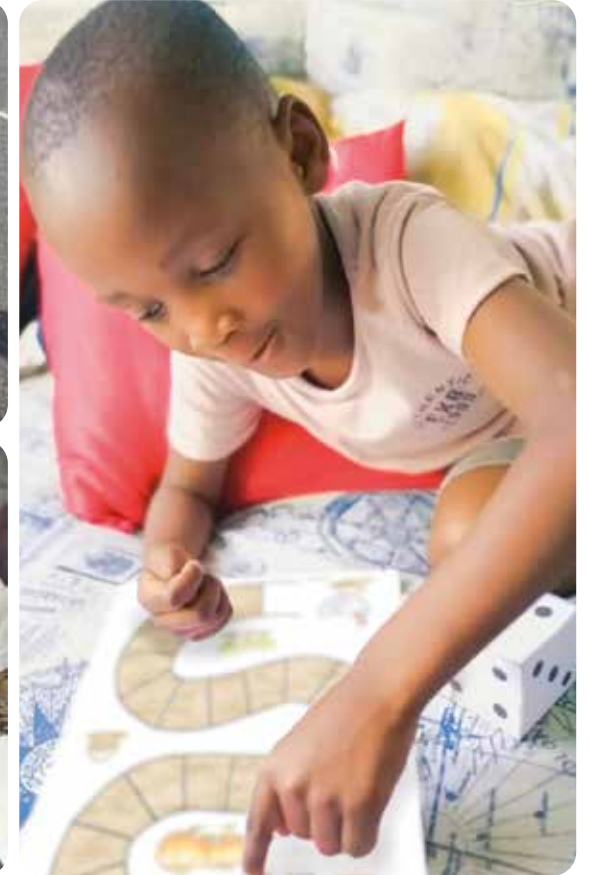


Term 2

Grade R



Be inspired! Take **TIME** to enjoy learning together.

Day 1 Story time: Big picture story (At the market)

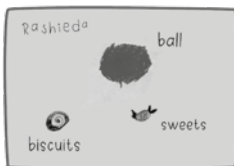
Look carefully at the big picture and ask your child to tell you what they see. Then ask these questions:

- ★ What is everyone doing? (Talk about each person in the picture.)
- ★ Why is the woman holding up the giraffes?
- ★ Where is the girl pointing? What is the dog doing?
- ★ How many balloons/kites/bags of apples/wooden spoons can you see?
- ★ Are there more or fewer: birds than balloons or wooden elephants than giraffes?
- ★ How many cloths are hanging on the line? What other things can you see that there are 3 of?
- ★ Can you find where the number 3 is written?



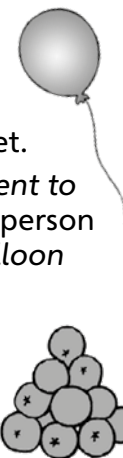
Day 2 Drawing and writing

- ★ Ask your child to pretend that they are going to sell things at a market. What would they like to sell at their stall? Encourage them to draw pictures of what they are going to sell and to label each item on the table. You can write the labels for them.
- ★ Ask family members or friends to come and pretend to shop at the market stall.



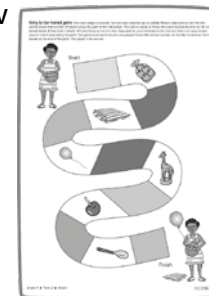
Day 3 Looking and listening

- ★ Look at the big picture again and choose something you would like to buy at the market.
- ★ Play "I went to the market", for example: *I went to the market and I bought a balloon.* The next person says: *I went to the market and I bought a balloon and some oranges.*
- ★ Take turns to say what you bought at the market, but each time, add something else you'd like to buy. The aim is to remember all the things you bought in the correct order.



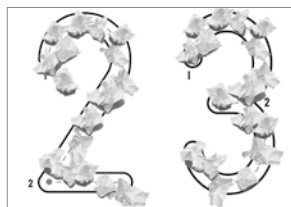
Day 4 Games

- ★ Play the "Going to the market" game together. Look for the game and follow the instructions.
- ★ If you don't have a dice, you can make one using the dice template supplied.



Day 5 Shapes, letters and numbers

- ★ Look at the number templates. Take turns forming the numbers with your finger on the floor, in the air, on your hand, on each other's backs, on the wall, or on a tree trunk. Can you form the numbers with your toe?
- ★ Do the activities on the number templates.



Activity Record

Ask your child to colour in a star when they finish each activity. (The Activity Record is the last page of this activity pack.)



Every day, remember to:

- ★ Count out loud to 5 as you walk along or count out 5 things that you can see, for example: 5 lamp posts or 5 cats.
- ★ Sing counting songs and say counting rhymes.
- ★ Praise and encourage your child often. Build your child's confidence by using comments like: *Well done! You've worked it out.* OR *I'm so proud of you!*



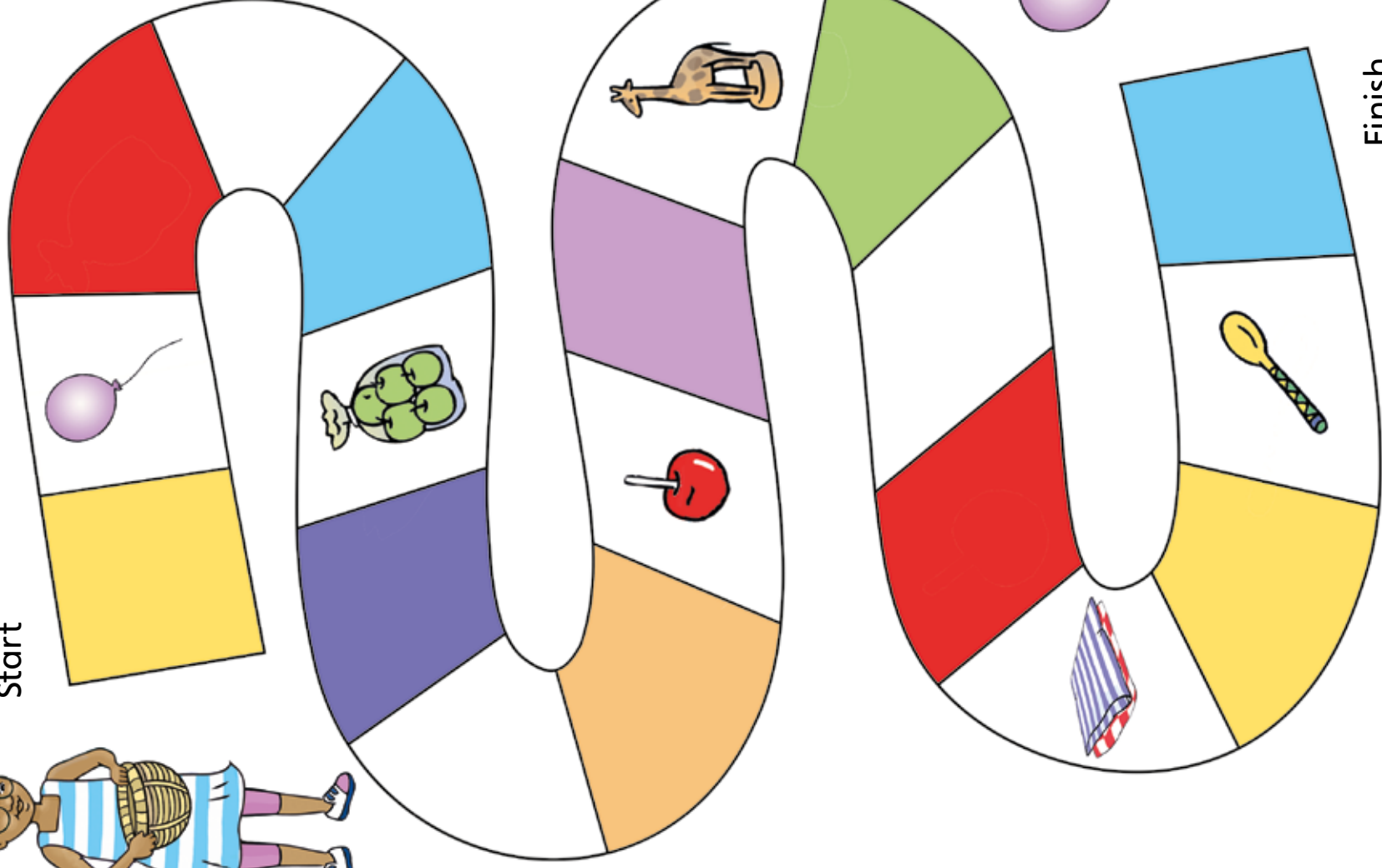
At the market



Going to the market game: Give each player a counter, for example: a bottle top or pebble. Players take turns to roll the dice and to move that number of blocks along the path to the full basket. The winner needs to throw the exact number to land on the last block. For example: if a player needs to throw a 3 to land on the last block but throws a 5, they need to move forward 3 blocks and then turn around and count 2 blocks back along the path. The player who throws the exact number on the dice to end on the last block, is the winner.



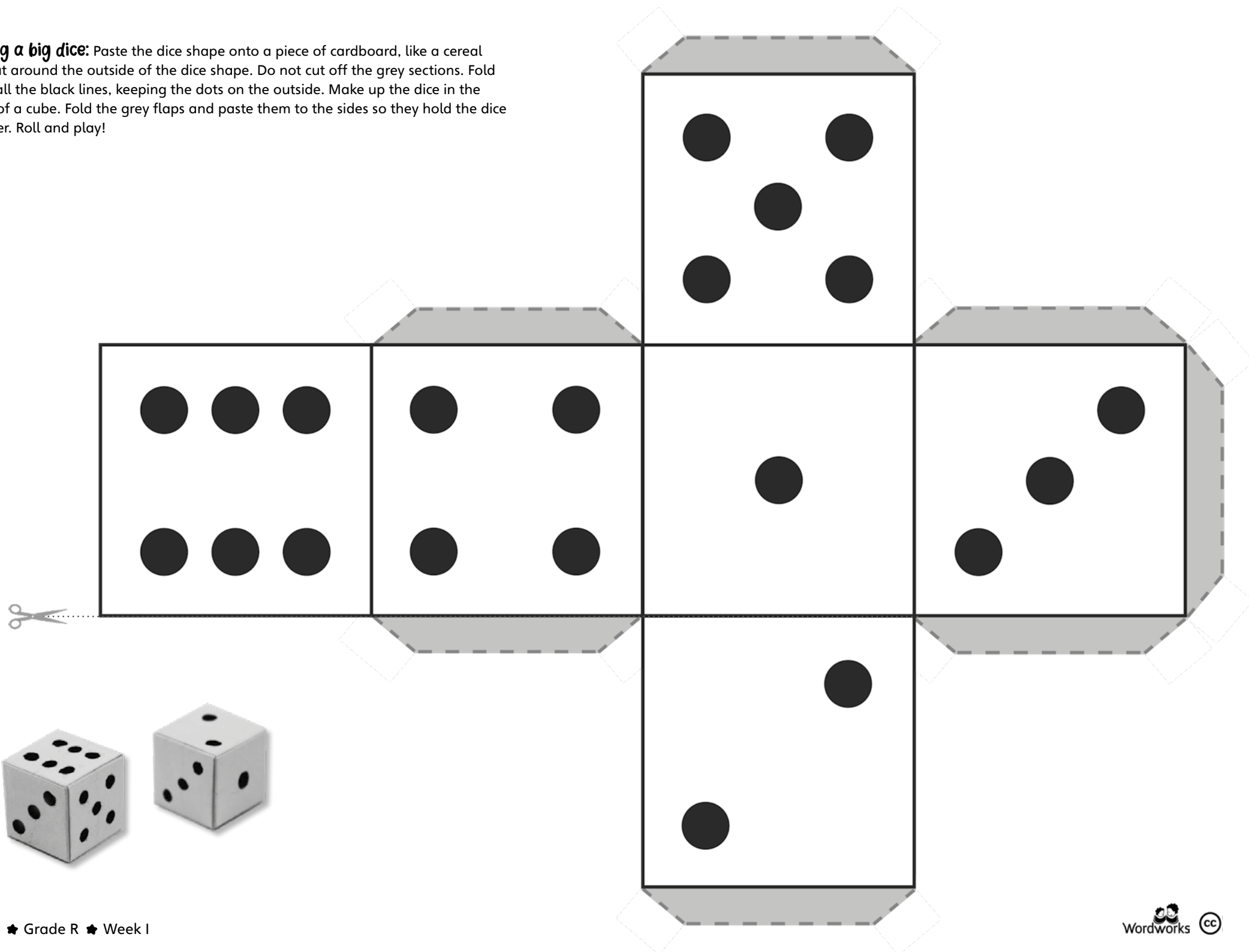
Start



Finish



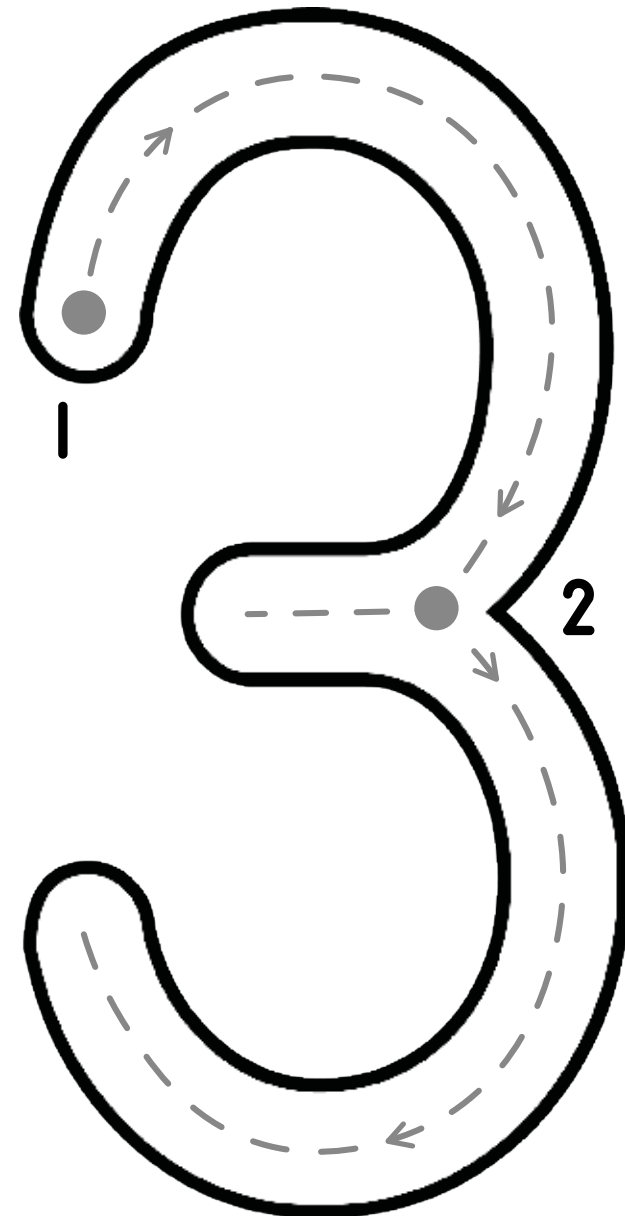
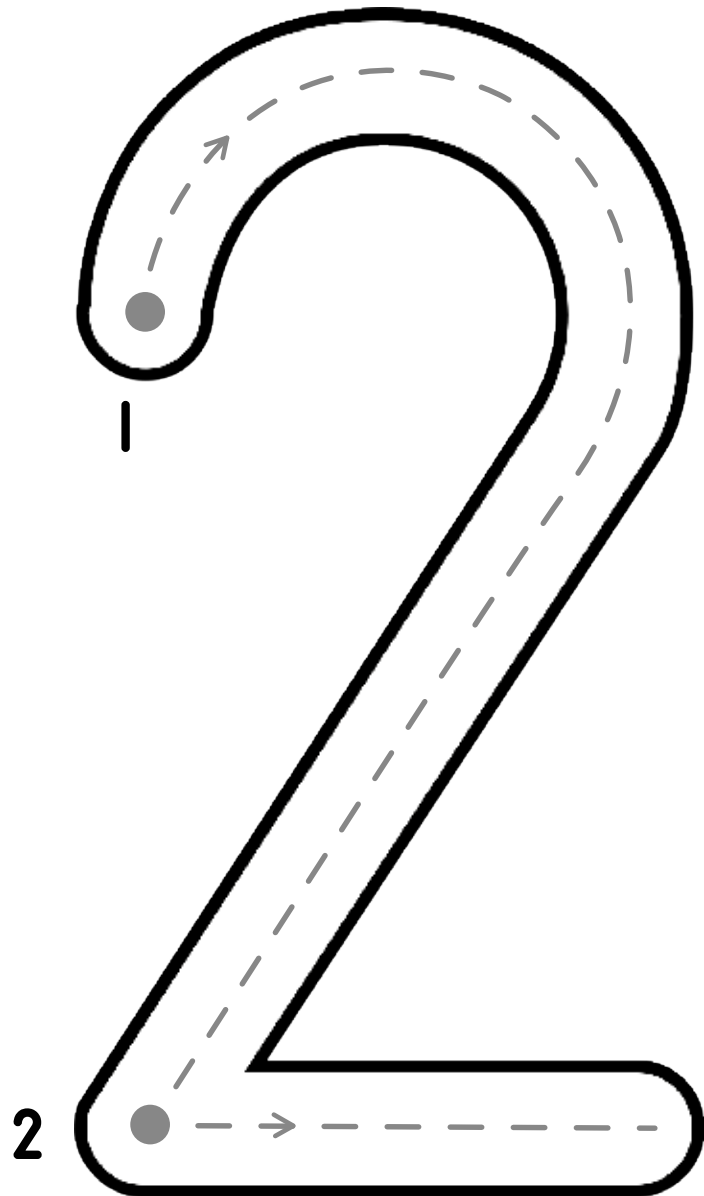
Making a big dice: Paste the dice shape onto a piece of cardboard, like a cereal box. Cut around the outside of the dice shape. Do not cut off the grey sections. Fold along all the black lines, keeping the dots on the outside. Make up the dice in the shape of a cube. Fold the grey flaps and paste them to the sides so they hold the dice together. Roll and play!



Number templates: Give your child different colour crayons and ask them to draw stars to fill the inside of the number 2 template to decorate it.

Ask your child to tear newspaper, magazines or scrap paper into small pieces and then squash them into little balls. They can stick the balls inside the number 3 template to decorate it.

Display the number templates where everyone can see your child's lovely work.



Day 1 Story time: Little book story (Maria's family)

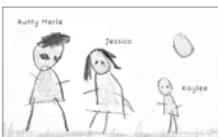
Fold the little book with your child and then look at the pictures together. Here are some questions to ask before you read the little book together:

- ★ What do you think this story is about?
- ★ Can you count how many people are in Maria's family?
- ★ How many people live with you? Are there more or less people living with you than in Maria's family?
- ★ Is Maria's brother younger or older than she is?
- ★ What does Maria's sister love doing?
- ★ Can you see any animals in the pictures? What are they doing?



Day 2 Drawing and writing

- ★ Encourage your child to draw a picture of your family or the people that you live with.
- ★ Ask your child to tell you about their picture and then ask if you can write down the names of the people in their picture. Some children might want to try 'writing' themselves, even if their writing just looks like scribbles.



Day 3 Looking and listening

- ★ This is a "Guess the person" activity. Think of someone in your family or someone you know well. Describe something about this person – give clues, but do not say his or her name.
- ★ Let your child guess who you are describing, for example: she loves to play soccer, she is tall and she sings beautifully.
- ★ Describe other people.
- ★ Let your child have a turn to describe a person so that you can guess too.



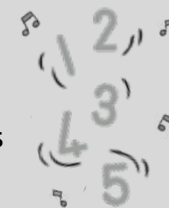
Day 4 Games

Play the alphabet game together. Look for the game and follow the instructions.



Every day, remember to:

- ★ The next time you visit family or friends, talk to your child about who will be there and why you are visiting. Talking about things that are going to happen is a good way of building children's language.
- ★ Sing counting songs and say counting rhymes.
- ★ Praise and encourage your child often. Build your child's confidence by using comments like: *That's clever! You did it on your own.* OR *Good going, you are doing so well!*



Day 5 Shapes, letters and numbers

- ★ Look at the letter template. Ask your child to try and copy the shape with big movements or by using their body.
- ★ They can draw the letter with their finger or a stick in the sand. They can jump along the shape that they have made. Tell them the sound the letter makes and ask them to say the sound while they form the letter.
- ★ Do the activity on the letter template.



Activity Record

Remind your child to colour in a star when they finish each activity.



9

This is my little sister.
She loves to read and
so do I.



5

This is my brother. He is
older than me. Thabo
gives him a high five!



7

Here is my dad. He is
big and strong.



3

Yes! It's our baby
brother. He is very small.
I love to play with him.



This is my family. Smile
everyone. Thabo is taking
a photo of us!

7

Maria's family

Adapted from a story by
Little Zebra Books



Illustrated by Magriet Brink and Leo Daly



Term 2 ★ Grade R ★ Week 2



My name is Maria
and this is my cat.

1

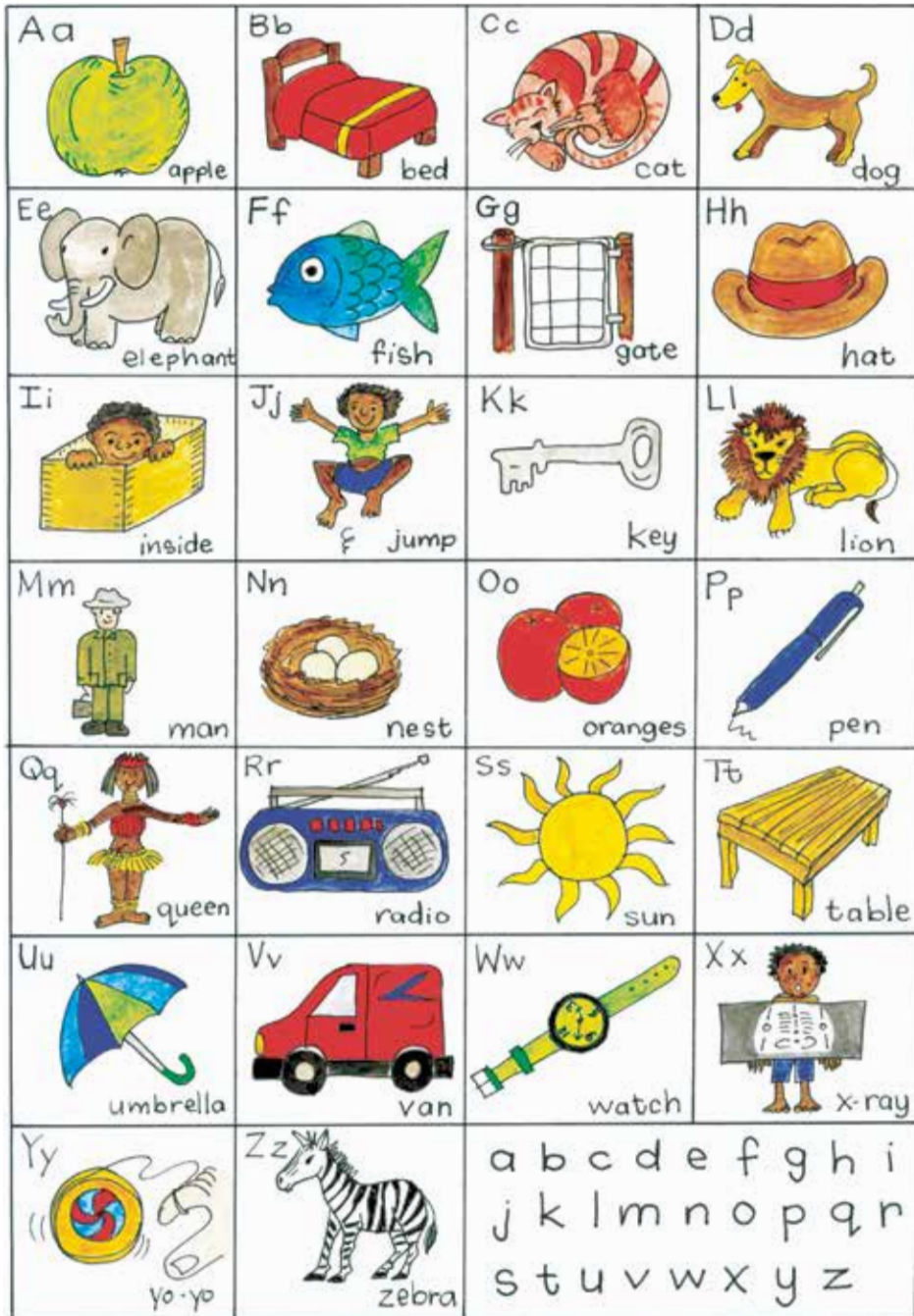


This is my mom. Do
you know who is on
her back?

2



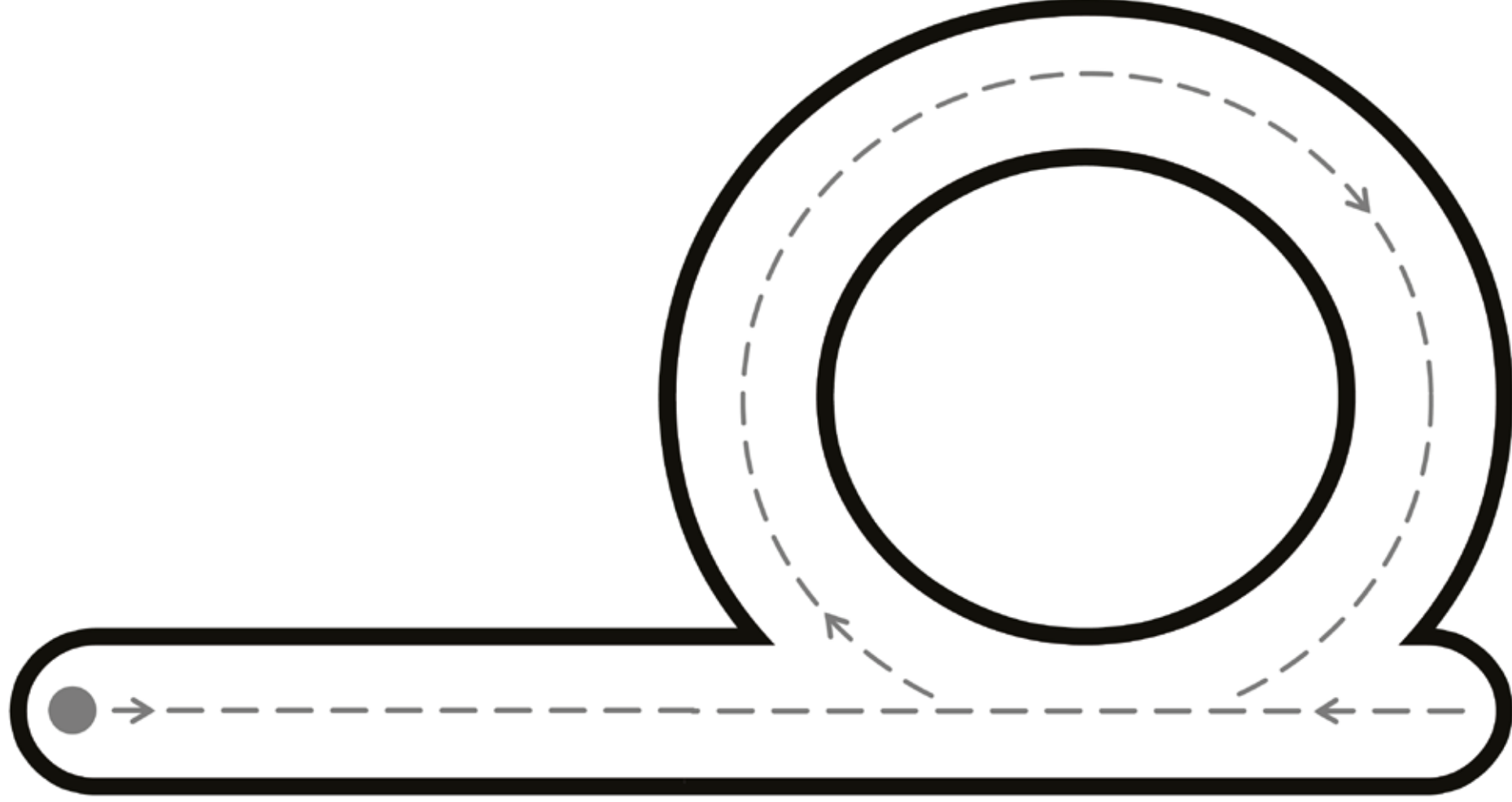
Alphabet game: Help your child to cut out the letters. Mix them up and place them face-down on a table. Take turns to pick up a letter and match it to the picture that starts with this letter on the alphabet chart. Help your child to say the name of the picture and the focus sound, for example: **fff** is for fish.



Letter template: Give your child different colour crayons and ask them to draw the letter over and over again inside the large letter to make a rainbow letter.

They can draw objects that start with the sound, for example: **b-b-b-b** is for ball, bee, banana, bug or butterfly.

In English, each letter has a name and a sound. Adults usually use the name, for example: “bee” for **b**. To learn to read and write, children need to learn the sound of the letter, for example: **b-b-b-b**.



Day 1 Story time: Read aloud story (Granny's birthday present)

Read the story to your child. Remember to look at the big picture in Week 1 for guidelines. After you have read the story, have fun asking these questions:

- ★ How many people went shopping for Granny's present?
- ★ What did they want to buy Granny for her birthday?
- ★ How many beds does Granny have?
- ★ What colours are the triangles and square patterns on the cloth?
- ★ Kuti bought three orange balloons. How many blue balloons did he buy?
- ★ What would you like to buy your Granny or an elderly person you know for their birthday?



Day 2 Drawing and writing

- ★ Talk to your child about someone special who has a birthday coming up. Help your child to make a birthday card. Inside the card, ask your child to draw a picture of the presents they would like to give this special person. Ask them to decorate the outside of the card.
- ★ Explain that we usually write the following in a card: "Dear ..." and end with "Love (and your name)".
- ★ Your child can tell you what else they would like you to write in the card.



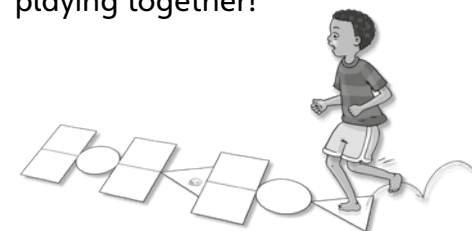
Day 3 Looking and listening

- ★ Take out the big picture from Week 1 (*At the market*). Ask your child to look at it carefully and find: 1 granny, 2 boys, 3 burgers and 4 oranges.
- ★ See if you can find other groups of 2 things, 3 things and 4 things on the big picture.



Day 4 Games

Play the hopscotch game. Look for the game and follow the instructions. Have fun playing together!



Day 5 Shapes, letters and numbers

- ★ Look at the letter template. Ask your child to try and copy the shape with big movements or by using their body. Help your child to form the letter using leaves, stones, sticks, bottle tops or playdough.
- ★ Do the activity on the letter template.



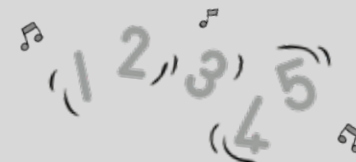
Activity Record

Remind your child to colour in a star when they finish each activity.



Every day, remember to:

- ★ Count to 5 as you clap, march and hop together with your child.
- ★ Sing counting songs and say counting rhymes.
- ★ Praise and encourage your child often. Build your child's confidence by using comments like: *I knew you could do it!* OR *Take your time, keep thinking.*



Granny's birthday present

Read aloud story

Neo, Kuti and their mother are shopping for a birthday present for Granny.

"Look! Granny would like those, Mommy," says Neo pointing to three beautiful cloths hanging up for sale at the market.

"What a good idea Neo!" says Mommy. "She can put them on her three beds when you and Kuti go and stay with her on the farm."

"And they are her three favourite colours," says Neo.

"Yes, the one with the triangle pattern is green, the one with the square pattern is red and the striped one is purple. Three beautiful colours," says Mommy.

"I like those three colours too," says Neo.

"I know what Granny would like!" says Kuti.

"What?" says Neo.

"Kites. The three of us can fly them on her birthday. That would be a lovely birthday present too!"

"Kuti," says Neo, "Granny and I will have no time to go running around flying kites. We will have work to do, cooking the birthday food."

Kuti looks cross.

"Well I think Granny would love the kites. I could fly all three together for her."

"Don't be silly," says Neo.

"Well if you are too lazy to fly a kite then why don't we buy Granny some balloons for her birthday?" says Kuti.

"That's a very good idea, Kuti," says Mommy.

"We need to buy a lot," says Kuti, "because it is important to have a lot of balloons at a birthday."

"It is," agrees Mommy. "How many shall we buy, Kuti?"

"All of them," says Kuti, "three orange and three blue balloons."

"Okay, they are only three rand each," says Mommy.

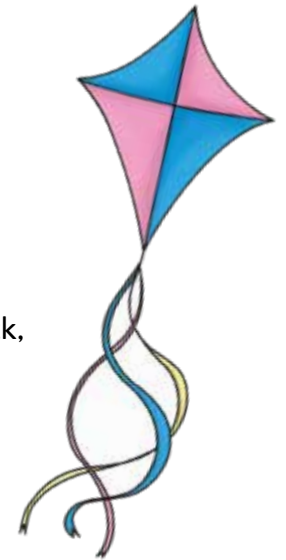
"And now children," she says, "we must also buy food before we go. This market closes at three o'clock. Be quick, what shall we get?"

"I love these toffee apples," says Neo, "they are so delicious."

"Do you think we could buy some for Granny's birthday party?"

"We can buy three for me, three for Kuti and three for Granny. Won't that be the best, best birthday party food?"

"And that will be the best, best way to get very sick on Granny's birthday," laughs Mommy.



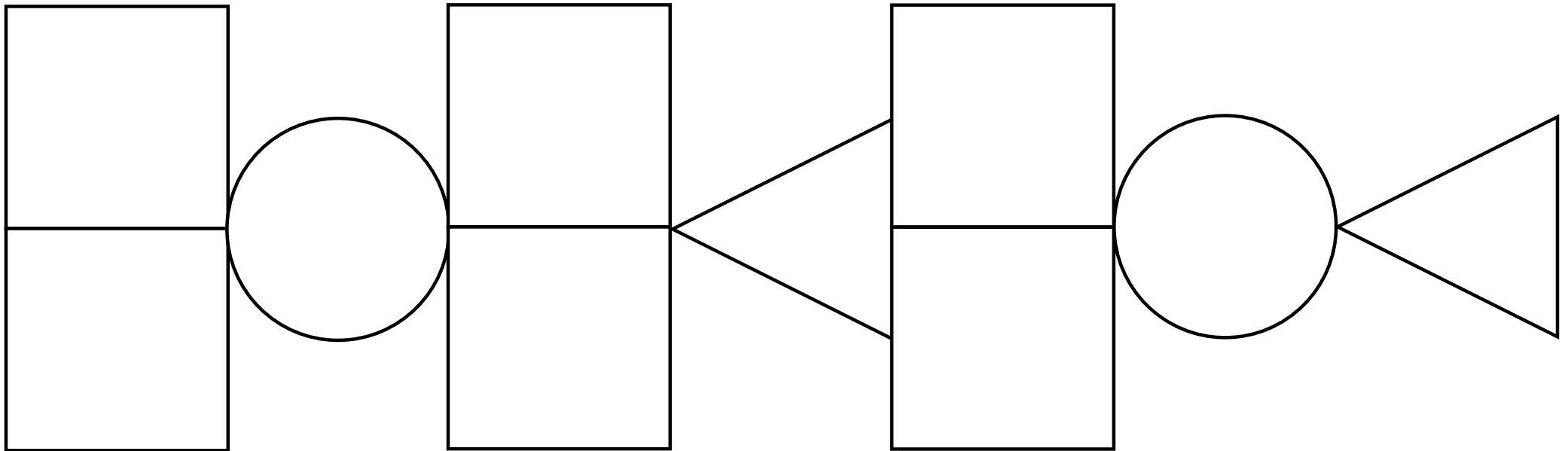
Shape hopscotch game: Draw the shape hopscotch pattern in chalk outside on paving, or inside using masking tape. The pattern is made up of squares, circles and triangles.

Throw a small stone, twig, beanbag, or other marker into the first shape. If it lands on a line, or outside the square, you lose a turn. Pass the marker to the next player and wait your turn.

Hop on one foot into the first empty shape, and then into the rest of the empty shapes. Remember to miss the shape your marker is in. When the shapes are side by side, land with one foot in each shape.

When you get to the last shape/s, turn around, and head back towards the start. When you reach the shape with the marker again, pick it up, and finish the pattern. If you finish without any mistakes, pass the marker to the next player. On your next turn, throw the marker into the next shape. If you fall, jump outside the lines, or miss a shape or the marker, you lose a turn and must repeat the same shape on your next turn. The player to reach the last shape first, wins.

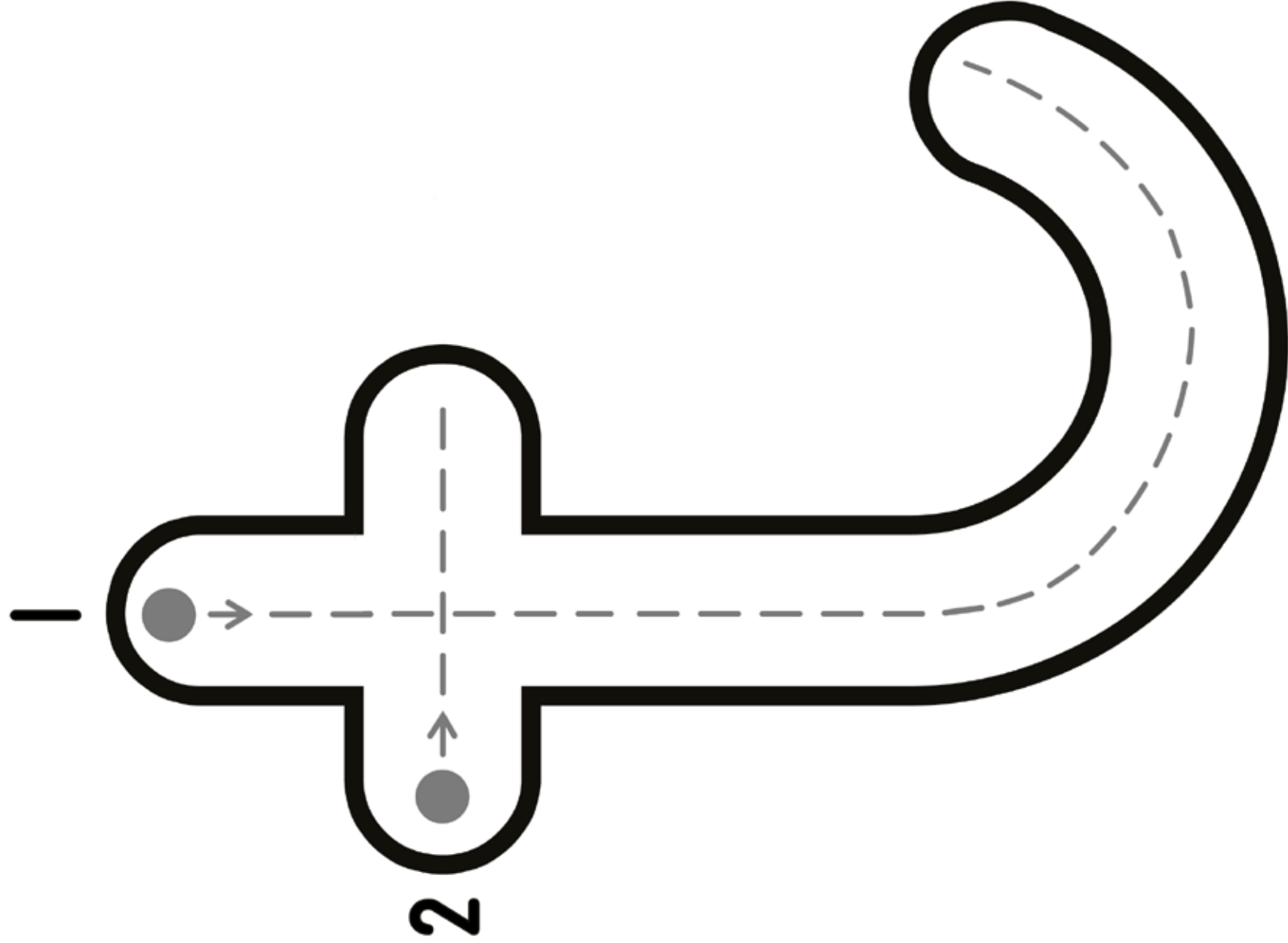
Alternative activity: Draw the shape hopscotch pattern on a piece of paper. Use a bottle top as a marker and your fingers to “hop” and “jump” from one shape to the next.



Letter template: Give your child different colour crayons and ask them to draw the letter over and over again inside the large letter to make a rainbow letter.

They can draw objects that start with the sound, for example: **t-t-t** is for table, teeth, toy, tomato or TV.

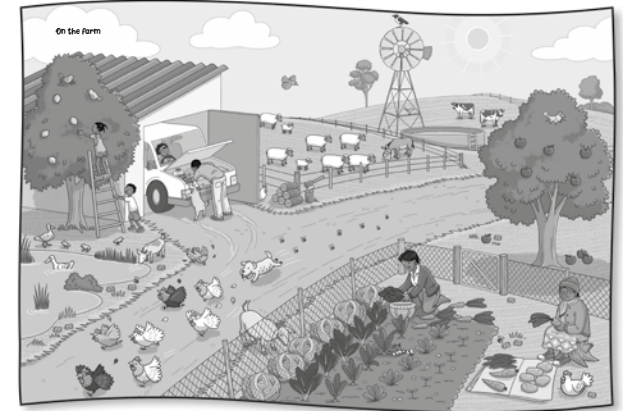
In English, each letter has a name and a sound. Adults usually use the name, for example: "tee" for **t**. To learn to read and write, children need to learn the sound of the letter, for example: **t-t-t**.



Day 1 Story time: Big picture story (On the farm)

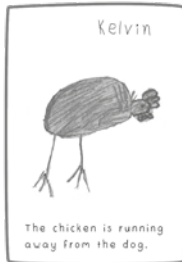
Look carefully at the big picture and ask your child to tell you what they see. Then ask these questions:

- ★ What is each person doing in the picture?
- ★ What different kinds of animals can you see?
- ★ What is the goat trying to do? Where are the sheep standing?
- ★ How many lemons/potatoes/ducks/cows/cats/windmills can you see?
- ★ Are there more than, fewer than or the same as: donkeys and sheep or cabbages and carrots?
- ★ There are 5 red apples on the tree. If 2 fall off, how many will be left on the tree?
- ★ There are 2 cows in the field. If the farmer buys 2 more cows, how many will she have altogether?



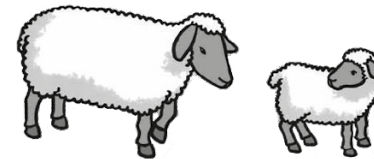
Day 2 Drawing and writing

- ★ Encourage your child to draw a picture of an animal they can see on the big picture.
- ★ Ask your child to tell you about their picture and then ask what they would like you to write on their picture. Some children might want to try 'writing' themselves, even if their writing just looks like scribbles.



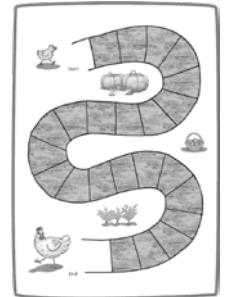
Day 3 Looking and listening

- ★ This is a "Guess the animal" activity. Start with the animals on the big picture (then think of other animals later). Describe something about the animal – give clues, but do not name the animal.
- ★ Let your child guess the animal you are describing, for example: an animal that lives on a farm and gives us milk, an animal people keep as a pet and it barks, or a type of bird that swims in water and goes "quack, quack".



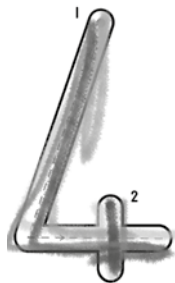
Day 4 Games

- ★ Play the chicken game together. Look for the game and follow the instructions.
- ★ If you don't have a dice, you can make one using the dice template in Week 1.



Day 5 Shapes, letters and numbers

- ★ Look at the number template. Take turns forming the number with your finger on the floor, in the air, on your hand, on each other's backs, on the wall, or on a tree trunk. Can you form the number with your toe?
- ★ Do the activity on the number template.



Activity Record

Remind your child to colour in a star when they finish each activity.



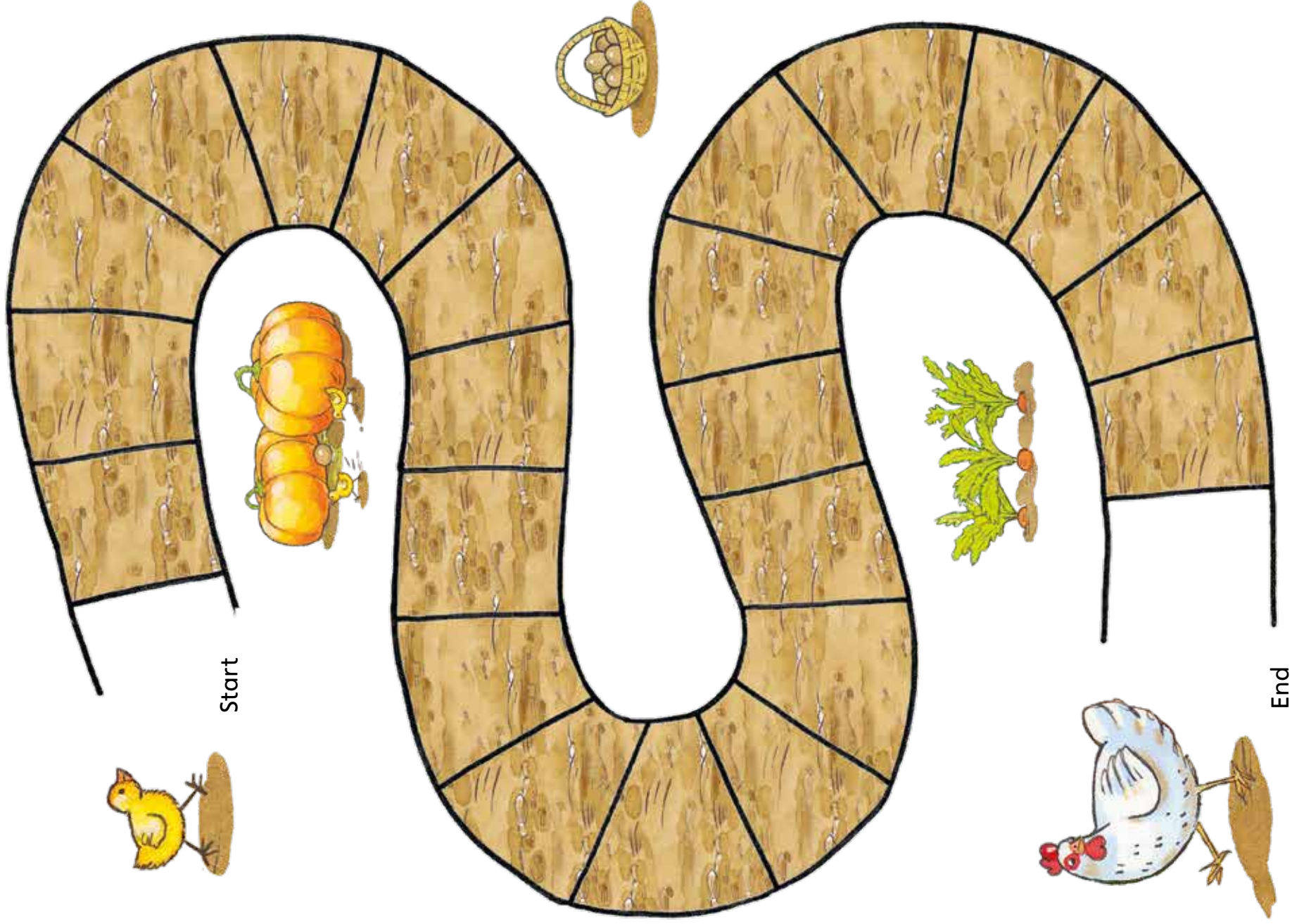
Every day, remember to:

- ★ Look around you and name all the things you see. Then ask your child to count how many of each thing they see.
- ★ Sing counting songs and say counting rhymes.
- ★ Praise and encourage your child often. Build your child's confidence by using comments like: *I am proud of the way you worked today.* OR *You are learning fast!*



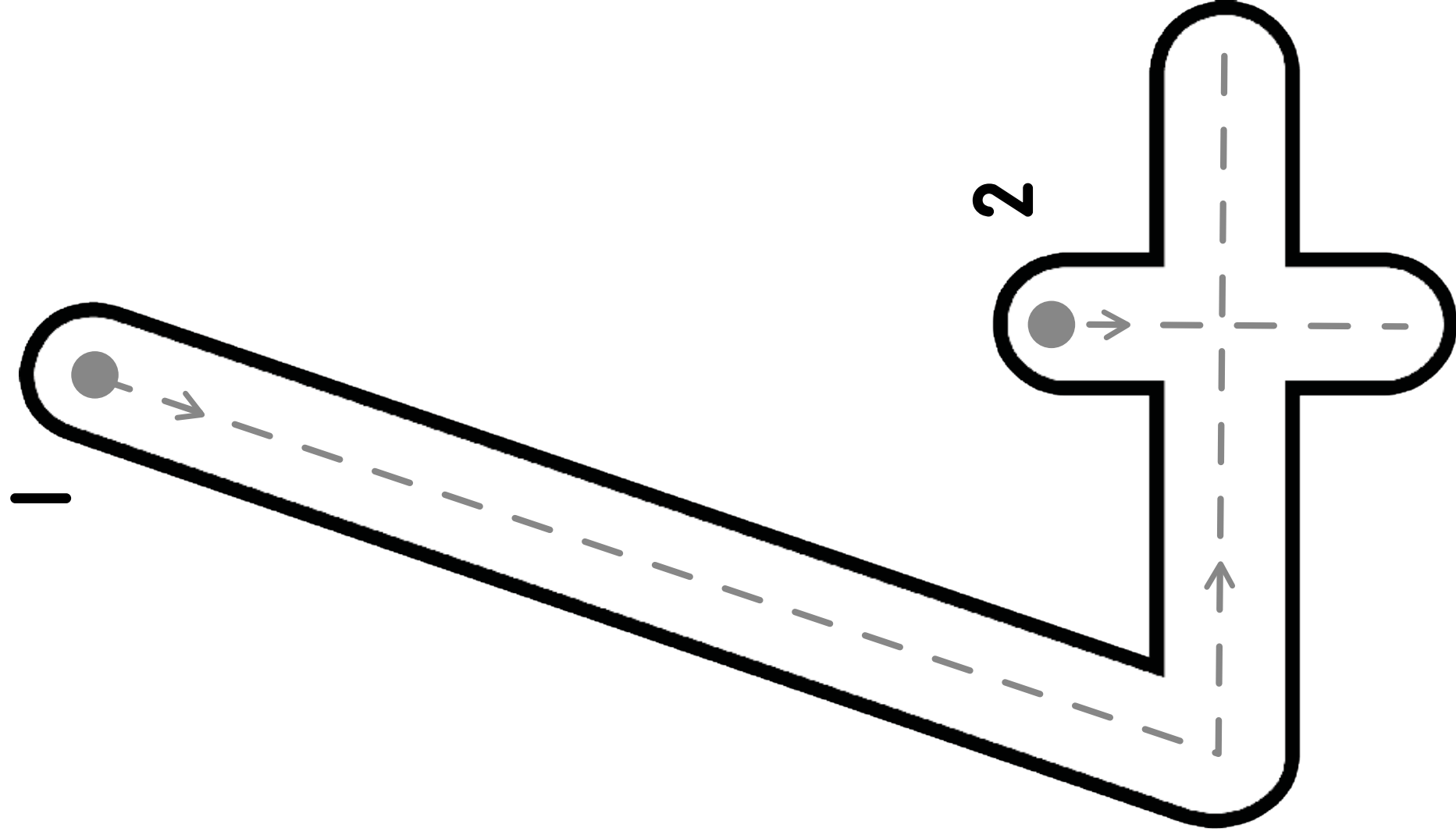


Chicken game: Give each player a counter, for example: a bottle top or pebble. This is their 'chick'. Players take turns to roll the dice and to move that number of blocks along the path to the Mother hen. The winner needs to throw the exact number to land on the Mother hen. For example: if a player needs to throw a 3 to land on the last block but throws a 5, they need to move forward 3 blocks and then turn around and count 2 blocks back along the path. The player who throws the exact number on the dice, is the winner.



Number template: Give your child different colour crayons and ask them to draw lines in different colours to make a rainbow pattern inside the number.

Display the number template where everyone can see your child's lovely rainbow number.



Day 1 Story time: Little book story (Cooking)

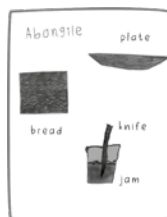
Fold the little book with your child and then look at the pictures together. Here are some questions to ask before you read the little book together:

- ★ What is the little girl doing in these pictures?
- ★ Why do you think her mom is happy?
- ★ Is the little girl crying because she is sad? Why do you think she is crying?
- ★ What is your favourite thing to do in the kitchen? What don't you like to do in the kitchen?



Day 2 Drawing and writing

- ★ Imagine you are going to make a sandwich. Talk about what you need to make a sandwich. Ask your child to draw a picture of all the things you will need, for example: bread, butter, jam, peanut butter, a knife and a plate.
- ★ Ask your child if you can label the pictures.
- ★ Talk about how you would make the sandwich step by step.



Day 3 Looking and listening

- ★ Place 5 vegetables on a tray or a table. Give your child time to look at the vegetables and help him or her to name each vegetable.
- ★ Now cover the vegetables with a cloth. Ask your child if they can remember all the vegetables they saw.



Variation: Remove one vegetable without letting your child see which one. Ask them to look at the vegetables left on the tray or table and say which one is missing.

Day 4 Games

- ★ Pretend to make soup with your child.
- ★ Collect leaves, sand and stones to use as 'pretend' ingredients or cut out pictures from shopping brochures. You can use a cardboard box to make a pretend stove. Give your child a recycled container for a pot and a plastic spoon and knife.
- ★ Together, count the ingredients, chop them up and mix them in the pretend pot.
- ★ When your food is cooked, pretend to enjoy a delicious bowl of soup together.



Day 5 Shapes, letters and numbers

- ★ Look at the letter template. Ask your child to try and copy the shape with big movements or by using their body.
- ★ They can draw the letter with their finger or a stick in the sand. They can jump along the shape that they have made. Tell them the sound the letter makes and ask them to say the sound while they form the letter.
- ★ Do the activity on the letter template.

Activity Record

Remind your child to colour in a star when they finish each activity.



Every day, remember to:

- ★ When you and your child go shopping, talk about where food comes from. For example: milk comes from cows, eggs come from chickens and honey comes from bees.
- ★ Sing counting songs and say counting rhymes.
- ★ Praise and encourage your child often. Build your child's confidence by using comments like: *Good work, that's coming along nicely!* OR *It's fun to do things with you!*



3

The carrots need to be very small so I grate them on the grater.



4

I pick spinach from our garden and chop it up.



5

I cut the butternut into round pieces. The skin is tough. The inside of the butternut is orange.



9

I ask my mom to chop the onions. Do you know why?



2

Then I chop the cabbage. I am careful because the knife is sharp.



1

I help my mom make supper. I peel the potatoes.



Cooking

Adapted from an African Storybook story



Illustrated by Kathy Arbuckle



7

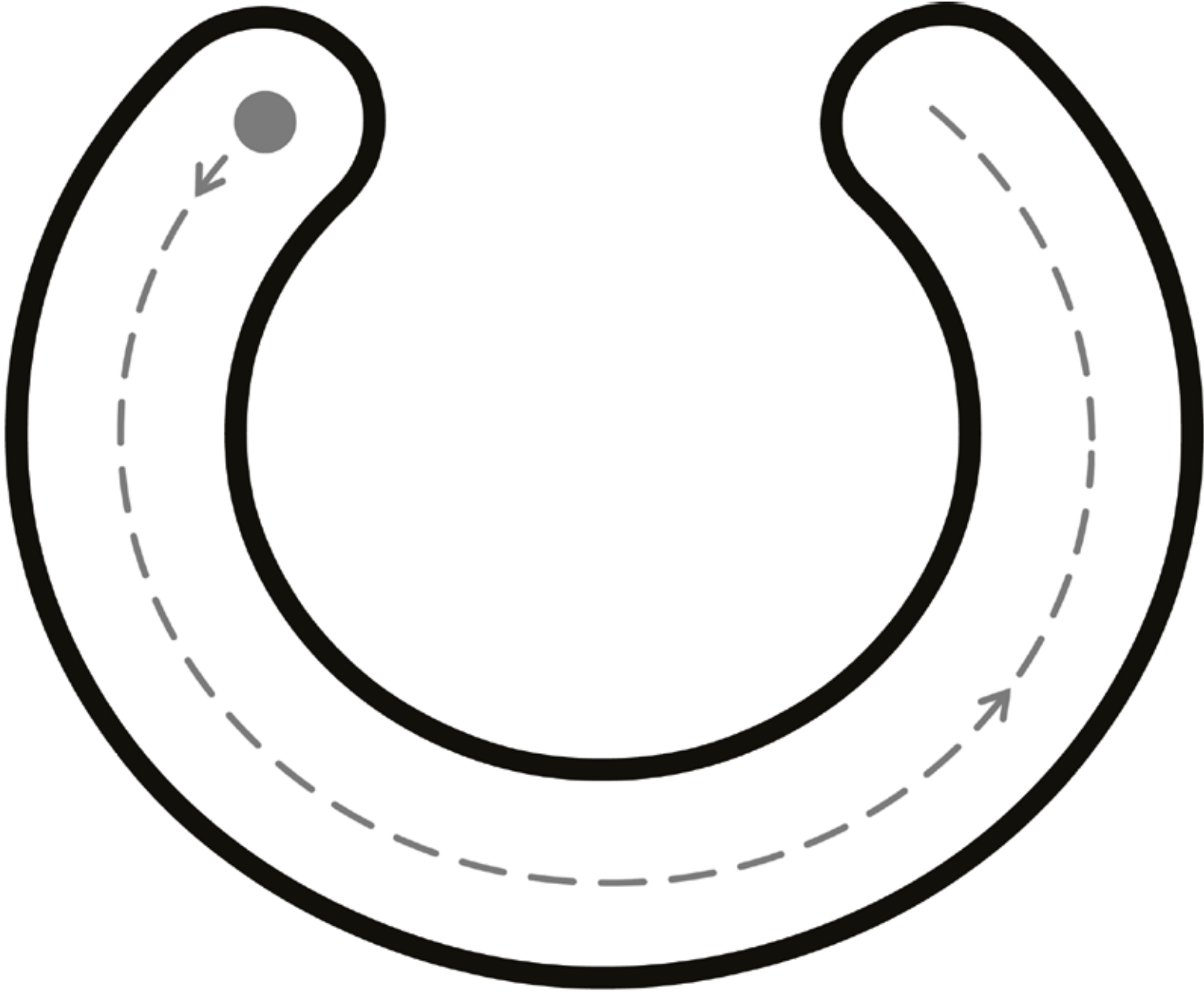
Onions make me cry when I chop them. I cry but I am not sad. I am happy, I helped my mom.



Letter template: Give your child different colour crayons and ask them to draw the letter over and over again inside the large letter to make a rainbow letter.

They can draw objects that start with the sound, for example: **c-c-c-c** is for cake, cat, car, caterpillar, candles or cap.

In English, each letter has a name and a sound. Adults usually use the name, for example: "see" for **c**. To learn to read and write, children need to learn the sound of the letter, for example: **c-c-c-c**.



Day 1 Story time: Read aloud story (Pendo, our cow)

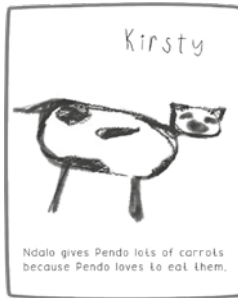
Read the story to your child. After you have read the story, have fun asking these questions:

- ★ Can you remember Pendo's favourite vegetable?
- ★ What else does Pendo eat?
- ★ We like to drink milk. What does Pendo like to drink?
- ★ What does Ndalo's father do with the milk he gets from Pendo?
- ★ Why can't Ndalo stay with Pendo in the field all day?
- ★ How much does a bottle of milk cost? How many bottles did Mrs Gwele buy?
- ★ Do you think Ndalo loves Pendo?



Day 2 Drawing and writing

- ★ Ask your child what part of the story they liked best. Encourage them to draw their favourite part.
- ★ Ask them to tell you about their picture. Write what they say about their picture.



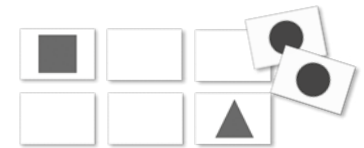
Day 3 Looking and listening

- ★ Ask your child to sit quietly with their eyes closed and to listen carefully. Make the sound of a cow mooing. (You can also download the sound on your cellphone.)
- ★ After you make the sound, ask your child what they think the sound is. If they are not sure, make or play the sound again.



Day 4 Games

Play the shape snap and memory games together. Look for the games and follow the instructions.



Day 5 Shapes, letters and numbers

- ★ Look at the letter template. Ask your child to try and copy the shape with big movements or by using their body. Help your child to form the letter using leaves, stones, sticks, bottle tops or playdough.
- ★ Do the activity on the letter template.



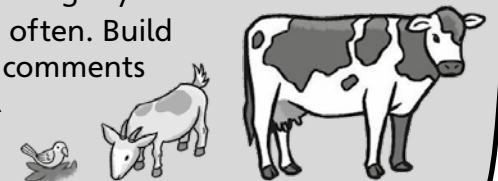
Activity Record

Remind your child to colour in a star when they finish each activity.



Every day, remember to:

- ★ While you and your child are walking or driving, count all the animals you see and talk about which are big and which are small. Talk about any other animals, are they big or small? For example: cows are big but birds are small, goats are smaller than cows but bigger than birds.
- ★ Sing counting songs and say counting rhymes.
- ★ Praise and encourage your child often. Build your child's confidence by using comments like: *Keep up the good work.* OR *I'm happy to see you working so hard!*



Pendo, our cow

Read aloud story

This is a story about a boy called Ndalo and his cow, Pendo. Every day before and after school, Ndalo helps his father look after Pendo.

In the morning, Ndalo picks carrots from his father's vegetable garden and gives them to Pendo. Pendo loves carrots. "Good morning, Pendo. Here are some crunchy carrots for you. I know they are your favourite food," says Ndalo stroking Pendo's soft neck.

Every morning before he goes to school, Ndalo takes Pendo to eat grass in the field. "Goodbye, Pendo, I have to go to school now. I'll see you later," says Ndalo.

When Ndalo comes back from school, he fetches Pendo from the field. His father tells Ndalo, "It's a hot day and Pendo must be thirsty. Remember it is important to give her water to drink every day." So Ndalo gives Pendo fresh water.

Ndalo's father milks Pendo twice a day, once in the morning and again in the afternoon. He gives her grain to eat while he is milking her. Afterwards, he pours the milk from the big bucket into bottles. Then he sells some of the milk.

Mrs Gwele comes to buy some milk. "Good morning, I hope you have some of Pendo's delicious milk for my children," she says.

"Good morning, Mrs Gwele. Yes, I have lovely fresh milk. How many bottles would you like to buy?" asks Ndalo's father.

"I would like two bottles, please," says Mrs Gwele.

Ndalo's father gives Mrs Gwele two bottles of milk.

"That will be ten rand, please." Mrs Gwele pays for her milk and goes back home.

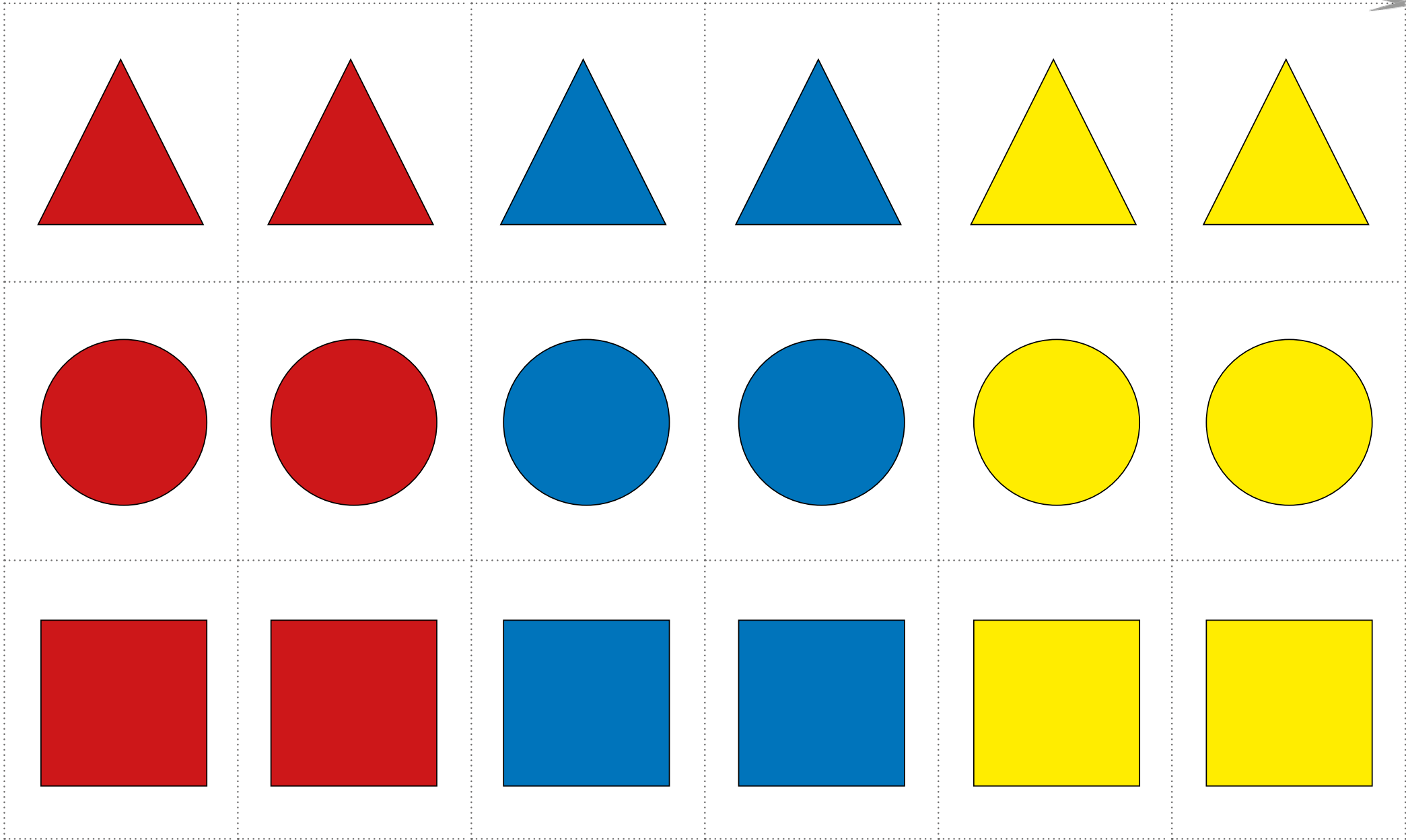
Ndalo and his family are lucky. They eat healthy vegetables from their garden and drink fresh milk every day.

"Mmmmm, thank you, Pendo! I look after you and you look after me," says Ndalo with a smile.



Shape snap game: Cut out the cards and shuffle them. Deal the cards out and place them face-down. Each player turns over a card from the top of their pile and places it face-up in a second pile in the middle of the players. If the two cards on the top of the piles are the same, the first player to shout "Snap!" takes both face-up piles and adds them to the bottom of their pile. The player who collects all the shape cards is the winner.

Memory game: Shuffle the cards and place them face-down in rows to form a grid. Players take turns turning over 2 cards. If the cards match, the player picks up the cards and keeps them. If they don't match, the player turns the cards back over and the next player has a turn. The aim of the game is to find all the pairs of cards. The player with the most cards is the winner.



Letter template: Give your child different colour crayons and ask them to draw the letter over and over again inside the large letter to make a rainbow letter.

They can draw objects that start with the sound, for example: l-l-l-l is for lion, leaf, lips, leg, ladder or lollipop.

In English, each letter has a name and a sound. Adults usually use the name, for example: “ell” for l. To learn to read and write, children need to learn the sound of the letter, for example: l-l-l-l.



Day 1 Story time: Big picture story (At the clinic)

Look carefully at the big picture and ask your child to tell you what they see. Then ask these questions:

- ★ What is the woman wearing the white coat doing? Who do you think she is?
- ★ How many people are in the waiting room?
- ★ What is next to the girl on the counter?
- ★ Why did the boy put his fingers in his ears?
- ★ How many wheelchairs/computers/toys/bottles/calendars can you see?
- ★ Can you see more or fewer babies than children or more or fewer bandages than boxes?
- ★ Is the boy wearing the striped top taller or shorter than the doctor?
- ★ What does the clock tell us?



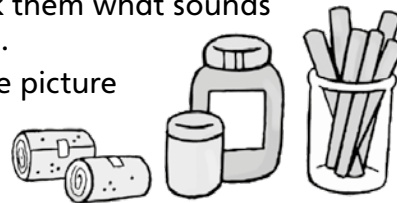
Day 2 Drawing and writing

- ★ Discuss with your child why it's important to wash your hands and to wear a mask.
- ★ Ask your child to make a poster of your family or friends wearing masks and washing their hands.
- ★ Ask your child what they would like you to write on the poster.
- ★ Paste the poster on the wall and your child can ask everyone to read it to remind them of what safety rules they should be following.



Day 3 Looking and listening

- ★ Ask your child to look carefully at the big picture (*At the clinic*) to find things that start with the sound **b-b-b-b** (bandages, baby, bear, boy, balls).
- ★ Now find things that start with **mmmm** (medicine, mom, mouth).
- ★ Ask your child to find a scarf, socks and a stick on the picture and ask them what sounds these words start with.
- ★ Find more things in the picture and say what sound they start with.



Day 4 Games

- ★ Play the counting game. Call out any number between 1 and 5 and ask your child to do an action that number of times, for example: clap 4 times, hop twice, point 3 fingers.
- ★ Give your child a turn to call the numbers and you can do the actions. Try to think of as many different actions as possible and mix up the numbers you call out.



Day 5 Shapes, letters and numbers

- ★ Look at the shape pattern template.
- ★ Using crayons or coloured pencils, follow the instructions on the template.



Activity Record

Remind your child to colour in a star when they finish each activity.



Every day, remember to:

- ★ Count to 10 while washing your hands with your child. Then start counting again from 1 to 10 until you finish washing your hands.
- ★ Sing counting songs and say counting rhymes.
- ★ Praise and encourage your child often. Build your child's confidence by using comments like: *I love what you have done!* OR *You did such a good job, did you enjoy doing that?*



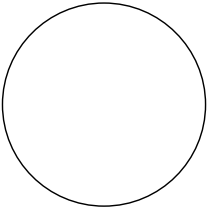
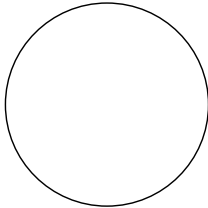
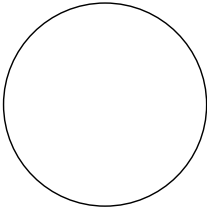
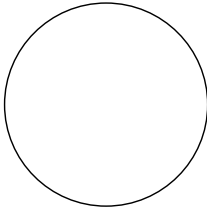
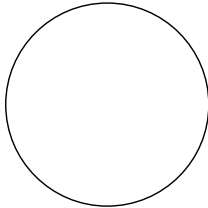
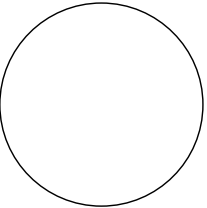
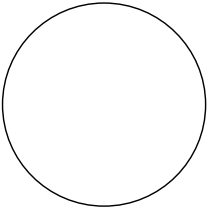
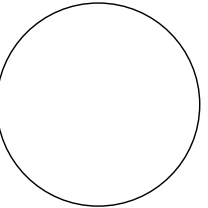
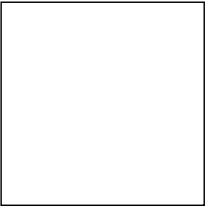
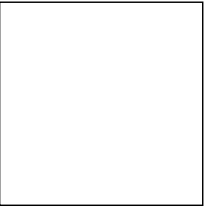
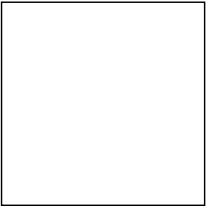
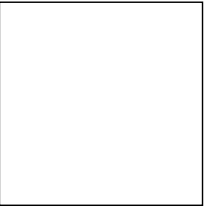
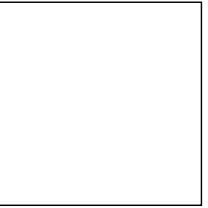
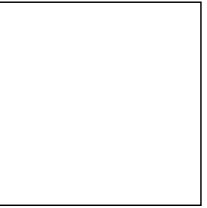
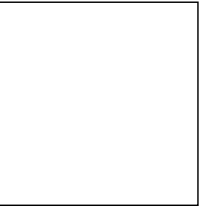
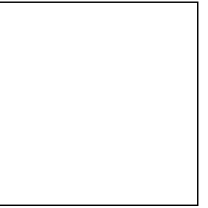
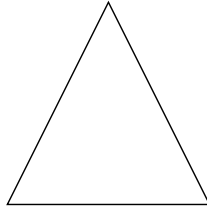
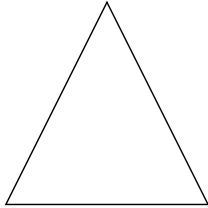
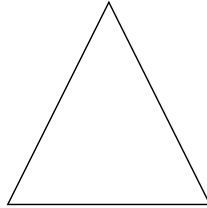
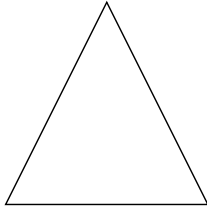
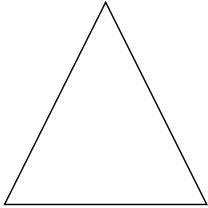
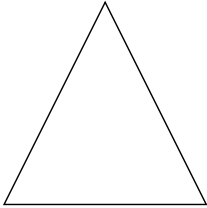
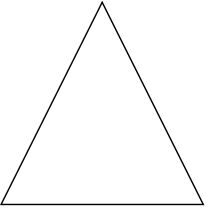
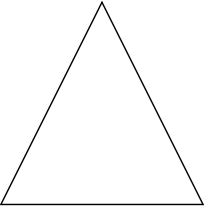
Shape pattern template: Colour in the shapes to repeat the pattern. Follow the instructions below.

Row 1: Colour in the first circle red, second circle blue, third circle red, fourth circle blue. Continue this pattern to the end of the row.

Row 2: Colour in the first square yellow, second square green, third square yellow, fourth square green. Continue this pattern to the end of the row.

Row 3: Colour in the first triangle yellow, second triangle red, third triangle yellow, fourth triangle red. Continue this pattern to the end of the row.

Ask your child to describe the pattern that has been made.

Day 1 Story time: Little book story (This is me)

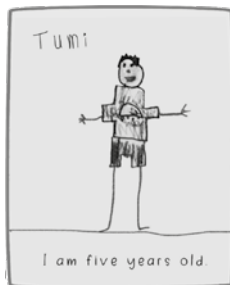
Fold the little book with your child and then look at the pictures together. Here are some questions to ask before you read the little book together:

- ★ Can you remember when your birthday is?
- ★ What is your favourite food?
- ★ How many fingers do you have on each hand? How many fingers do you have altogether?
- ★ What games do you like to play with your friends?



Day 2 Drawing and writing

- ★ Ask your child to draw a picture of themselves standing on the ground. Encourage them to draw details on their bodies such as ears, eyebrows, hair, fingers and clothes.
- ★ Ask them about their drawing and whether they would like you to write something about it.
- ★ Let them try to write their name on the picture.



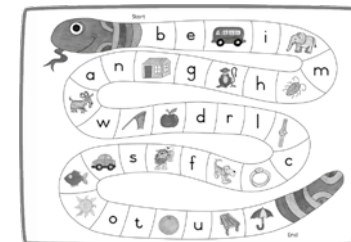
Day 3 Looking and listening

- ★ Tell your child that you are going to say some things about your body that are true and some things that are not true.
- ★ Your child must clap twice when you say something that is true and if it is not true, they should not clap. For example: I have 2 eyebrows (clap twice); I have 2 noses (no clap); I have 1 ear (no clap); I have 1 mouth (clap twice); I have 3 arms (no clap); I have 2 eyes (clap twice); my hair is green (no clap).
- ★ Give your child a chance to think of things to say.



Day 4 Games

Play the letter snake game together. Look for the game and follow the instructions.



Day 5 Shapes, letters and numbers

- ★ Look at the number template. Take turns forming the number with your finger on the floor, in the air, on your hand, on each other's backs, on the wall, or on a tree trunk. Can you form the number with your toe?
- ★ Do the activity on the number template.



Activity Record

Remind your child to colour in a star when they finish each activity.



Every day, remember to:

- ★ Talk about the weather and ask your child to look outside and tell you what they see. For example: *Is it windy? Are there clouds? Can you see the sun?*
- ★ Say the days of the week and count them.
- ★ Sing counting songs and say counting rhymes.
- ★ Praise and encourage your child often. Build your child's confidence by using comments like: *Think a little more ... I know you can do it! OR You are very good at that!*



3

Here is a picture of my family. Can you count how many we are?



4

I am in Grade R and I am five years old. My birthday is in September, when is yours?



5

My favourite food is fish and chips. I like to dip my chips in tomato sauce – yum yum!



9

I am good at skipping. I like to skip with my friends. What do you like doing?



This is a drawing of my left hand.

2



This is a photo of me.

1

This is me
Adapted from an African Storybook story



Illustrated by Magriet Brink and Leo Daly



Term 2 ★ Grade R ★ Week 8

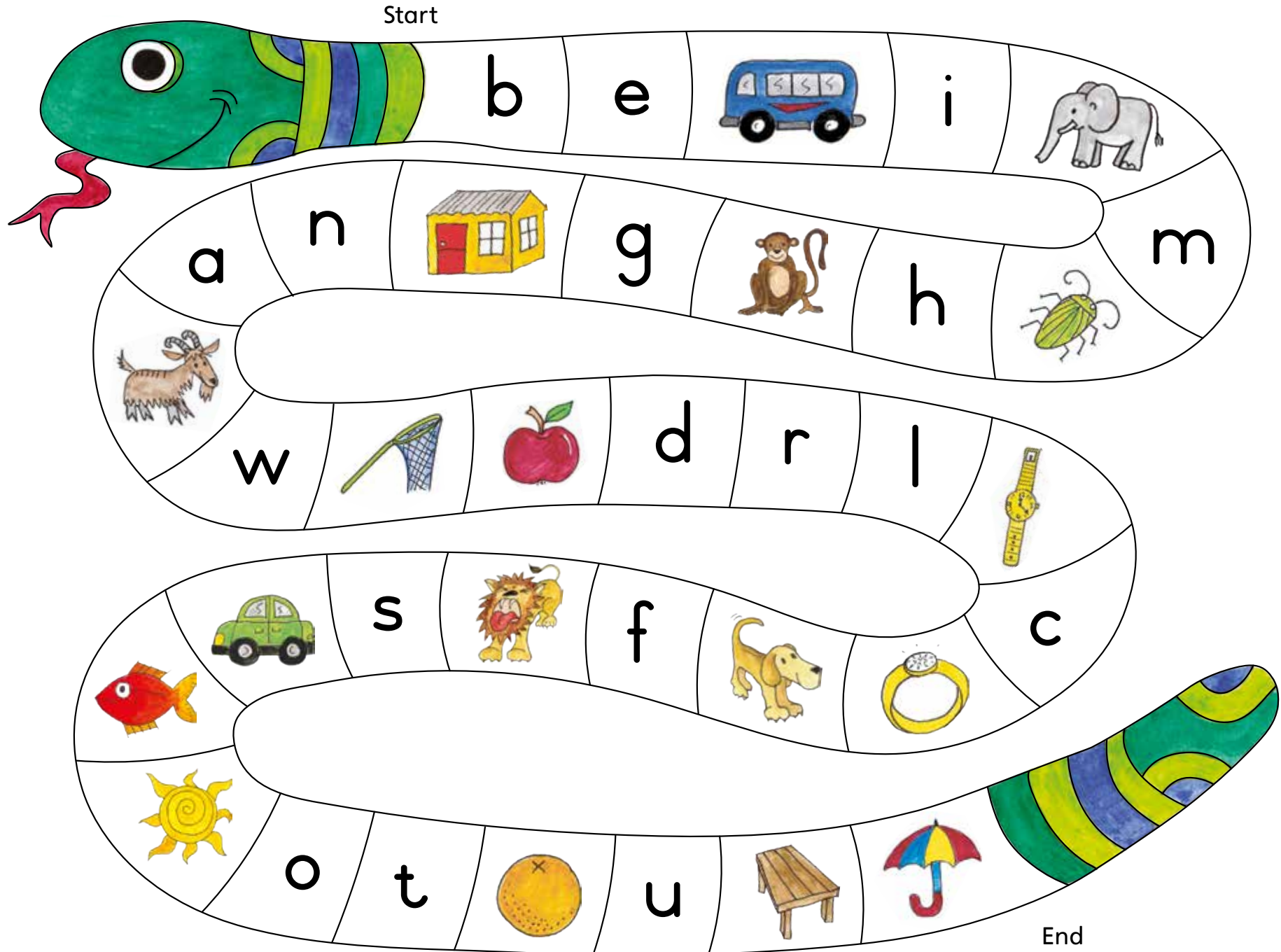


I can remember my mom's cellphone number. It is 079 523 3255. Do you know someone's cellphone number?

7

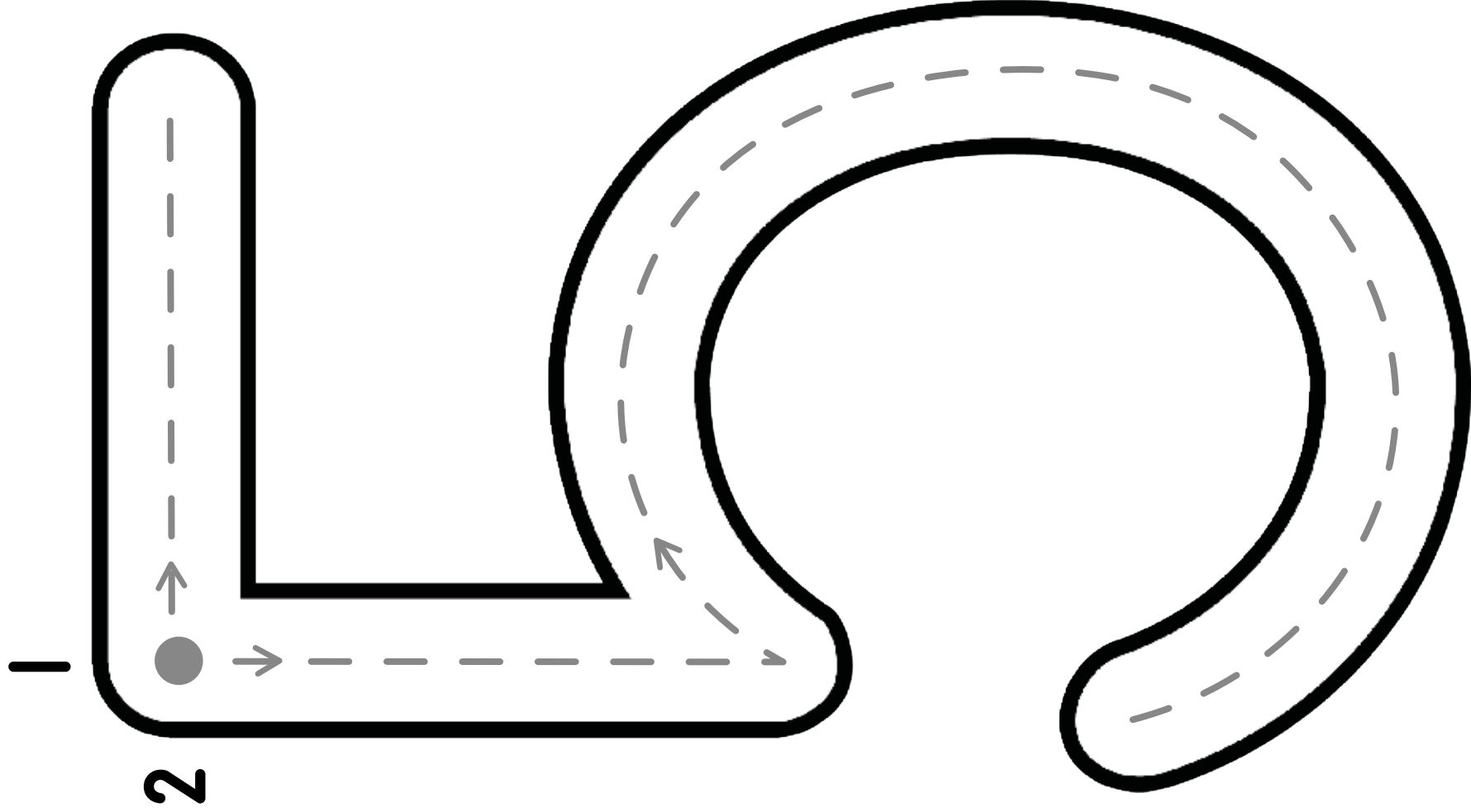
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Letter snake game: Throw the dice. Move your counter the number of spaces shown on the dice. If you land on a letter, say the sound and move your counter forward to a picture that starts with that letter. If you land on a picture, move your counter back to the matching letter. The player who reaches the end first, is the winner.



Number template: Give your child different colour crayons and ask them to fill the number template with different colour circles.

Display the template where everyone can see your child's lovely work.



Day 1 Story time: Read aloud story (How tall is your dinosaur?)

Read the story to your child. Remember to look at the big picture in Week 7 for guidelines. After you have read the story, have fun asking these questions:

- ★ Why is Neo at the clinic?
- ★ Why doesn't Neo's dinosaur want to be measured?
- ★ Which animal is the tallest/shortest, the dinosaur or the elephant?
- ★ Who is the shortest person in Neo's family? Who is the tallest and the shortest person in our house?
- ★ How many dinosaurs does Neo have at home?
- ★ What does the doctor say to make Neo laugh?



Day 2 Drawing and writing

- ★ Encourage your child to draw a picture of their favourite toy or even of one that they would really like to own.
- ★ Let them try to write their name on the picture.



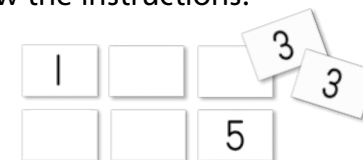
Day 3 Looking and listening

- ★ Describe a dinosaur to your child and ask them to draw what you describe. For example: a big body, a long neck, 4 legs, a spiky tail.
- ★ Then ask them to describe a different dinosaur. Follow their instructions and draw what they describe.



Day 4 Games

Play the number snap and memory games together. Look for the games and follow the instructions.



Day 5 Shapes, letters and numbers

- ★ Look at the shape pattern template.
- ★ Using crayons or coloured pencils, follow the instructions on the template.



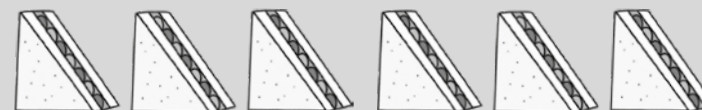
Activity Record

Remind your child to colour in a star when they finish each activity.



Every day, remember to:

- ★ Look for different shapes when you are inside or out and about (circles, triangles and square shapes). For example: a sandwich, a window, a plate or a traffic sign.
- ★ Sing counting songs and say counting rhymes.
- ★ Praise and encourage your child often. Build your child's confidence by using comments like: *Clever you! That was well done!* OR *This is fun, isn't it?*



How tall is your dinosaur?

Read aloud story

Neo is at the clinic.

“Let’s see how tall you are,” says the doctor to Neo, “I want to make sure that you are growing nicely.”

“Come over here,” she says, standing next to the chart that measures how tall people are. “You can bring your dinosaur with you.”



“Okay,” says Neo, but she doesn’t go over to the chart. The doctor waits.

“My dinosaur doesn’t want to go there,” says Neo. “She’s scared of the elephant. She says the elephant is the tallest animal she has ever seen.”

“Oh,” says the doctor, “well she doesn’t have to come, she can stay there.”

“She doesn’t want me to leave her,” says Neo.

“Can you please tell your dinosaur that I also need to measure her. I need to make sure that she is growing nicely too.”

“She says she’s the shortest animal here, and if she goes over there, the elephant might stamp on her by mistake.”

“Please tell her that I am the tallest person here in the clinic and I will make sure that the elephant doesn’t stamp on her,” says the doctor.

“Okay,” says Neo.

And so Neo, the doctor and Neo’s dinosaur go over to the chart to see how tall Neo and her dinosaur are.

“Good,” says the doctor, “you are growing nicely Neo, you are taller than you were the last time we measured you.”

“That’s funny,” laughs Neo, “because I am the shortest person in my house.”

“You must have a very tall family,” says the doctor.

“And my dinosaur is the shortest dinosaur in our house,” says Neo, “the others are enormous!”

“Do you have many dinosaurs at home?” asks the doctor in surprise.

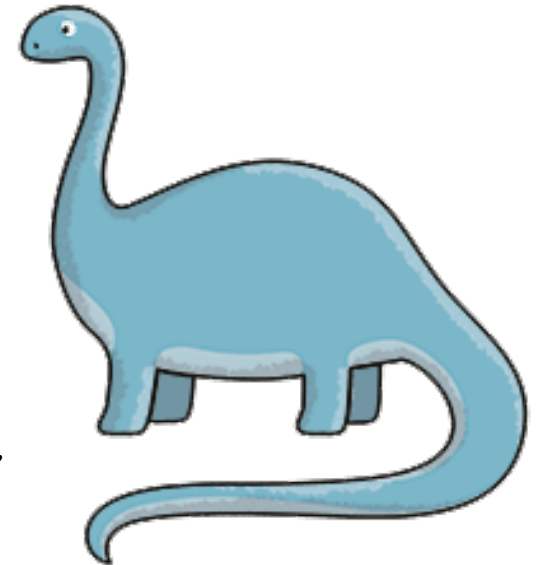
“I have a whole family of them,” says Neo. “There are two tall ones, and three short ones.”

“Oh,” says the doctor, “that must be fun.”

“Yes,” says Neo. “This dinosaur is the shortest one, but she has a long tail. It’s the longest tail in the family.”

“And it is such a beautifully long tail,” says the doctor, “it’s nearly as long as mine!”

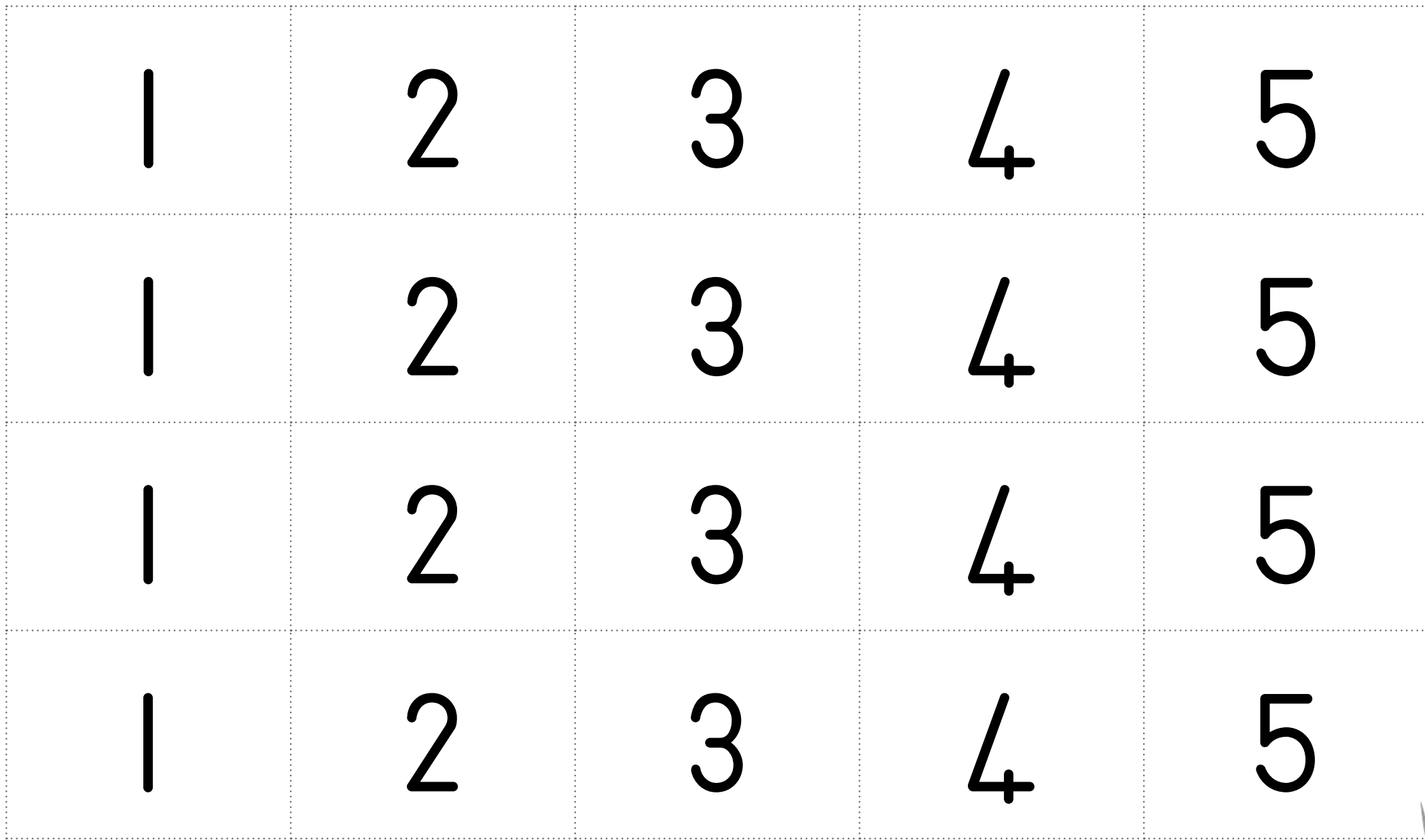
Neo and her dinosaur laugh. Silly doctor!



redink ©

Number snap game: Cut out the cards and shuffle them. Deal the cards out and place them face-down. Each player turns over a card from the top of their pile and places it face-up in a second pile in the middle of the players. If the two cards on the top of the piles are the same, the first player to shout "Snap!" takes both face-up piles and adds them to the bottom of their pile. The player who collects all the number cards is the winner.

Memory game: Shuffle the cards and place them face-down in rows to form a grid. Players take turns turning over 2 cards. If the cards match, the player picks up the cards and keeps them. If they don't match, the player turns the cards back over and the next player has a turn. The aim of the game is to find all the pairs of cards. The player with the most cards is the winner.



Shape pattern template: Colour in the shapes to alternate the pattern in colour and shape. Repeat the pattern. Follow the instructions below.

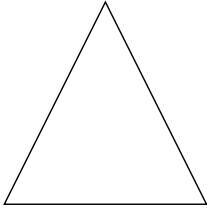
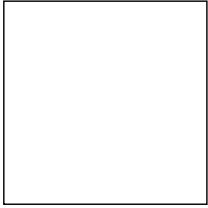
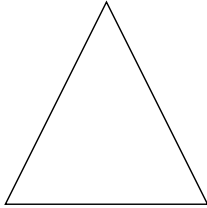
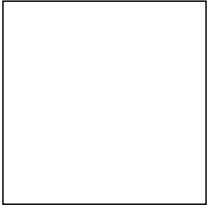
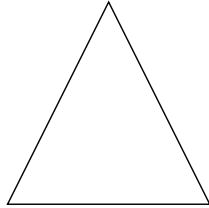
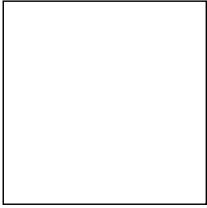
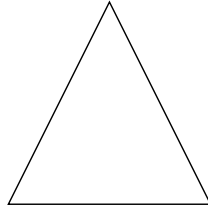
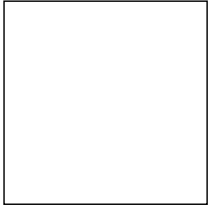
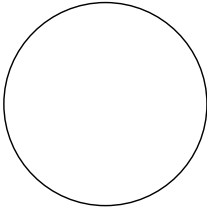
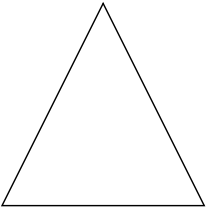
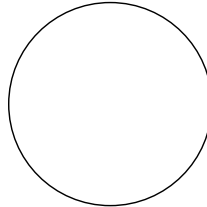
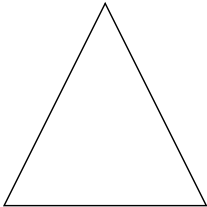
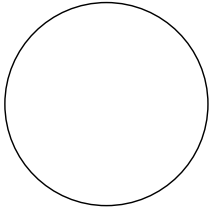
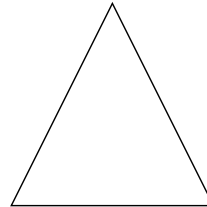
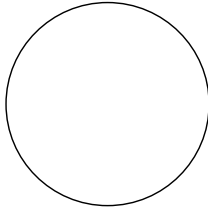
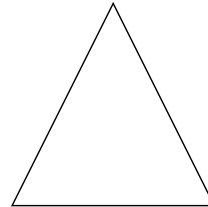
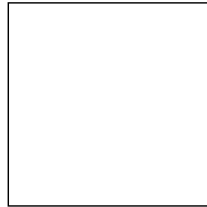
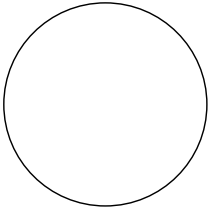
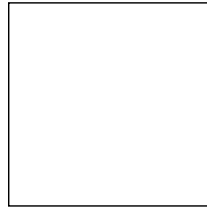
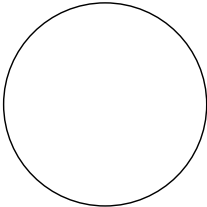
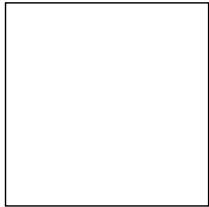
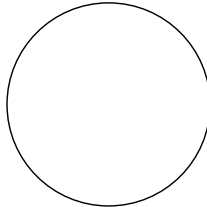
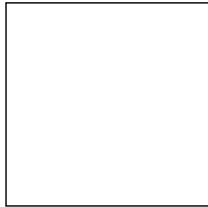
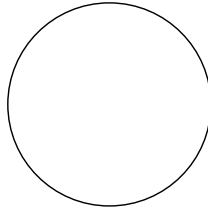
Row 1: Colour in the first triangle red, first square blue, second triangle red, second square blue. So all the triangles are red and all the squares are blue. Continue this pattern to the end of the row.

Row 2: Colour in the first circle yellow, first triangle green, second circle yellow, second triangle green. Continue this pattern to the end of the row.

Row 3: Colour in the first square blue, first circle red, second square blue, second circle red. Continue this pattern to the end of the row.

Ask your child to describe the pattern that has been made.

Cut the shapes into small cards and mix them up to make different patterns.

Activity Record

Dear Teacher

Here is a record of our learning together. We would like to let you know that: _____

From: _____ (Parents and caregivers, please talk with your child and write your feedback above.)

Week	Day 1 Story time	Day 2 Drawing and writing	Day 3 Looking and listening	Day 4 Games	Day 5 Shapes, letters and numbers
1	1	2	3	4	5
2	1	2	3	4	5
3	1	2	3	4	5
4	1	2	3	4	5
5	1	2	3	4	5
6	1	2	3	4	5
7	1	2	3	4	5
8	1	2	3	4	5
9	1	2	3	4	5