letter sound and how to write it go to
- ii. **Phonemic awareness** is recognising that speech consists of a sequence of sounds and being able to recognise these individual sounds, how they make words and how these words can make sentences. Developing this awareness should begin early in Grade 1.

A sequence for the teaching of phonemic awareness could be:

- Activities that focus on rhyme (e.g. What rhymes with cow?)
- Activities that focus on syllable units (e.g. Clap for your name, e.g. Pau - la)
- Activities that focus on onset (the part before the vowel) and rime (the vowel(s) + the consonant(s) that follow) (e.g. St + and, br + own).
- Activities that focus on phonemes: Put these sounds together: /st/-/o/-/p/
- Matching activities: Do these start the same? Sandwich/sandbag
- Isolation activities: What do you hear at the beginning of black?
- Substitution activities: What word would you have if you replaced /st/ in stool with /f/?
- Blending activities: Which word would you have if you put these sounds together?
 - /str/ā/n/ (blending phonemes)
 - /str/ain/ (blending onset and rime)
 - /mu/mmy/ (blending syllables)
- Segmentation activities: Say the parts you hear in this word:
 - Stable: (separating syllables)
 - Dog: /d/-/o/-/g/ (separating phonemes)
- Deletion activities
 - Say stir fry without the stir (syllable deletion)
 - Say friend without the /fr/ (onset deletion)
 - Say Pete without the /p/ (phoneme deletion)

Useful activities to develop basic skills such as listening include listening games, nursery rhymes, rhyming games and games using alliteration (words that begin with the same sound).

5. Word Recognition

Sight words (or 'look and say' words) involve the child recognising an individual word 'on sight' through the use of continued repetition of a word. Words that appear frequently in text (high frequency words) can be learnt in this way.

English, unlike many languages, contains a large percentage of irregular words, that is, words that are not spelt as they sound so there is a strong argument for teaching sight words in English.

Use the Shared Reading and Group Guided Reading lessons to model the following five finger strategy where each finger represents a strategy the reader can use to systematically figure out how to read an unknown word and its meaning:

- The thumb: Leave the word out and read to the end of the sentence.
- The first finger: Look at the picture
- The second finger: Look at the word and to see if any parts of the word are known.
- The third finger: Sound the word out
- The fourth finger: Ask for help in reading the word or understanding its meaning

Start teaching children this process when they meet unknown words.

6. Comprehension:

During the reading lessons the teacher has many opportunities to engage children in a range of levels of thinking and questioning. Here are a few ways of starting questions that will help to develop both lower and higher order comprehension skills.

- Literal comprehension
- Identify... (e.g. Identify the main character in the story.)
- Point out... (e.g. Point out the car the robber was driving.)
- Read/quote the line that... (e.g. Read the line that tells you the grandmother was unhappy.)
 - Describe... (e.g. Describe the villain of the story.)
 - Find... (e.g. Find the name of the book she was reading.)
 - Show ... (e.g. Show me the part of the story you liked best.)
 - Locate ... (e.g. Locate the place the family was driving to in the story.)

7. Reading Fluency

Fluency in reading involves:

- Accuracy in decoding: being able to accurately identify the majority of words
- The rate or speed of reading: immediately recognising words or being able to get the words off the page quickly and effortlessly
- Reading smoothly with appropriate phrasing and expression
- Comprehension

Fluency levels can be improved by teaching specific reading skills for decoding and word recognition, by selecting simpler texts, by providing more interesting texts, by rereading books and by increasing the volume of texts read.

8. "Read Aloud" by the teacher

A final and vital component of a balanced reading programme is the reading aloud (story-time) by the teacher. This develops a whole range of language skills (including those of reading) in a meaningful context and is at the heart of a balanced programme for literacy. Through "read aloud" teachers can create in children a love of reading and a passion for stories.

The above steps must be taken with all Reading Books in the series.

1.4 WRITING

JOIN UP ASSOCIATION CARD
MY FAMIL PICTURE CARDS
OPPOSITES
ASSOCIATIONS
MAGNETIC STORY BOARD
ACTION WORDS
STORY BOARDS – SEQUENCING
BUILDING WORDS PHOTO LIBRARY
WHATS MY OPPOSITE
NEXT UP
SEQUENCE AND WRITE STORY TILES
STORY TELLER BOX – WHO,WHAT,WHERE

Children begin Grade 1 by 'writing' using pictures but as they master the skills of letter formation, they can start to copy individual words, captions and full sentences which they can then illustrate. By the middle of Grade 1 children should be able to write their own captions for their pictures and construct at least one sentence. Give support by providing sentence starters or frames, e.g., 'I want...'. Give each child an A5 book to use as a personal dictionary. Provide cloze procedure exercises in which children complete a sentence by adding a word and simple questions that children can answer with Yes/No or a single word.

News should be written at least twice a week. Teacher do model writing at the beginning then learners do their own news.



Grade 2: Writing Frames

- Writes at least two paragraphs (ten sentences) on personal experiences or events such as a family celebration
- Organizes information in a chart or table
- Uses informational structures when writing such as writes recipes
- Sequences text by using words like 'first', 'next' and 'finally'

News should be written at least twice a week. Teacher do model writing at the beginning then learners do their own news.

Grade 3: Writing Frames

- Write a recipe.
- Write a menu.
- Write a book review.
- Write riddles and jokes.
- Write own news.
- Mind map.
- Draw and Label Pictures.
- Write a report.
- Write a friendly Letter.
- Write an email.
- Write a dialogue.
- Write a mind map for an interview.
- Conduct an interview.
- Write an experiment.
- Write instructions.
- Write a little book.

1.5 HANDWRITING

PRESS OUT LETTERS AND NUMBERS

ALPHABET AND NUMBER FORMATION BOOKS.

WIPE AND CLEAN WORDS

LETTERS AT PLAY

WRITE AND WIPE BOARD

WIPE AND WIPE A3 ACTIVITY BOARDS

GIANT CHALK

HANDWRITING POSTERS – PRINT AND CURSIVE

TWEEZERS AND SORTING TRAY

RUBBER BAND PATTERN BOARD

Pre-writing programme

before starting to teach formal handwriting in Grade 1, children should follow a pre-writing programme to develop visual discrimination, gross and fine motor and hand-eye coordination, body image etc. They need to be taught the correct pencil grip, how to form the letters, the starting point, size, shape, and direction of movement. Later guide children to position and space letters on and between the lines. The correct sitting position is also important. Young children often have difficulty in copying from the board as their eyes need time to refocus from the board to the page in front of them and their short-term visual memory may not be well developed. It helps to give children in Grades 1-3 writing strips containing a row of letters for the children to copy during Handwriting.

Transition to a joined script or cursive writing

By the end of Grade 1 children should be able to form all the lower- and upper-case letters correctly and fluently and copy sentences correctly from the board or from sentence strips. In Grade 2 children develop greater speed in writing print script and it is in this grade that most schools will begin teaching a joined script or cursive writing. Whilst the choice in regard to the handwriting script remains with a school/province child should be taught to write a form of joined script or cursive writing by the end of Grade 3. Most children make the transition to this script during the first half of Grade 3.

Materials

In Grade 1 children begin by writing on blank paper using wax crayons. In time they progress to writing on 17mm lines using pencils for formal handwriting lessons, although many schools prefer to continue using blank jotters for other written work even in Grade 2. By Grade 3 children make the transition to using 8.5mm lined books. The exact time for these transitions will depend on the level of the childre

2. Life Skills

The Life Skills subject is central to the holistic development of learners. It is concerned with the

- Social, personal, intellectual, emotional and physical growth of learners, and with the way in which these are integrated.

In the Curriculum and Assessment Policy Statement (CAPS) the subject Life Skills in Foundation Phase (Grades R-3) has been organised into four study areas:

- Beginning Knowledge,
- Personal and Social Well-being,
- Creative Arts and
- Physical Education.



Life Skills has been organised in this way in order to ensure that the foundational skills, values and concepts of early childhood development and of the subjects offered in Grades 4 - 12 are taught and developed in Grades R-3. Beginning Knowledge and Personal and Social Well-being are integrated in the topics. Life Skills is a cross cutting subject that should support and strengthen the teaching of the other core Foundation Phase subjects namely Languages (home and First Additional) and Mathematics.

2.1 PHYSICAL EDUCATION

CRICKET BAT AND BALL

BALL AND CATCH CUPS

CATCHING SCOOPS AND BALL

TACTILE BEAN BAGS - TEXTURES





PHYSICAL EDUCATION

The development of the learner's gross and fine motor skills and perceptual development is fundamental in the Foundation Phase. Physical and motor development is integral to the holistic development of learners. It makes a significant contribution to learners' social, personal and emotional development. Play, movement, games and sport contribute to developing positive attitudes and values. This area focuses on perceptual and locomotor development, rhythm, balance and laterality. The focus in the Foundation Phase is on games and some activities that will form the basis of participating in sports later on. Physical growth, development, recreation and play are emphasised.

2.2 CREATIVE ARTS - PERFORMING & VISUAL

MUSICAL INSTRUMENTS WOODEN
COLOUR GIANT DICE
EARLY SIMPLE MACHING
MULTI BLOCKS WITH WHEELS

CREATIVE ARTS

Creative Arts exposes learners to four art forms: dance, drama, music and the visual arts. The main purpose of Creative Arts is to develop learners as creative, imaginative individuals, with an appreciation of the arts. It also provides basic knowledge and skills to be able to participate in creative activities. Foundation Phase learners are inherently creative and play is their natural way of learning in the arts. Learners should be guided to use their natural inclinations to use their imagination, manipulate and work with materials, move and make music and tell stories.

Learners should explore and develop their creative ideas based on their personal experiences, using their senses, emotions and observations. The focus of the learning should be on the development of skills through enjoyable, experiential processes, rather than on working towards highly polished products in each term. The introduction of these creative skills is essential in refining and controlling the gross and fine motor skills. Creative Arts aims to create a foundation for balanced creative, cognitive, emotional and social development.

In the curriculum, Creative Arts is organized in two parallel and complementary streams - Visual Art and Performing Arts (Dance, Drama, Music).

VISUAL ARTS

develops sensory-motor skills and fine and gross motor co-ordination through the manipulation of materials and the mastery of a variety of art techniques. Two-dimensional (2d) work aims to enrich the learner's experience of the real world through visual and sensory stimulation, discussion and questioning, and through encouraging the drawing of the physical body in motion: climbing, running, sitting, lying. There is no 'right' way to draw, and learners should be encouraged to express themselves freely, without fearing criticism. Three-dimensional (3d) work develops the concept of shape in space through joining pieces of clay, gluing or pasting of paper onto paper, cutting shapes, folding, tying and wrapping. The formal application of one or more of the art elements should be incorporated into each visual arts lesson. This means that learners should use and talk about lines, shapes and colours.

PERFORMING ARTS

in the Foundation Phase allows learners the opportunity to creatively communicate, dramatize, sing, make music, dance and explore movement. Through the performing arts, learners develop their physical skills and creativity. Performing Arts stimulates memory, promotes relationships and builds self-confidence and self-discipline.

Creative games and skills prepare the body and voice, and games are used as tools for learning skills. **Improvise and interpret** allows learners to create music, movement and drama individually and collaboratively.

2.3 BEGINNING KNOWLEDGE PERSONAL AND SOCIAL WELL BEING	
INTERACTIVE POSTER – MY PLATE	
READERS	ME
	MY FACE
	MY FAMILY TREE
	SUMMER
	MY FIVE SENSES
	FARM
	BE A GOOD FRIWN
	ABOUT ME
	ON THE FARM
	MUM AND DAD ARE NOT FRIENDS ANYMORE
POSTERS	SENSES
	DAYS OF THE WEEK
	TRANSPORT
	GOOD HABITS
	EMOTIONS
	SEA ANIMALS
	MY BODY
	NATIONAL COAT OF ARMS
	OUR NATIONAL FLAG
	ANTHEM
	NATIONAL SYMBOLS
	HEIGHT CHART

Beginning Knowledge and Personal and social Well-being

The content and concepts of Beginning Knowledge have been drawn from Social Sciences (history and Geography); Natural Sciences and Technology. The key concepts and skills relating to these disciplines in the curriculum at the Foundation Phase level are detailed below:

- Social science concepts; conservation, cause and effect, place, adaptation, relationships and interdependence, diversity and individuality, and change;
- Natural Science concepts; life and living, energy and change, matter and materials; planet earth and beyond;
- Scientific process skills; the process of enquiry which involves observing, comparing, classifying, measuring, experimenting, and communicating;
- Technological process skills; investigate, design, make, evaluate, communicate.

PERSONAL AND SOCIAL WELL-BEING:

Personal and Social Well-being is an important study area for young learners because they are still learning how to look after themselves and keep themselves healthy. This study area includes social health, emotional health, and relationships with other people and our environment, including values and attitudes. The study area Personal and Social Well-being will help learners to make informed, morally responsible and accountable decisions about their health and the environment. It addresses issues relating to nutrition, diseases (including HIV/AIDS), safety, violence, abuse and environmental health. Learners will develop the skills to relate positively and make a contribution to family, community and society, while practising the values embedded in the Constitution. Learners will learn to exercise their constitutional rights and responsibilities, to respect the rights of others and to show tolerance for cultural and religious diversity in order to contribute to a democratic society.

RESOURCES FOR LIFE SKILLS

Some equipment is standard material for a Foundation Phase class. Some materials are easier to obtain than others. The kits provided allows you a variety of material that can be used across the grades in a progressive manner.

Ideally learners should have access to this standard material all the time. They can use these resources during free play activities, structured activities, when they have finished a teacher-directed task, or simply when they need 'time out'.

This standard material includes:

- bean bags, ropes, hoops, balls of different sizes, balancing beams/planks/tyres, outdoor play equipment (tyres, jungle gym, climbing ropes, trees), scarves/strips of cloth, bats, containers (bowls, buckets, tins to be used as targets), skittles/bottles (as targets), hard, flat open surface, sticks, storage containers, swings, bricks, cones, balloons
- dry media: wax crayons, paper, oil pastels, chalk, 2B pencils, felt-tipped pens, charcoal, sand
- wet media: paint, ink, dyes, mud
- brushes of different sizes
- sheets of paper or scrap paper in various sizes and colours
- earthenware clay, papier maché, play dough, mud
- beads (glass, paper, plastic), straws, macaroni, shells, etc. for threading
- recyclable materials: boxes, toilet rolls, polystyrene containers and packing materials, corks, wrapping paper, tin foil, wool, string, stones, seeds, old newspapers/magazines
- glue, cardboard strips for glue applicators, scissors, pre-mixed starch
- CD player, CDs, musical instruments
- old clothes, utensils, containers, to be used as 'props' for fantasy and dramatic play
- puzzles and other manipulative educational toys, bought and home made
- pictures, wall charts and maps
- information and story books (library)
- plastic lens/ magnifying glass
- people - older family members and invited guests.

For **Creative Arts** specifically, the following is required:

- open space
- musical instruments, including found and made
- audio and audiovisual equipment with a range of suitable music
- charts and posters
- variety of props e.g. materials, balls, different sized and shaped objects, old clothes
- visual stimuli for drawing and construction



3. MATHEMATICS KIT FOUNDATION PHASE GRADES 1-3

Each content area has been broken down into topics. All content areas must be taught every term. The sequencing of topics into terms gives an idea of how topics can be spread and revised throughout the year. It is not necessary to teach all the topics in Space and Shape, Measurement and Data Handling every term. However, all topics must be taught during the year.

Number is the most important topic in Foundation Phase Mathematics. Most of the time each week, term and year is focused on Numbers, Operations and Relationships. On average three or more Mathematics lessons in each week should focus on Numbers, Operations and Relationships. The remaining time is split among the other content areas

Space and Shape and Measurement require more time and attention than Data Handling and Patterns, Functions and Algebra.

The tables below give an indication of how many lessons to allocate to each content area and topic for each grade in Patterns, Functions and Algebra, Space and Shape, Measurement and Data Handling:



3.1 NUMBER OPERATIONS AND RELATIONSHIPS

EDUCATOR ABACUS	
GRADE 1 MATHS KIT	
GRADE 2 MATHS KIT	
GRADE 3 MATHS KIT	
THREADING SMALL	
2 COLOURED COUNTERS ROUND - 100	
SQUARE COUNTERS MULTI COLOUR 100	
3 D CUBE COUNTERS SMALL - 500	
UNIFIX BLOCKS 100 X COLOURS	
STUDENT WRITE AND WIP NUMBER LINES	
GIANT DICE NUMBER	
GIANT DICE SHAPE	
GIANT DICE DOTS	
DOUBLE DICE LEARNERS	
10 FRAME WITH COUNTERS	
GIANT DOMINOES	
CARD DOMINOES	
PLASTIC DOMINOES	
NUMBER WALL FRIEZE -20	
PLAY MONEY COINS + NOTES	
THINK COUNTING GAME	
SPIN GAME	
ADDITION CARDS	
SUBTRACTION CARDS	
NUMBER BEAN BAGS + CARRY POUCH	
PLACE VALUE HANDS ON KIT	
PLACE VALUE LEARNER COUNTING RODS.	
BUILDING FRACTIONS ACTIVITY CENTRE	
BUILDING FRACTIONS MAGNETIC BOARD	
FRACTION WALL	
FRACTION CIRCLES	
WRITE AND WIPE LEARNER ACTIVITY CARDS	
GIANT PLAY MAT GAMES SNAKES AND LADDER	
GIANT PLAY MAT GAMES LUDO	
POSTERS	TIME
	ADDITION
	SUBTRACTION
	MULTIPLICATION
	DIVISION

How to use the different resources under each content area.

THE ABACUS

The standard abacus can be used to perform addition, subtraction, division, and multiplication; the abacus can also be used to extract square-roots and cubic roots. The beads are manipulated with either the index finger or the thumb of one hand.

The abacus and the bead string support learners in connecting counting to movement and helps them to develop a sense of number order and number pattern (Drew, 2007:22). As learners progress, they need to progress to more abstract images like the number line, number track and flard cards. A number line can be useful in teaching learners to count forwards and backwards, and to understand fractions (Drew, 2007:22). Figure 2.2 shows pictures of number charts, number tracks, flard cards, an abacus, a number line, and bead strings.

COUNTERS

It is through counting physical objects that children: Experience that two objects is different to three objects; and Develop a sense of the size of numbers: 50 takes longer and more actions to count than 5 does but 250 takes a lot more. Five counters can be held in one hand; 50 in two hands; and 250 require a container – there are too many for our hands.

THINK COUNTING GAME

How to play:

- Separate the object cards from the dot cards
- First, spread object cards 1 to 5 on some flat surface and ask the learners to count the featured objects, i.e. "How many chairs are there?" Encourage them to point to the objects on the cards as they count
- Call a number at random and ask the learners to find the card of that many objects
- Similarly, ask them to count the dots on the dot cards as you call a number
- Now, ask learners to match the objects with the corresponding dots
- Once, the learners can count 1 to 5 easily, ask them to match the objects with their corresponding dots 1 to 10
- When learners are familiar with dots and objects from 1 to 10, show the cards again in sequence and ask them to repeat with you.

SPIN-A-NUMBER

All players are seated at a table. Each player receives a number card and at least 12 plastic chips. The starter gives the spinner a flick with the finger. When the spinner stops spinning, the player calls the number indicated by the point of the spinner. Using their plastic chips, the players cover the relevant number on their number cards. The next player spins the spinner and calls the number. Play continues until one of the players has covered all the numbers on the number card. The learner is the winner of the game.

PLACE VALUE HANDS ON KIT

Introduce the place value pieces and show students how to sort the pieces into each place value. Discuss how the numbers within each place value are similar and how they are different.

Demonstrate separating numbers into their place values before adding or subtracting them.

Place value is how much each digit is worth, based on what **place** it has in a number. You can find a digit's **place value** by multiplying it times its **place**. For **example**, the 8 in 867 has a **place value** of 800 (or 8×100), since it's in the hundreds **place**.

FRACTIONS MAGNETIC BOARD

Use the activity centre to strengthen learners' skills in identifying and writing fractions, adding fractions, comparing fractions, and recognising equivalent fractions. Remind learners that fractions are parts of a whole. The denominator, or bottom number of a fraction, tells how many pieces the whole has been divided into. The numerator, or top number, tells how many of those pieces are in fractions.

DOMINOES

We think it's time to dust off the dominoes and dive in with these domino-based classroom activities to help deepen students' mathematical understanding:

It's often worth checking if each set is complete before starting. I deliberately remove a domino from each set and ask students to check whether their set is complete, and if not, I ask which domino is missing. This activity gives students the chance to become familiar with the set, look for patterns and work systematically. Arranging the dominos into a 'stair-case' pattern leads nicely to a discussion about triangular numbers.

Play the game

As with other manipulatives, it is worth dedicating some time for 'free-play'. Once students have played a traditional game or two, the variation 'fives and threes' can be introduced. In this game, if the two ends of the domino chain end in a multiple of three or a multiple of five, the player scores points.

Probing questions

- how many dominoes are there in the double-six set?
- how many doubles are there?
- how many ones, twos or threes etc. are there?
- how many dominoes have a total of ten dots on them?
- how many dominoes have a total of five dots on them?
- how many have an odd total on them?
- how many dominoes are there with a difference of three between the two halves?
- how many dots are there altogether in a complete set?
- what is the greatest/least number of dots to be found on three dominoes?

Often, these questions can lead into others - how many dominoes are in a double-one set? Giving students the opportunity to manipulate the set of dominoes in front of them can often give them confidence to discuss a range of different problem-solving strategies.

Domino magic

- pick a domino
- double one of the numbers
- add three to your answer
- multiply your answer by five
- add the other number on the domino
- subtract 15
- what do you notice about your answer?

Dominoes make excellent math manipulatives, and we use them frequently in our home schooling. There are lots of different games that can be played with them and in the process of playing the games a preschool child can start to recognize patterns like that nine is three groups of three or that two odd numbers added together make an even number.

When I play dominos with my four-year-old, we talk about the dots as though they could move. We have four and two. What if one of the dots on this side moved over to that side? What would we have then?

Here are the rules to a few of the games we've been playing recently.

Lonely Domino

Start with all the dominos face up. Choose one domino and announce that it is lonely and wants to join up with one or more dominos whose number of dots total up to eight. Once the child has found an appropriate domino or pile of dominos, place them next to the first domino and announce that the new domino (or pile of domino) is lonely and wants to find one or more friends with dots total up to twelve. Keep naming off different numbers, occasionally repeating numbers so that the child can see that there is more than one way to create the appropriate number. Keep an eye on which dominos are left and which numbers can be formed.

Domino War

Play just like the card game war but flipping dominoes instead of cards. Encourage the child to guess who has the higher number before naming the number. You can both flip one domino, or you can flip two at a time adding them together before comparing the total with the other player's. You can also incorporate subtraction into the game. Flip a single domino and subtract the smaller side from the larger side before comparing the difference with your opponent's.

Which is missing?

Take two dominos. Announce the total number of dots and then show the child one of the dominos. Ask how many dots must be on the other domino. Then let the child have a turn taking two, total them and asking you which number must be on the missing dominos. If you can keep it casual enough you can challenge the child to figure out what possible combinations of dots there are that would make up the missing number.

Domino collections

Lay all the dominos out face down. Take turns removing dominos and recording the number of dots. With an older child just use a sheet of paper and count up the dots. With a younger child use an abacus or write the number of dots with tallies – four lines with the fifth going across, and two sets of five per row. Practicing with tallies or an abacus helps the child to recognize ten, twenty, thirty, etc as being groups of tens, and it helps give practice at recognizing patterns like if you have seven (five and two) already out, you need three more to finish up the row of ten.

ADDITION AND SUBTRACTION CARDS

Drill your students in addition and subtraction

Help your students master their basic additions and subtractions with this handy set of flash cards.

Covering whole number additions and subtractions up to 20, these flash cards are an ideal way to test your children on their ability to come up with correct answers on their feet.

These flash cards would make for an ideal whole-class activity, where you show your students a card, and the first student to call out the correct answer gets a point.

Use drilling sessions to your advantage

As harsh as their name may sound, drilling sessions can be an effective teaching method, because they encourage students to recall information as quickly as they can.

The better they know the information, the quicker they will become, so drilling sessions are also a useful way for teachers to gauge how well their pupils know about a particular topic.

MONEY

Introduce South African currency by using actual notes or colour photocopies. Discuss the items on each coin or note. Make flash cards of all items on the currency to display later in the classroom. Remind the learners that the animals on the notes belong to the big five. Explain the significance of the big five. Introduce our new currency and share a few interesting facts: South African bank notes will bear the image of President Mandela, the President of a free, democratic South Africa. It still had the big five on it. The new notes will have enhanced security features, as well as features that will make them easier to read for visually impaired people.

The new banknotes will have similar dimensions to the current notes. There are no plans to release a R500 note. The rand was introduced on 14 February 1961.

Recognition of coins and notes...

1c - Sparrow
R10 - Rhino
2c - Fish eagle
R20 - Elephant
5c - Blue crane
R50 - Lion
10c - Arum lily
R100 - Buffalo
20c - Protea
R200 - Leopard
R1- Kudu



Each learner will be given a shopping list and a plastic bag. There will be a shopping corner where items are placed with the cost written on them. Learners will place 3 items into their packet and return to their places and calculate the cost of all the items on their list. They will add in rands and cents.e.g.

Baby powder R12
Dog food R11
Tissues R7
Total =R30

They will write the sum: $R12 + R11 + R7 = R30$ Educator will give each learner in the group the opportunity to discuss their shopping experience and how they calculated the cost of their items. Educator concludes lesson by a quick 5min revision of the lesson (concept taught) through question and answer. why did you choose those items? which part of the lesson was easy? which part of this lesson did you find difficult? did you calculate correctly?

UNIFIX BLOCKS

Math activities with unifix cubes

- 1- Sort by color. ...
- 2 - Roll a die and build a tower. ...
- 3 - Comparing sets with towers. ...
- 4 - Graph unifix cubes. ...
- 5- Continue the pattern. ...
- 6 - Model addition facts. ...
- 7 - Find ways to make 10 (or another number) ...
- 8 - Race to 20
- 9- Build towers to 1
- 10 - Estimate and measure the length of school supplies
- 11 - Use a balance
- 12 - Introduce multiplication

10 FRAME WITH COUNTERS

Ten-Frames are two-by-five rectangular frames into which objects like counters can be placed to show numbers less than or equal to ten. They're a common teaching tool for LKS1 Maths students and are often used to develop children's number sense within the context of ten. Ten-frames are used by a teacher to help children to visualise numbers. This is a great tool to use when teaching them how to count between 0 and 10 or use different coloured counters to teach them simple additions and numbers to 10. These rectangular frames are very versatile and can be adapted to a number of different classroom activities. And what's more, children can apply the knowledge gained from the ten frame system when counting to larger numbers, too.

How can I use Ten-Frames with my class?

Ten-frames are very useful in Foundation and LKS1 classrooms when children are still grasping how to count fluently and recall number facts up to 10. Test your students' counting skills using one of our printable ten-frames. Have your pupils place down counters or other objects and count from 1 to 10 as they do so.

Ten-frames can also be used to help students get comfortable performing additions and subtractions up to 10. Performing calculations with a ten-frame and physically adding and taking away counters can help young learners to grasp these basic operations.

There are also a number of ways you can use ten-frames for more complex topics such as fractions, percentages and place value. They are truly a classroom essential for Maths teachers.

USES OF A GIANT DICE

- Play a "Decimal Dice Game"
- Toss two dice to each student around the class and when they land in their hands, whichever numbers are facing up they must multiply
- Play a Probability Game
- Practice with exponents using small and large dice
- Generate random factor pairs or trios.
- Practice methods of multiplication
- "Bowl a Fact" - a game, where students practice combining number combinations to get specific results
- Play "Division 4 in a Row" - a game to practice division fluency.
- Play "Snake" - a whole class game to practice multiplication facts.

Algebra

- Generate numbers to solve inequalities
- Use them to determine the coefficients and constant when practicing solving quadratic equations using the quadratic formula
- Play Battleship type games

Geometry

- Create coordinates to graph
- Create the vector for a translation
- Generate length and width for calculating area
- Use a die as a model of a cube with 6 faces This one might be simple, but it is so important for students to really hold and visualize it to help them with nets and surface area.

DOUBLE DICE

- Practice counting on
- Roll doubles to race to 100
- Add and bump
- Work on comparing numbers
- Aim for target 20
- Battle it out
- Roll, add, and graph



How to play Snakes and Leaders:

1. Each player puts their counter on the space that says 'start here.'
2. Take it in turns to roll the dice. ...
3. If your counter lands at the bottom of a ladder, you can move up to the top of the ladder.
4. If your counter lands on the head of a snake, you must slide down to the bottom of the snake

How to play Ludo:

Gameplay

2 to 4 players begin by placing their respective pieces in their bases. Each takes turns throwing the die, and the player with the highest roll plays first. The players to the left follow in turn going clockwise. On each player's turn, the player rolls the die to determine a move. The goal of the game is to move all four of the player's pieces clockwise once around the board, up the home column, and into the home triangle.

Movement

To begin, a player must roll a six to move a piece out of the base and onto the start position. That piece is then in play. The player cannot make any other moves until at least one piece is in play.

If a player has a piece or pieces in play, they can move any one of their pieces 1 to 6 spaces along the path according to the number they roll.

3.2 PATTERNS FUNCTION AND ALGEBRA

TANGRAM SETS SMALL WITH PATTERNS CARDS X10
TANGRAMS LARGE SET LARGE WITH PATTERNS X3
3 D DESIGNS IN A BOX
FOLD AND LEARN 3 D SHAPES
FOLD AND LEARN 3 D SHAPES
FOLD AND LEARN 3 D SHAPES
FINGER FUN

Patterns It is through copying and extending patterns using matchsticks, tiles, blocks, and other apparatus that children develop a sense of behaviour of patterns and learn to make predictions.

TANGRAM SETS SMALL WITH PATTERNS CARDS X10

A tangram is a classic Chinese puzzle consisting of seven pieces that can be recombined into many different shapes and figures. Here's how to make one.

WHAT YOU'LL NEED

- 1/4" x 8" x 8" square of smooth plywood. If your plywood is a little rough, sand it smooth. You can use other thin materials such as rigid foam or cardboard.
- Fine-toothed saw, coping saw or fine-toothed keyhole saw
- Sandpaper
- Pencil
- Ruler
- Wood finish of your choice. The tangram can be one colour, left natural or stained, or you can paint each piece a different colour. It's up to you.

3 D DESIGNS IN A BOX

Free play – sorting and matching

Encourage the learner to sort the shapes. At first, he will sort according to colour. While he is sorting, explain that the shapes can also be sorted according to other attributes, e.g. shape, thickness, or texture.

Build Language

While he is creating his designs, encourage the learner to talk about what he is doing.

FOLD AND LEARN 3 D SHAPES:

Display the three-dimensional objects, explaining that they are solid figures, not flat shapes like the ones on the board. Explain that the tissue box looks like a 3-D shape called a rectangular prism.

Introduce the 3D shapes and explain that most 3D shapes are made up of different 2D – shapes. Take the rectangular prism net out of its clear and display it flat under a document camera. Ask learners to count how many rectangles make up the prism. These rectangles are called "faces" of the rectangular prism.

3.3 SPACE AND SHAPE

3 D SHAPES COLOUR X 12 SHAPES
TANGRAMS CHALLENGER
3 X SMALL 3 D SHAPES LEARNERS
TANGRAM SETS SMALL WITH PATTERNS CARDS X10
TANGRAMS LARGE SET LARGE WITH PATTERNS X3
3 D DESIGNS IN A BOX
FOLD AND LEARN 3 D SHAPES

Space and Shape: It is through handling concrete shapes and completing tasks such as: Building objects; Covering (tiling) surfaces; and Making new shapes and objects that children develop a sense of the relationships and properties of the shapes and objects that they are working with. They develop a sense of: Equal – equal length sides; equal angles; equal areas; and Unequal – bigger and smaller; more and less.

3 D SHAPES COLOUR X 12 SHAPES:

Introduce the 3-D shapes and explain that that most 3-D shapes are made up of different 2-D shapes. Take the rectangular prism, learners count how many rectangles make up the prism. These rectangles are called

the “faces” of the rectangular prism.

FOLD AND LEARN 3 D SHAPES:

Display the three-dimensional objects, explaining that they are solid figures, not flat shapes like the ones on the board. Explain that the tissue box looks like a 3-D shape called a rectangular prism.

Introduce the 3D shapes and explain that most 3D shapes are made up of different 2D – shapes. Take the rectangular prism net out of its clear and display it flat under a document camera. Ask learners to count how many rectangles make up the prism. These rectangles are called “faces” of the rectangular prism.

TANGRAMS CHALLENGER

- 7 Basic geometric shapes, all cut from a single square.
- A mentally challenging game
- Develops problem solving, logical thinking and fine-motor skills
- Fun for all ages 3 up to 99
- Improves the mathematical and thinking skills of children
- Endless play and creativity possibilities

HOW TO PLAY

Always use all 7 pieces, no overlapping may occur
Build an image with shape outlines or silhouettes of a given picture
Create your own picture

3.4 MEASUREMENT

TRUNDLE WHEEL
TELL THE TIME IN A BOX
TIME PUZZLE MAT
WHITE LARGE GEARED CLOCK X1 EDUCATOR
YELLOW SMALL GEARED CLOCK X 6 LEARNERS
BLUE LARGE TEACHERS CLOCK X 1
SMALL YELLOW LEARNER CLOCKS X 10
CAPACITY CUPS X1 SET
HOW MUCH DOES IT WEIGH – MEASUREMENT CENTRE
BOWL SCALE
BUCKET SCALE
TIPPING ROD SCALE
MEASURING TAPES X12
BUILD AND LEARN AREA AND PERIMETER KIT
MEASURING CONTAINERS

MEASUREMENT

It is through measuring, first informally and then formally, that children develop a sense of the “muchness” of things. Through measuring they also meet up with situations which cause them to think about the need for parts of a whole to describe certain quantities – an important introduction to the concept of fractions.

How to Use a Trundle Wheel

Make sure the wheel surface is clean. Any dirt or loose impediments can affect the measurement. ...
Place the tool exactly where the measurement starts. ...
As you walk, keep a steady pace. ...
When you reach your ending point, pick the device up. ...
Take your measurement.

TELL THE TIME IN A BOX

Telling time can be tricky for some students so it is important that they have a very strong grasp on numbers before trying to proceed with this lesson. The grade 1 will start with time by talking about ‘in the morning’ and ‘at night’.

Introduce – Time: Hours

Draw a **clock** face on the board to demonstrate. Start by showing times such as 7:00 and 11:00 and writing them on the board next to clock faces. Check to ensure that your students understand that the shorthand indicates the hour and should be both said and written first. Have students repeat “One o’clock, two o’clock...” after you. Ask students to come to the board to both write and draw times you give them.

Introduce – Time: Minutes

Move on to minutes. Show that there are sixty minutes in an hour and that the long hand indicates minutes which should be said and written after the hour. Now demonstrate times such as 8:10 and 3:42 just as you did for hours in the previous step. Ask students “What time is it?” after drawing new clock faces on the board. Ask a student “What time is it?” while pointing to the clock in your classroom

HOW MUCH DOES IT WEIGH - MEASUREMENT CENTRE

Let the learners understand the vocabulary and concepts of measuring weight. There are 3 different types of cards. Choose cards that require children to compare two different objects by holding them in their hands. As children gain experience, they can try the cards that instruct them to use the scale to compare objects.

MEASURING SCALES

This is suitable for children who have just completed their first unit on mass. By this time they should know phrases like “is about the same as”, “is heavier than” and “is lighter than”.

- Collect various objects that are familiar to the children - toys, fruit etc.
- Set up a board and use blue tack to stick on the three phrases as listed above.
- Then draw and cut out cardboard pictures of the objects.
- Place the objects on a table along with a set of simple balances.
- Children come out in groups of four. Each child selects two objects and weighs them on the balance.
- They then move to the board and create a sentence, e.g. “the apple - is heavier than - the car”.
- The children then copy down the sentence.
- At the end of the activity, they will have four statements which they can decorate and are great as a display.
- I found that this is also a great thing to have out during free time as kids love to play with it.

BUILD AND LEARN AREA AND PERIMETER KIT

Perimeter and **area** are two important and fundamental mathematical topics. They help you to quantify physical space and also provide a foundation for more advanced mathematics found in algebra, trigonometry, and calculus. Perimeter is a measurement of the distance around a shape and area gives us an idea of how much surface the shape covers.

Knowledge of area and perimeter is applied practically by people daily, such as architects, engineers, and graphic designers, and is math that is very much needed by people in general. Understanding how much space you have and learning how to fit shapes together exactly will help you when you paint a room, buy a home, remodel a kitchen, or build a deck.

3.5 DATA HANDLING

FRUIT COUNTERS – X6
ANIMAL COUNTERS X6
BEAR COUNTERS – DIFFERENT SIZES
SEA CREATURES COUNTERS
DINOSAUR COUNTERS
ANIMAL COUNTERS
COUNTING CUBES WITH BASE PLATE 100 PIECE

DATA HANDLING:

It is through the collecting and sorting of physical objects that children develop their first sense of what it means to work with data. In order to develop physical knowledge, the Foundation Phase Numeracy classroom should provide both concrete apparatus (counters, shapes such as building blocks and other construction materials, measuring apparatus etc) and the opportunity for children to work/play with the apparatus.

One way to use this introduction to graphing is to have students grab a handful of counting bears and sort them by colour. Then they can colour one box (above the correct colour bear) for each bear in their pile. This would be the easiest way to try this out and the most hands on.

Look for the graph sheet that already has the bears coloured in to make it easier for the learners to see what each column represents.

Help learners practice their sorting, number, and counting skills with these fun and friendly animal Counters, sea creatures' counters, fruit counters and dinosaur counters. Children can play and pretend while they build their imaginations and communication skills.

Educational Benefits

- Learning Style: Visual, Tactile
- Skill Development: Matching, Counting, Sorting, Patterning, Addition & Subtraction, Comparison, Object Identification, Imagination, Language Development, Fine Motor, Eye-Hand Coordination

CONCLUSION

Educators are encouraged to use the resources in an integrated manner across all subjects. Educators can also add to the existing activities through their own creativity. Use of manipulatives are key in developing understanding.



EDU-KASI

ESTABLISH
EQUIP
EMPOWER

Address

217 Booysens Rd, Selby South,
Johannesburg, 2001

Contact

Phone: 011 493 7921
Email: sales@edu-kasi.co.za | info@edu-kasi.co.za
Web: www.edu-kasi.co.za