The Foundations for Learning Campaign is a call to schools, teachers, communities and learners to focus on reading, writing and numeracy.

Foundations for Learning

A campaign for YOU!

Look out for our two free posters – an Alphabet and a Number Chart – as outlined in the Gazette.

Contents

Inside this Grade 1 focused supplement, you will find:

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A typically **South African Alphabet Chart** for your classroom. It includes upper and lower case letters, pictures and words.

Page 3

Daily teacher activities during **Literacy Time** – with a focus on Grade 1 content.

Pages 4 and 5

A typically South African **Number Chart** from 1 to 20. It includes cardinal numbers, pictures, dot arrays and number names.

Page 6

Daily teacher activities during **Numeracy Time** – with a focus on Grade 1 content.

Page 8

Literacy and numeracy fun games and activities.

As teachers we know how important the early years of schooling are in a child's life. During these years the fundamental skills of reading, writing and numeracy are taught. These skills form the foundation on which all future learning is built. Quality education in Grades 1-6 and the solid foundations laid in Grade R, or pre-school, are critical.

TEACHERS

We can only succeed if everyone shares this responsibility in a committed way by ensuring that:

Teachers plan and teach effectively. Nothing will replace the skills of a good teacher - questioning, challenging, encouraging, motivating, monitoring, and assessing.

Teachers should assess learner performance continuously, formally and informally.

TEACHER FORUMS

District Teacher Forums should be established in all districts and teachers are expected to be a member of the district forum or school forum, so that ideas, experience and best practice is shared and teachers can enhance their teaching strategies.

FOUNDATIONS FOR LEARNING

The Foundations for Learning Campaign is not new. It clarifies what is needed to teach and learn so we can help learners to improve their reading, writing and numeracy. It is a guide for us on how to teach basic skills such as how to read, decoding new words and problem-solving – all the things good teachers have always been doing.

CLASSROOMS

Every classroom must be appropriately resourced according to the Government Gazette of 14 March 2008. All teachers should be in class on time and dedicate their efforts to teaching planned lessons as per the timetable.

LEARNERS

Every learner should be given 30 minutes a day to read for enjoyment; do extended writing for at least one hour a week; and be taught numeracy for at least one hour a day - 10 minutes of which should be spent on stimulating mental mathematics.

LEARNER ASSESSMENTS

Standardised annual assessments for learners in Grades 1-6 were provided by the Department of Education for the first time last year. The results will provide schools with a much-needed baseline to help develop a support plan to improve learner performance.

Remember that the future lies in your hands! Help to lay a solid foundation for learning for a bright, South African future.

Get ready for Grade 1

Grade 1 learners are starting a new phase. They are entering formal education! It is exciting and scary, not just for the children but also for their parents. Children are excited when entering Grade 1, they wear a uniform, they have a school bag and they will learn to read and calculate! This excitement is a great start for all the learning they will do in this year. A Grade 1 programme builds on the skills taught in Grade R, formalising these skills. As in Grade R, Grade 1 provides a strong foundation on which children can build the skills, knowledge and attitudes needed for lifelong learning.

Grade 1 teaching and learning time

The minimum contact teaching time for Grade 1 is 22 hours and 30 minutes a week. This works out to 4 hours and 30 minutes per day.

The formal teaching allocation for **Literacy** and **Numeracy** in the Grade 1 classroom is:

	Time allocation per day	Total per week
Literacy	1 hour and 50 minutes	9 hours and 10 minutes
Numeracy	1 hour and 30 minutes	7 hours and 30 minutes

Teachers – do you use these resources?

Do you find them valuable and useful? Tell us how you use them. Do you have any advice or news about other exciting things you are doing?

Write to us: e-mail: Joshua.J@doe.gov.za or Tyobeka.P@doe.gov.za or post it to: Department of Education, Sol Plaatjie House, 123 Schoeman Street, Pretoria

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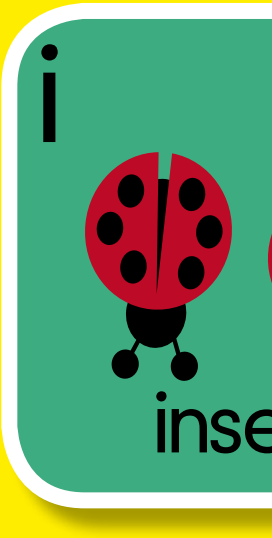
Sunday Times

MONDI SHANDUKA NEWSPRINT

Alphabet Chart

Put this chart up in your classroom.
Go through the letters, sounds, words and pictures. Find more words or pictures that start with the same sound – look around the classroom, in reading books, magazines or newspapers. Make your own alphabet book.



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Daily teacher activities during Literacy Time

Learning a language means learning to communicate – with people around us and with the written word. Language learning, therefore, cannot be confined to a lesson in a classroom. Learners should be able to express themselves everywhere – in the playground, at a shop or on paper – and understand when they are listening or reading in any context. Success in any other learning area depends on the learners' ability to give and receive information.

It is important to remember, when learners are dealing with an additional language, that listening and viewing come first and that many learners take a long time to gain the confidence to speak the language. This does not always mean that they don't understand. They are taking information in before they are ready to give it out. Learners should never be made to speak until they are ready to do so.

The core elements of the literacy learning programme are:

- Oral
- Listening and Speaking
- Reading
- Writing
- Handwriting
- Additional Languages

Together these core elements will help teachers to plan an effective literacy programme.

Oral work and Listening and Speaking

Learners come to school already able to listen and speak. Listening and speaking are important communication skills in the development of thinking, reading and writing. It is still important to teach learners how to listen and speak.

Ideas for activities:

- At the beginning of each day mark the register as a learner's name is called, they must say how they are feeling.
- Learners tell their personal news.
- Fill in and discuss the Weather Chart, Birthday Chart and Daily Programme Chart.
- Learners listen to simple instructions and respond appropriately.
- Listen without interrupting.
- Read a story to the class.
- Involve learners in the story: re-tell the story, answer questions to show understanding and dramatise or role play the story.

Total time: 1 hour and 50 minutes

Writing and handwriting

Handwriting means the legible formation of letters, words and numerals. In the Foundation Phase, in particular Grade 1, more time is allocated to handwriting to teach learners how to develop proper handwriting formation. Writing is the more expressive, creative activity.

Writing activities:

- Draw pictures to convey a message, for example, their news.
- Encourage phonetic writing – i wnt 2 da prk (I went to the park). After praising their efforts, write the correct version below their writing, this encourages them to read the correct spelling.
- Compile lists of words for a specific event, for example, what they need to bring to school for a class play or to bake bread.
- Begin to build a personal dictionary – this can be done with simple A-Z books. As learners learn a new word, or need one for individual writing, they write it in their dictionaries. This becomes a great tool for independent writing later in the year.

Handwriting activities:

- Learners can use thick crayons on large paper to practise letter formation.
- Use sand in small trays for learners to practise their letters.

Reading for enjoyment

Everyone, including the teacher, reads a book of their choice. Books can be brought from home or selected from a group of books reserved especially for this time. It is a good idea to have this as a set time each day. After break works well, as it helps learners settle down and re-focus.

The reading and writing focus time

time will help teachers to ensure that they are teaching basic literacy skills and reinforcing these skills regularly.

You can use the reading and writing focus time to teach:

- Shared reading activities – the teacher reads with the whole class using a large storybook, with big, bold print and colourful illustrations. Learners follow the text, joining in when they are able to do so. Learners become highly motivated, learn more sight words, read with greater comprehension and are better able to repeat simple language structures.
- Shared writing activities – this is an activity completed with the whole class. It can link very well to the shared reading activity. The shared book can be used as a basis for shared writing, for example, write a class story changing the ending or the characters; write a letter to one of the characters; or write the recipe followed by a character in the story. Writing news together is also a great shared writing and handwriting task. Learners can dictate a few sentences about an outing to the zoo or the play they did at school. They then copy these sentences into their exercise books – it then becomes a meaningful handwriting and writing lesson.
- Word-level and sentence-level work – focus on aspects of language that come up in the shared reading and writing sessions, for example, phonics, spelling, vocabulary development (sight words), grammar and punctuation. This can be done as a whole class or small group activity.
- Guided reading and writing activities – this is a teacher-directed activity, where you work with small groups, while the rest of the class are busy with independent work. It is an opportunity to work with learners grouped by ability or needs and to guide learners as they talk, read and think their way through a text. It helps to identify areas of need, observe reading and writing behaviours, and develop learners' confidence and independence in their reading and writing skills.
- Independent reading activities – learners choose their own books, from the reading corner or library, according to their interest and ability (this also includes "listening books"). This activity should be followed by discussion and dialogue with the teacher and peers. Learners can also read in pairs or small groups.
- Independent writing activities – these are a variety of writing activities learners can complete on their own. Each activity should have been discussed and possibly done before – perhaps during the guided writing activity. Some ideas include drawing a picture and writing a caption about a story, simple comprehension, personal news, own story, sentence completion, sequencing sentences, adding words to personal dictionaries and matching words and pictures.

* All these activities can also be used during First Additional Language instruction.

***Look out**

for the ReadRight storybook in the SundayTimes magazine

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Number Chart

Pull-out poster

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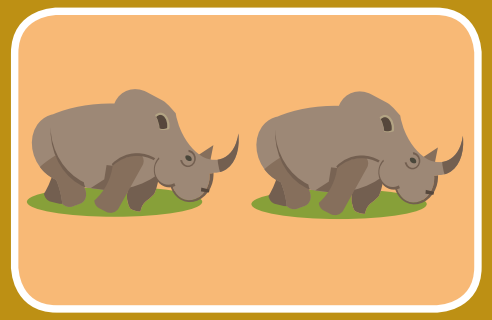

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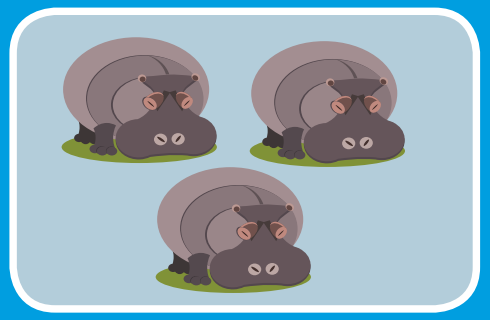

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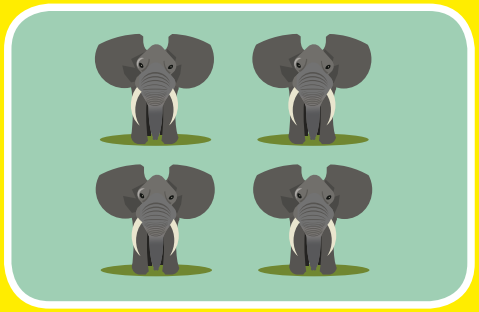

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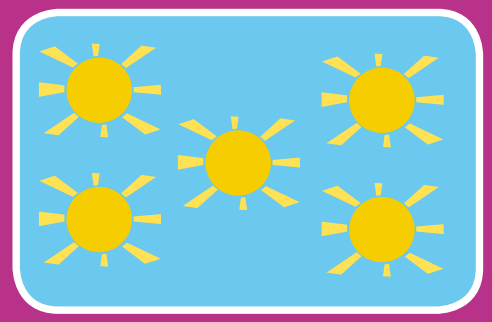

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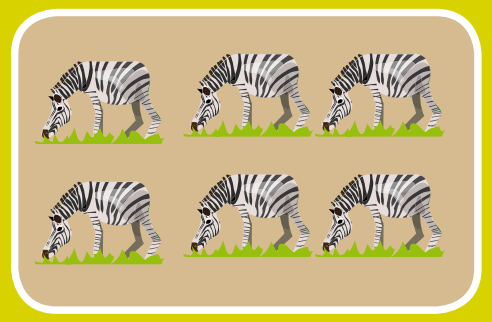

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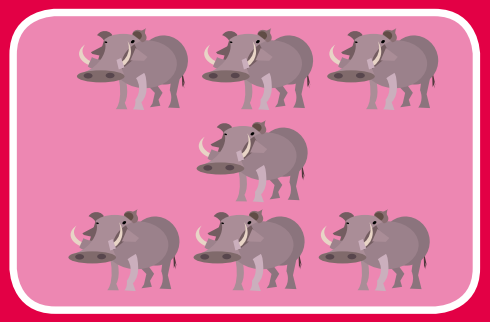

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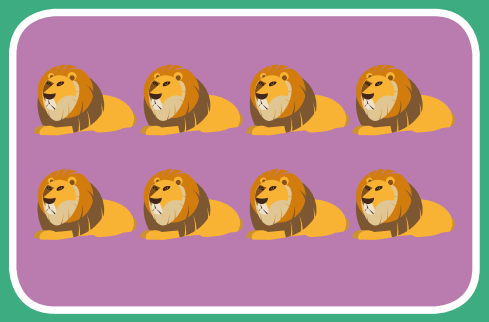

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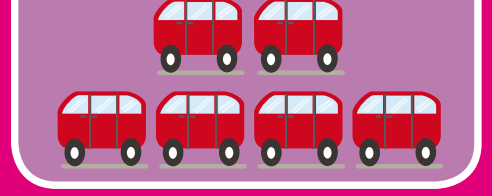

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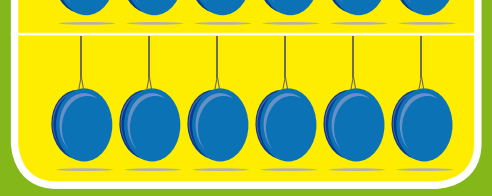

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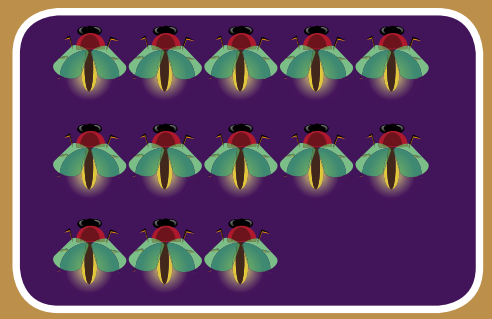

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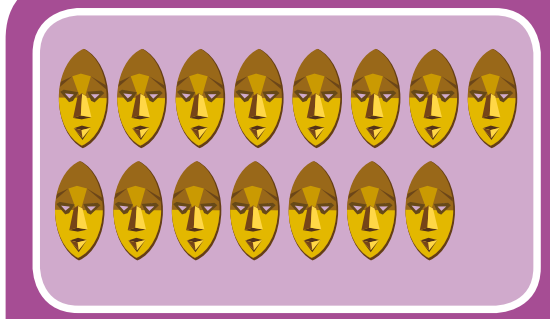

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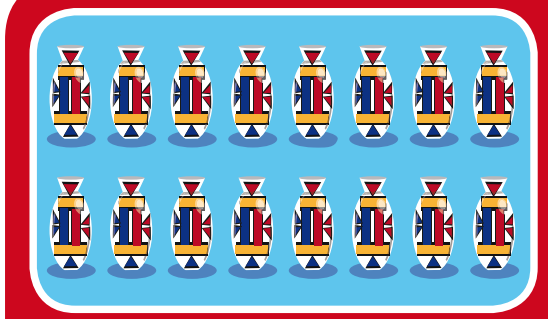

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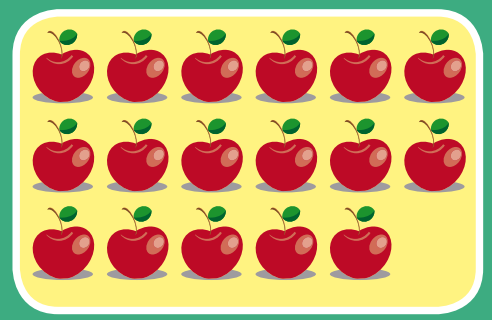

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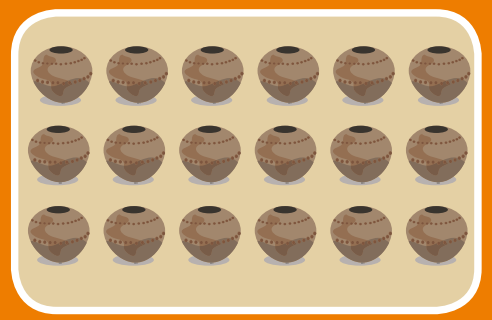

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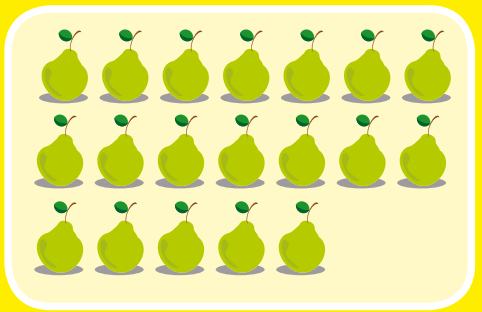

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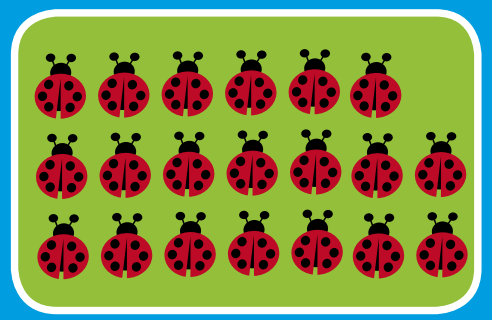

20
twenty

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Pull out poster

Daily teacher activities during Numeracy Time

The Foundations for Learning Campaign focuses heavily on ensuring that our learners are able to count and work with numbers according to the specific requirements of their grade and phase. The curriculum covers number, patterns, shape and space measurement and data, but numbers are the outcome that is most important and given the strongest weighting (55%) of the time allocated to numeracy.

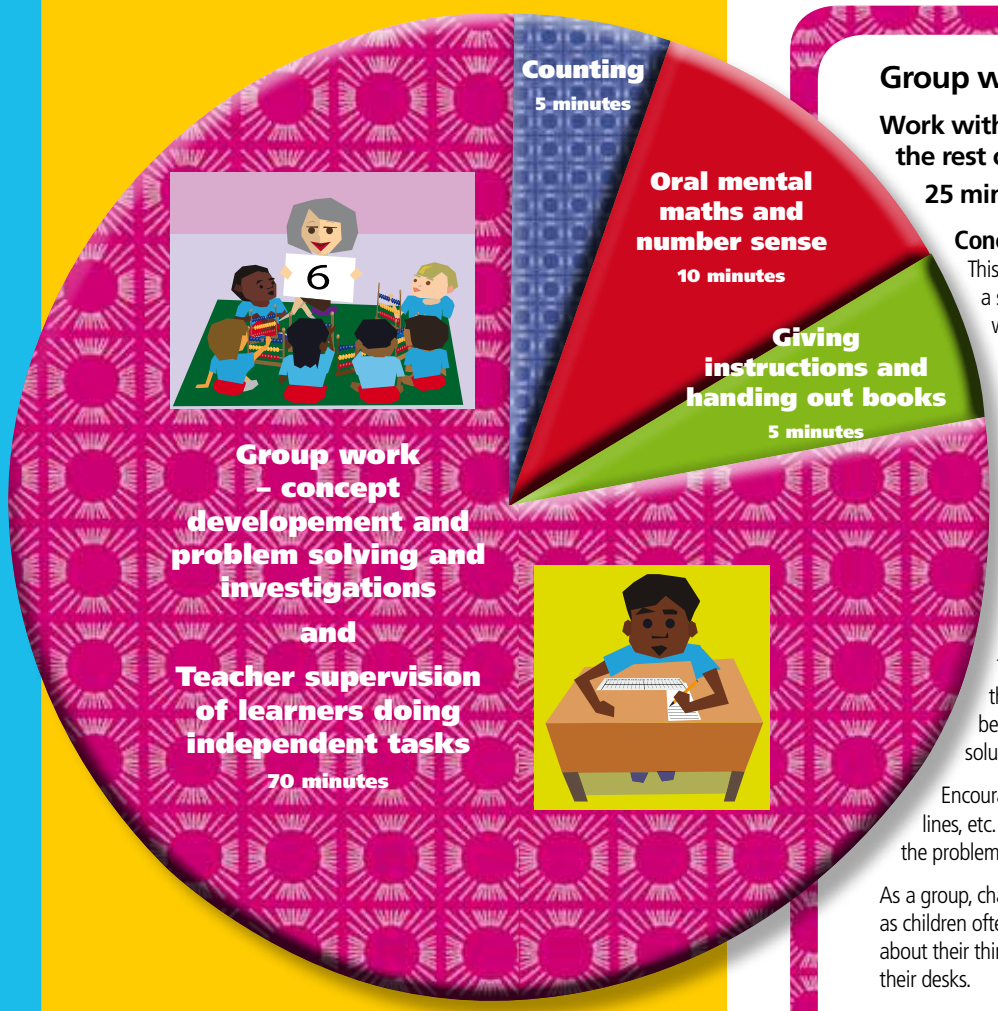
The curriculum documents say the following about the teaching and learning of numbers in the Foundation Phase:

- It builds the learners' number sense, which is the foundation for further studies in mathematics. It also aims to develop learners' understanding of:
  - What different kinds of numbers mean
  - How different kinds of numbers relate to one another
  - The relative size of different numbers
  - How we can think about different numbers and represent them in different ways
  - The effect of operating on numbers.

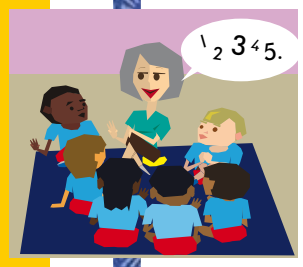
Essential to the development of number sense is the knowledge of basic number facts, the use of efficient and accurate methods for calculation and measurement and a range of strategies for estimating and checking results. Learners with a good sense of numbers and operations have the mathematical confidence to make sense of problems and results in various contexts.

During the allotted time of 1½ hours that is spent on numeracy each day, the following activities are covered:

- Counting
- Oral mental maths and number sense problem solving
- Concept development
- Problem solving and investigation.



Total time: 1 hour and 30 minutes

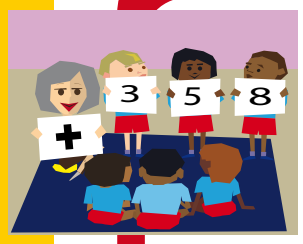


Counting

Counting forms the basis of numeracy. Learners need to count daily, as this develops their knowledge of numbers so their retrieval of numbers becomes an almost automatic response. It also develops their awareness and knowledge of number patterns. This all helps with problem solving.

Counting activities:

- Count out loud as a class or one learner, one number – this is rote counting and valuable in Grade 1 as they learn the language of the numbers
- Count using a number square, number line and abacus (to 100)
- Count out piles of counters, stones, beans, etc (to 34). Which pile has more, less?
- Count forwards and backwards
- Count forwards and backwards from a given number
- Count in multiples of 2, 5 and 10
- Count odd and even numbers



Oral mental maths and number sense

Mental maths is meant to improve problem-solving skills without relying on physical objects to get a solution. What it does is free the child to think more creatively and critically and to shorten their methods of recording as more steps are done mentally, so they don't need to be written down. It encourages children to think and visualise the problem and solve it quickly. It also ensures that responses are almost automatic. Developing a sense of numbers is also important. Number sense develops through three levels – counting all, counting on and breaking up numbers. These levels cannot be taught – they develop as the child's sense of numbers increases. Children begin to break down a number into its various parts and understand it better. For example, 7 is 3 less than 10, or 6 more than 1, or double 3 plus 1.

Oral mental maths and number sense activities:

- Flashcards with addition and subtraction problems to solve
- Games such as "I have 4, who has double this? I have 8 who has 3+2? I have 5, who has…"
- Oral word problems such as: "I put 5 apples in my lunch box. I ate 1 on the way to school, and 1 at lunch. How many do I have left?"

Group work

Work with two ability groups every day. While you are working with one group, the rest of the class is working independently at their desks. See each group for 25 minutes.

Concept development

This activity should take about 10 minutes. New concepts are taught and developed when working with a small ability group. Once the concept is understood here, it then becomes whole class work, or written work done independently while the teacher works with a group. You will also use this time for evaluating understanding and doing activities towards an assessment task.

Concepts that could be revised or introduced:

- Ordinal numbers
- Numerosity (profile) of numbers
- Estimation
- Patterns
- Measurement – length, time, volume, mass
- Data handing – pictographs, block graphs, bar graphs
- 2-D shapes and 3-D objects

Problem solving and investigations

This part of the group teaching should take about 15 minutes. Concepts are introduced and developed through word problems – the problems provide the context. Children can solve fairly complicated problems before they even know the words or symbols for add and subtract. Problem solving is just that – finding a solution. Children do not write number sentences for the problem – just the solution.

Encourage learners to find their own solutions to the problems – they can also use a choice of counters, number lines, etc. It is also a good idea to provide paper, pencils, a whiteboard or a chalkboard for learners to use to solve the problems.

As a group, chat about the different solutions learners came up with. This is an important part of the learning process, as children often understand concepts or even methods better when they hear them from their peers, as they then think about their thinking (reflection). Once this group is complete, provide tasks or work to complete independently at their desks.

Independent tasks

While a small group is busy with the teacher, the other groups work independently at their desks. In between working with small groups, the teacher walks around and supervises learners at their desk. The work they do here is a consolidation of concepts already learnt. Vary these tasks. Learners who are finished early should be able to visit a resource table or shelf with extension numeracy games or activities to complete.

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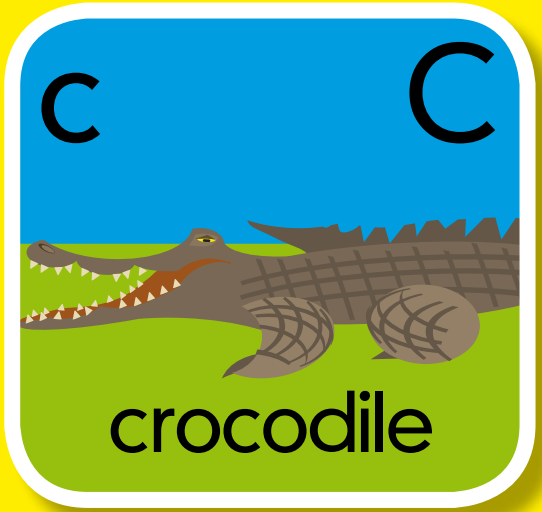

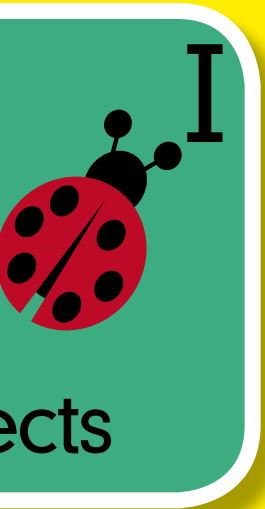

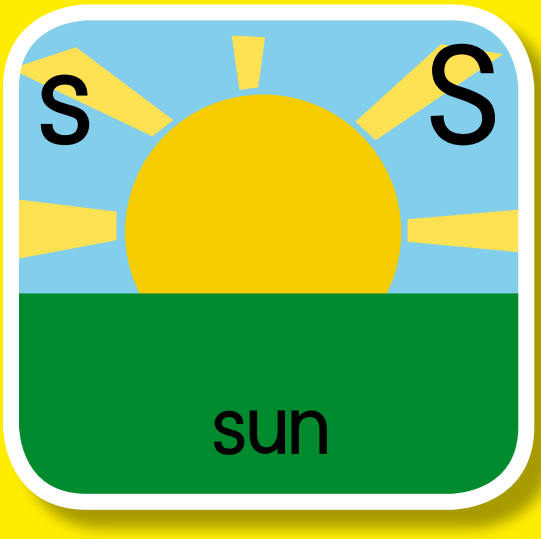

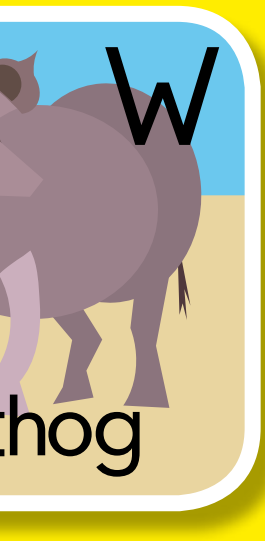

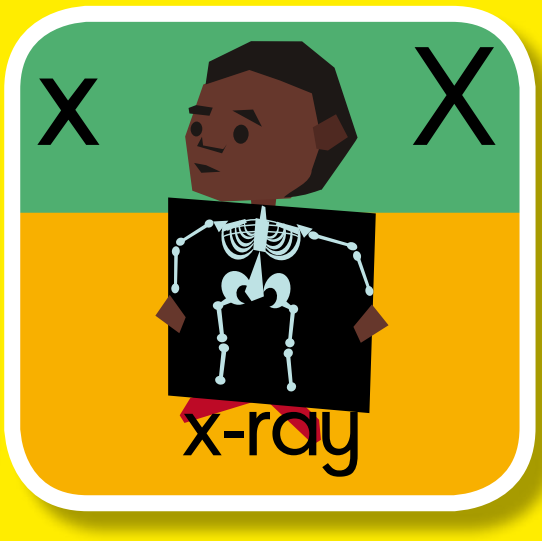

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Literacy and numeracy
Fun games and activities

Charades

Charades is a fun game to play with your friends and family! Charades are words or phrases that are acted out in mime (without saying any words or making any sounds). Charades can also have subjects such as books, movies or TV shows, which are acted out. Charades are usually played with two teams. Each team draws cards that have the word or phrase they will act out. The other team tries to guess what is being acted out.

For example, if the word soccer is to be acted out, a player can point to his/her foot and act out someone kicking a ball.

It gets a little more complicated with longer phrases. In that case, the player has to lift up their fingers to show the opposite team how many words are to be acted out. Then, they hold up one finger to show that the first word is being acted out. After that word is guessed, they hold up two fingers to show that the second word is now going to be acted out, and so on. Once one team guesses what is being acted out, it is their turn to act out a new word or phrase.

Story boxes

Make story boxes using old shoeboxes. Put in pictures or items that can be used to re-tell a story. For example, make a basic flannel or felt background and cut out characters and objects relating to the story. These can be placed on the background as learners tell the story. Puppets, real objects, hats and other props work well too.

Make 30

This is a fun card game for two or more players. All you need is a pack of cards – with number cards only (Ace [1] to 9), a die (1-6) and some paper and pencils.

Each player takes two cards from the deck and uses them to create a two-digit number between 11 and 99. Players say aloud the number they created. Player one rolls the die to see who will win 5 points. If the die lands on an odd number (1, 3, 5), the player who made the lower two-digit number wins 5 points. If the die lands on an even number (2, 4, 6), the player who made the higher two-digit number wins 5 points. Players continue building numbers and rolling the die. The first player to reach 30 points is the winner.

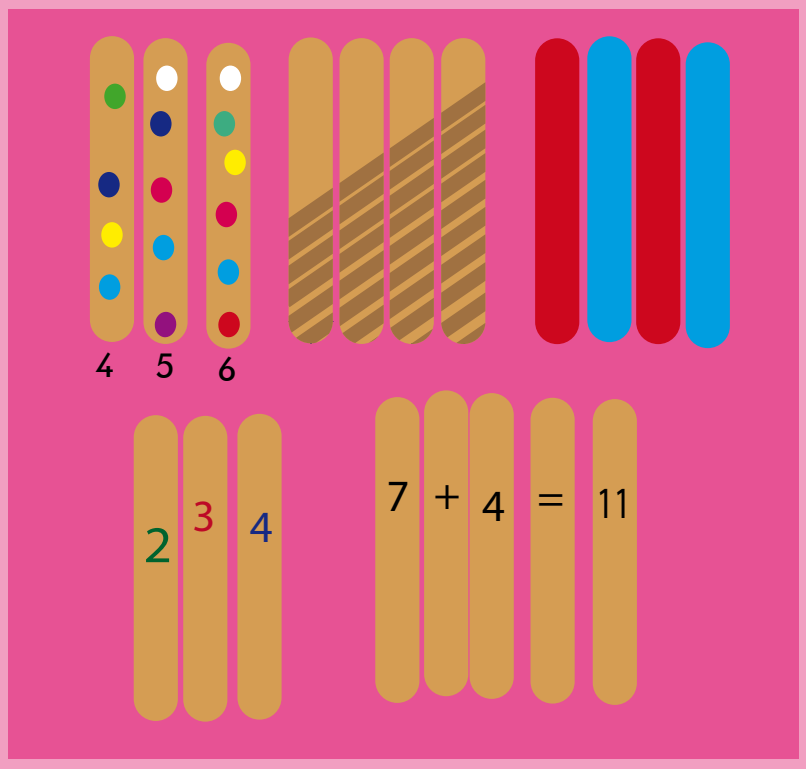
Egg cartoon maths

Write or glue numbers on the bottom of egg cartons (dozen eggs). Put two counters or small stones in the egg carton. Close the lid and have learners shake the carton. They open it up and multiply, add, divide or subtract the two numbers together. They can play as teams and keep score.

Stick fun

There are many activities that you can create using craft sticks. Here are some ideas:

- **Order the number** – write a number on each stick, learners then order them 1 to 34.
- **Order the dots** – place coloured stickers on craft sticks, 1 to 34. Learners arrange them in order.
- **Patterns** – colour sticks in various colours – learners then create patterns – red, blue, red, blue, etc.
- **Shape pictures** – place 10 sticks together and then draw a picture using shapes, which spreads across all 10 sticks. Learners then re-arrange the sticks to re-create the picture.
- **Find the solution** – on one stick write a problem or sum to solve. Write different problems: word problems, addition or subtraction. On different sticks write the solutions. Learners then match the problems with their solutions.



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