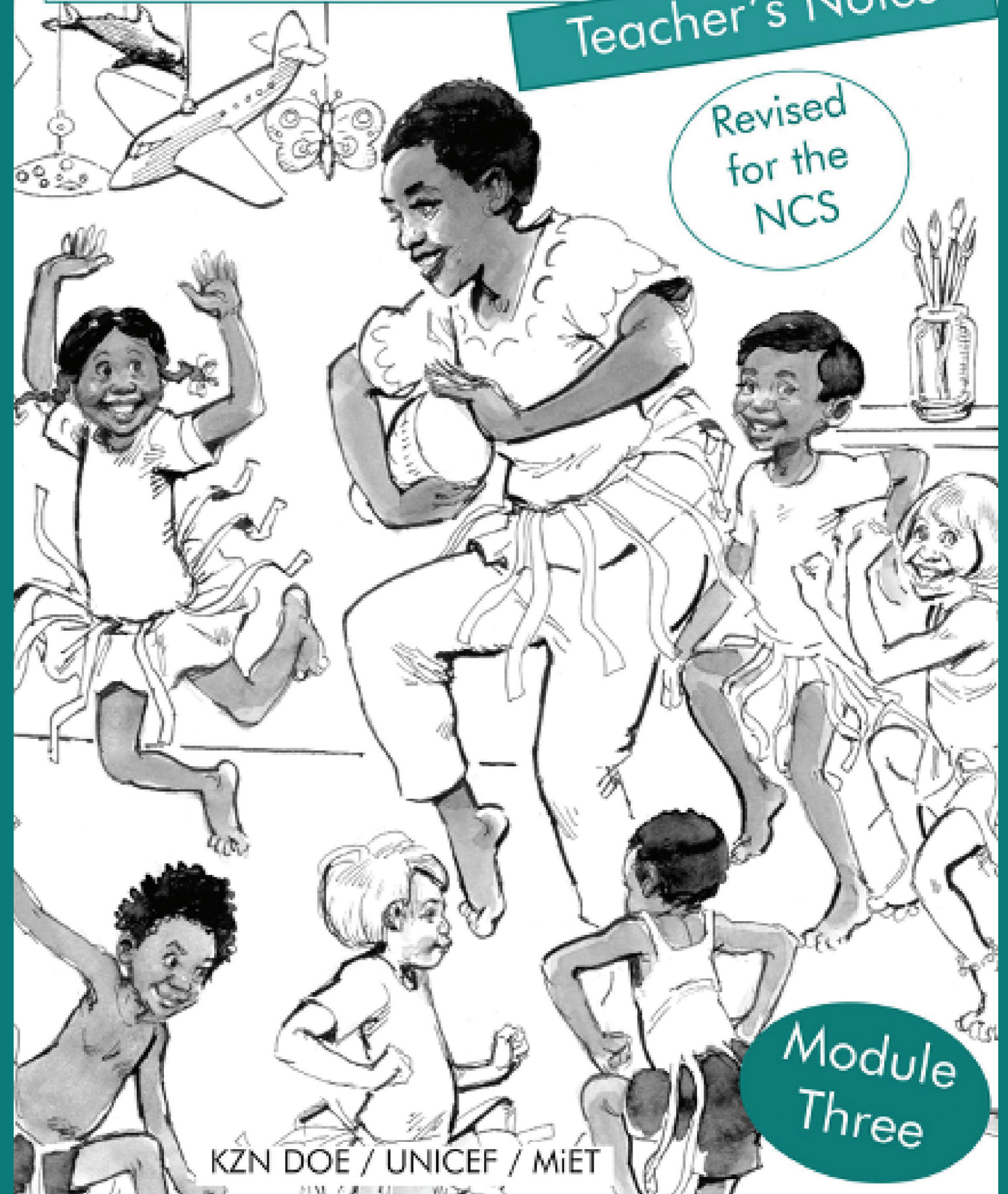


In-service training programme for Grade R teachers

Teacher's Notes

Revised
for the
NCS



KZN DOE / UNICEF / MIET

Module
Three

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Note: In this document, the term LSEN and learners experiencing barriers to learning and development is used interchangeably

Outcomes for MODULE THREE

Teachers will expand their understanding of teaching and learning in Grade R by being able to:

- effectively contribute towards the development of the Phase Long Learning Programme
- effectively plan for the year by developing a work schedule which is divided into four terms
- effectively plan for the day or week by developing lesson plans
- make more of their own resources
- use effective strategies to assess their learners, including children experiencing barriers to learning & development (LSEN)
- prepare and use a system of record-keeping
- use parents and the community to improve teaching and learning in the classroom
- demonstrate skills in preparing and presenting:
 - whole class times (with special focus on greeting, music and story times)
 - small group times
 - individual choice times
- explore and use strategies to network with colleagues in other Grade R classes



When you see this sign, know that it refers to information that will be useful for children experiencing barriers to learning and development/ Learners With Special Needs (LSEN)

What we need to know to plan

1. A profile of a school

The school profile

The school profile is an overall picture of your school in your community. To develop the school profile, look at the form (School Profile). This will help you to focus your attention on your school in your community.

This is the starting point for developing the Learning Programme (for the Foundation Phase at your school).

When we know what our local environment has to offer, we can plan to use the environment to its full potential. When we know the community, we know what resources are available, both human and material. When we know what places of interest there are in the environment, we can see how these can be used for our Grade R learners. When planning, keep in mind that there are learners who have different barriers and problems that need to be accommodated.



2. The learner's profile

When we know what our learners are interested in, we can make sure we plan activities they will enjoy and keep them motivated. When we know how our Grade R learners learn and develop, we then know what they need. We know what sort of activities, experiences and content/context are appropriate for this age group.

3. Teacher profile

It is also important to know your own strengths, weaknesses, values, attitudes, likes, interests and those of your colleagues when you plan, as this will impact on the type of programme offered.

4. The Learning Outcomes (LOs) and Assessment Standards (ASs)

These can be found in the NCS Policy Document. There are ten booklets, one for each of the eight Learning Areas Statements and two booklets for Additional Language. When we know what skills, concepts and attitudes we hope to see our learners demonstrate, then we know what we are aiming at. We know what to do with the learners to make sure they have opportunities to show us these things.

5. The Foundation Phase Teachers Guide for the Development of Learning Programmes

Guidelines for planning for the Foundation Phase can be found in this document.

Focusing on the environment and developing a school profile

When beginning to plan for Grade R, the teacher must make sure all possibilities in the community that can be used as resources for the teaching and learning process are explored. Parents and members of the community should be engaged in the following:

- Parents and/or members of the community collecting anti-waste materials for the class e.g. old magazines, cardboard boxes, pieces of paper, pieces of material, wool, toilet rolls etc.
- Parents and/or members of the community helping in the school e.g. in the school vegetable garden, building outdoor equipment, building fences
- Parents and/or members of the community sharing their expertise or their experiences with the learners e.g. telling them about their work, showing them their crafts, dressing up in their uniforms
- Parents and/or members of the community sharing aspects of their culture e.g. their cooking, their stories, their dances, their practices
- Finding places in the community that are of interest to young learners e.g. certain shops, the clinic, rivers and ponds, farming operations, craft centres

Now that we have looked at the general environment it is important to look specifically at your school.



The following categories should always be included in your school profile:

- the name of your school
- the type of school
- the location of the school
- the number of classrooms
- the number of teachers
- the number of learners
- the number of SMT members
- the infrastructure e.g. toilets, water, electricity, etc.
- the kind of programme
- the homes of the learners

This school profile will be used to plan the context/content relevant to your learners.

Focusing on the learner profile

As a Grade R learner I need to:

- Take care of myself
- Communicate with family, friends and strangers
- Get to know and respect the environment
- Take an active part in the society in which I live
- Ensure that I stay safe and healthy
- Solve problems with initiative and creativity
- Respect diversity

The different aspects of the learner's world expressed above form a picture of what the Grade R learner is interested in, and needs to know and do.



Planning

The Learning Programme

The Learning Programme is a long-term plan for the whole phase. Teachers plan together from Grade R to Grade 3. This is a lengthy process where each grade contributes the Learning Outcomes and Assessment Standards they are planning to offer for the year. These are put together bearing in mind the profile of the school, the learners, the teachers and available resources. It also contains information about special events planned for that year. We will not, in these modules, be developing a Learning Programme as this task is done with the whole phase. We have, however, covered some of the steps towards a Learning Programme by developing a school and learner profile and selecting Learning Outcomes and Assessment Standards for Grade R.

The Work Schedule

This is the year long programme for a specific grade for a specific year. It is based on the Learning Outcomes and Assessment Standards contained in the Learning Programme. The school and learner profiles have special significance in the development of a work schedule.

It shows how the backbone LOs and ASs, and the LOs and ASs from the other five Learning Areas are integrated and organised into the four school terms. It also covers details of the three Learning Programmes for the Foundation Phase i.e. Literacy, Numeracy and Life Skills.

The work schedule shows how teaching, learning and assessment will be sequenced and paced in the particular grade. It is a delivery tool, a means of working toward the achievement of the LOs and the ASs that will be achieved in Grade R.

An example of a work schedule is offered as a guide.

The Lesson Plan

Lesson plans are developed from the work schedule by individual teachers. They can consist of a single activity or a series of activities which can be offered daily or weekly. They include the "How" and give detail of the teaching style, approach, methodology, as well as assessment strategies.

An example of a lesson plan is offered as a guide

The Learning Programme will be drawn up by the whole phase (R-3) using the following steps. The final format will be decided by each school.

- Select LOs
- Identify ASs
- Consider your school profile and decide on the context that is relevant to your learners
- Allocate time
- Decide on LOs to be integrated and resources needed

The Work Schedule can be used as a resource to assist in weekly and daily planning. It is taken from the Learning Programme and includes;

- The selected LOs and ASs from the eight Learning Areas
- LOs within and across these LAs are integrated into the three Learning Programmes (Literacy, Numeracy & Life Skills)
- Relevant teaching, learning and assessment context/content are chosen and divided into smaller more manageable sections
- Resources and assessment strategies are identified

The work schedule forms an integrated, holistic and well sequenced framework for lesson planning.

The Lesson Plan

- Select LOs and ASs for each of the three Learning Programmes
 - Select integrated LOs and ASs from additional Learning Areas
 - Select context/theme/topic
 - Ensure that the time allocation from the three Learning Programmes is catered for
- This forms the basis of planning for your Daily Programme.

Small group time:

- Select LOs and ASs for the small group teacher-directed activity. Plan the assessment strategy and activities to be offered. Using these LOs and ASs, plan activities and assessment strategies.

Whole class time:

- Select your LOs and ASs and then the type of ring OR story bearing in mind the context.
- Plan your assessment strategy, content and your resources.

Individual choice time:

- Select the LOs and assessments for the week.
- Plan a main creative activity for each day using these LOs and ASs, keeping in mind the context/content/theme chosen for the week.
- The selected LOs and ASs are also used to plan specific activities in the areas, e.g. fantasy, and assessment strategies and resources may be recorded.

Getting to know more about whole class times

Greeting time

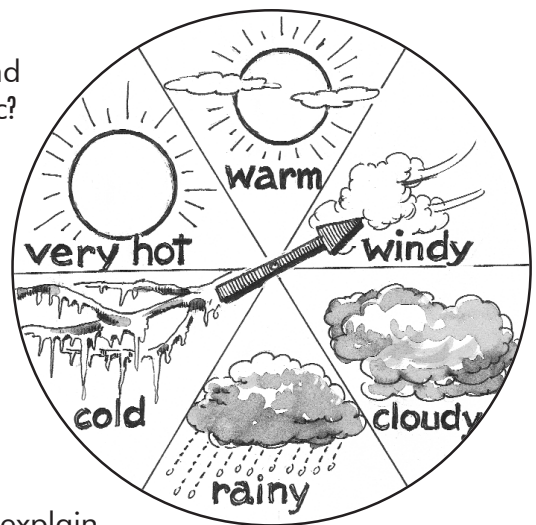
Greeting time is a whole class time because the whole class is doing the same thing, with the teacher facilitating what happens. Everyone is concentrating on the same thing and the teacher is making sure that everyone is listening and participating. The learners cannot choose to be somewhere else (as in individual choice time) and they are not working in groups at different activities (as in small group time).



Using a weather chart

Below are the sorts of questions you can ask when using a **weather chart**:







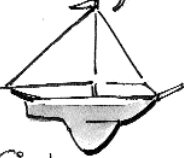



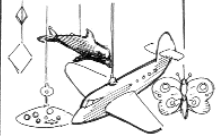

- What is the day today? What day was it yesterday? What day will it be tomorrow?
- Here are some words written on cards. Can you find the word that says Wednesday/Monday/Tuesday etc?
- Now which picture do you think we need for today's weather? Why do you say that? Please go outside and see if you are right about the weather OR please look out of the window and see if you are right about the weather.
- Which of these pictures does not tell us what the weather is like today? Tell me why you have chosen this picture.
- What is your favourite weather? Why?



You are trying to encourage the learners to talk and explain. You are making them think and express opinions. You are helping them observe things more closely. You are helping them sequence time.

Using a birthday chart

Here are the kinds of questions you can ask when using a **birthday chart**:

<p>January</p>  <p>Xolile Francis</p>	<p>February</p>  <p>Noleen Farook</p>	<p>March</p>  <p>Jabu Sipho Clyde</p>
<p>April</p>  <p>Wazile Trevor</p>	<p>May</p>  <p>Mohamed Nomvula Snoeks</p>	<p>June</p>  <p>Jenny Vuyo Sbu Simon</p>
<p>July</p>  <p>Simbongo Lucky</p>	<p>August</p>  <p>Mpumi Mary Zanele</p>	<p>September</p>  <p>Dumisane Jan Jenny</p>
<p>October</p>  <p>Shumi Noleen Basil</p>	<p>November</p>  <p>Andile Moses Peter Ben</p>	<p>December</p>  <p>Sampson Lindiwe</p>

- Whose birthday is it today? What a special girl/boy! Let's sing Happy Birthday to her/him.
- What month is your birthday in? Show me the word that says that month. What month comes before your birthday month? What month comes after your birthday month?
- How old are you today? Can you clap that number? How old were you yesterday? Can you clap that number? Which one had the most claps?
- Who has already turned six? Let's count and see. How many are five? Are there more fives or sixes?

You are making the birthday child feel special. She/he may not know the date of her/his birthday, but she/he will probably know the month. It is a good opportunity for sequencing the months of the year i.e. of time. Also, there are lots of informal opportunities to count, work with more and less and add numbers.

Please note that there may be cultures that do not celebrate birthdays. Be sensitive about this. However, it is important for the learner to know when his or her birthday is as a **date of birth** is needed in many different situations throughout life.

News time



News time is usually part of the greeting time. It is a time to really listen to learners who have something they want to tell you. Many children come to school with something special they want to share with their teacher or their friends. It is important that they are given time to do this. In a big class there is often very little time to spend with individuals. Many learners go home frustrated because they were not able to tell someone something really important. News time can serve a very valuable purpose in this regard. Here are some tips for news time:



- Encourage the whole class to really listen when a learner is talking.
- Choose a few learners each day to give their news, not the whole class. The rest of the class will get restless if they have to listen to too many children.
- Look at the learner who is giving his/her news and concentrate on what he/she is saying.
- Ask questions about the news so the learner feels you are interested.
- Allow the learner to finish. Do not interrupt him/her or talk for him/her. If he/she goes on too long, tell him/her gently that there are others also wanting to speak so he/she must try to finish soon.
- Make sure that all the learners get a chance to give their news during the week. There will always be the confident ones who want to talk every day. Encourage the shy ones or the ones who have difficulty with expressive language to give their news too, even if it is only one sentence, but do not force a child to speak just because it is news time.



Parts of story time

Planning

1. Choose LOs and ASs for example from –
Life Orientation:
LO2: Social Development
AS4: Listens to and re-tells a story with a moral value from own culture
Language:
LO2: Speaking
AS2: Expresses feeling
LO5: Thinking and reasoning
AS1: Uses language to develop concepts
2. Select context/content, for example, “domestic animals”
3. Select Assessment Strategies, for example, observation, portfolios.
4. Choose resources that are relevant, for example, real objects, puppets, models.

The telling of a story to a group of Grade R learners should have the following parts:



The introduction

This activity is to get the learners' attention and to help them settle down and really listen. It can also be used to explain something that may come up in the story (to aid understanding later). It could be a song, a poem or rhyme, a short discussion of an object that will be in the story or a short discussion of a relevant picture etc. It could also be a simple attention-getter like clapping hands together or playing “Do this, do that”.

The content

This is the part where the teacher tells the story, with or without illustrations. Resources to illustrate stories may be pictures (in the book, if the book is big enough, or separate pictures drawn on large cards), models, cut-outs, puppets, real objects etc. – anything that adds to the enjoyment and understanding of the story.

The conclusion

This often takes the form of questioning about the story but there are many other ways to follow up or conclude the story, such as drawing pictures of the story, role-playing parts of the story, sequencing the loose pictures to retell the story, retelling the story from memory etc.

Characteristics of a good story

- The learners can identify with the characters.
- The content is interesting and enjoyable for Grade R learners. The content is well known and filled with enough new information to extend knowledge and hold interest.
- Stories have themes that teach sound values and attitudes like caring, helping, working hard, etc.
- The story-line follows a logical sequence.
- The vocabulary and grammar are appropriate.
- The endings are satisfying and happy.

Types of stories

- Animal stories which are stories about animals, emphasising types and characteristics of animals
- Folk tales/traditional stories which are passed down through different cultures
- Factual stories which are real-life stories centred around children's interests
- Fantasy stories which are unreal, made-up, make-believe stories to stimulate the children's imagination
- Humorous stories which are funny, hilarious stories that help develop a sense of humour
- Number/counting stories in which the emphasis is on counting and developing number concepts
- Moral stories which develop the child's sense of right and wrong
- Stories to highlight real-life issues such as HIV/AIDS, cholera, poverty, child abuse and the needs of children experiencing barriers to learning/and development



Techniques for story telling

It is important that the teacher:

- Tells the story with expression, i.e. varies the pace (how fast or slowly she goes), the pitch (how high or low her voice is), the tone (what her voice sounds like), and the volume (how loud or soft her voice is). For example, if one of the characters in the story is talking, the teacher should vary her voice depending on that character (loud and frightening if it is a nasty lady or soft, high and gentle if it is a nice old lady)
- Uses clear language that is understandable to the age group but that challenges them and extends their receptive language
- Encourages a love for books and how to care for them
- Presents stories in different ways and encourages learner participation in different ways through, for example, repeating a line of the story, counting along with the teacher, answering questions in the middle of a story etc.
- Sits on a low chair and maintains eye contact with learners
- Ensures learner participation by seating learners who are easily distracted close to her. Some learners need more special attention



Questioning techniques



Questioning plays a vital role in development of language. Vary your questions to suit all learners.

1. Closed questions

Closed questions simply ask the learners to remember something they already know. There is only one correct answer and the learners are wrong if they suggest any other answer. For example: The teacher is showing the learners a picture of a bird. She points to the beak and asks: 'What is this called?'. The only correct answer is 'a beak'. Any other answer is incorrect. If the learner does not know this word, then he/she cannot answer the question. Closed questions rely on prior knowledge of the information. They are used to test memory.

2. Open-ended questions

Open-ended questions encourage many different answers. They try to find out what the individual learners know about something, or what their opinion is, or what they can suggest as a solution etc. For example, using the bird picture, the teacher could ask a question like the following:

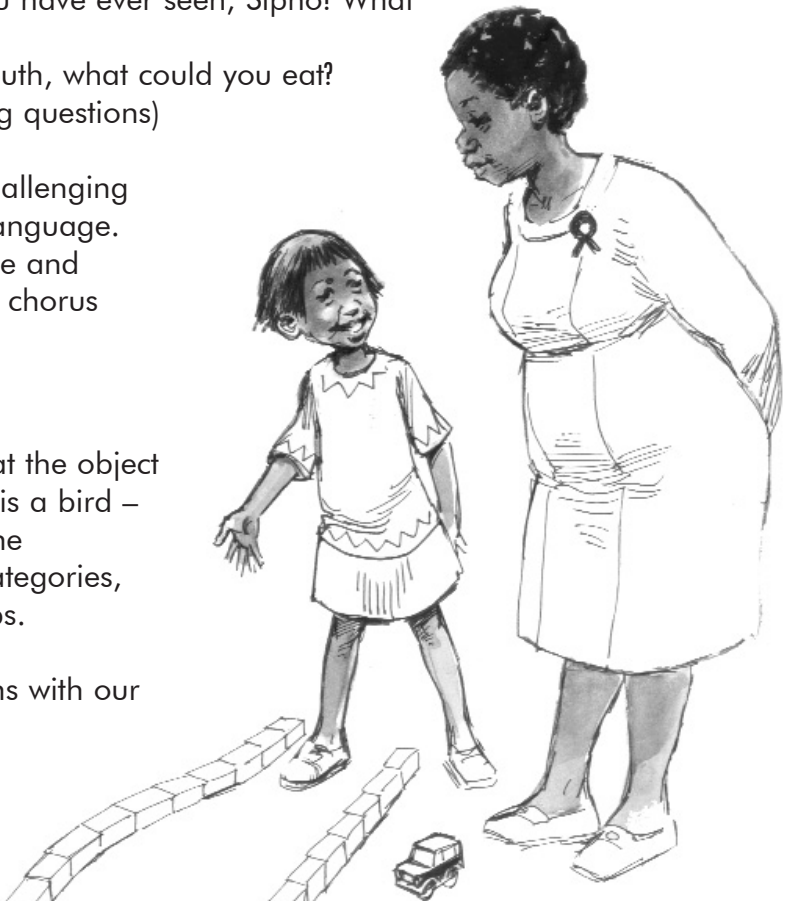
- Who has seen a bird? Can you tell me something about what birds look like Jabu? Can you add something to what Jabu said, Annie? Can you describe this bird in the picture, Peter?
- Why do you think birds can fly?
- What is the most beautiful bird you have ever seen, Siphos? What did you like about it?
- If you had a beak instead of a mouth, what could you eat? What could you not eat? (predicting questions)

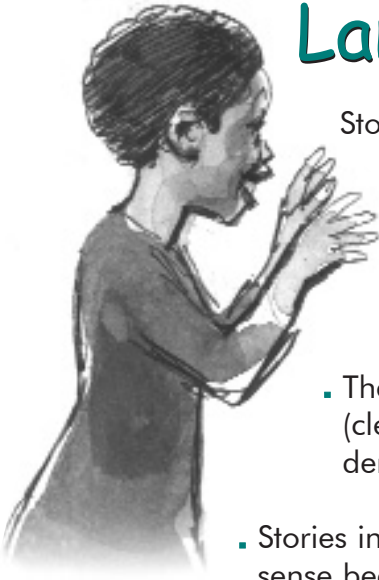
Open-ended questions are more challenging and make more use of expressive language. They demand an individual response and more thought. There is no place for chorus responses.

3. Negative questioning

These questions ask the learner what the object or animal is not. For example: This is a bird – what is it not? These questions get the learners to think about groups or categories, and how objects fit into those groups.

We need to use all types of questions with our learners.





Language

Stories can have a very positive influence on language development.

- Stories offer opportunities for development of receptive language (listening, interpreting) and expressive language (answering questions, giving opinions). Refer to the table for managing the specific needs of learners on pages 35–36.
- The teacher serves as a model for language during story telling (clear pronunciation, appropriate language use, affirming not derogatory language with learners.)
- Stories increase vocabulary in context (in other words new words make sense because they are in the story and form part of the meaning.)

Watching a story being told to Grade R learners, you should ask:

1. Was it a good story? Why? (Look at the section on characteristics of a good story.)
2. What techniques did the teacher use? (See the section on techniques for story telling.)
3. What did you notice about the questioning? (Look at the section on questioning techniques.)
4. What can a teacher do about children with barriers to learning (LSEN) during story time? Did you see this? (Look at the bubble on children with barriers to learning [LSEN].)
5. What could the teacher assess during her conclusion? How could she do that? (Look at the bubble on assessment.)
6. What sort of resources did she use? What else could she have used? (Look at the bubble on resources.)
7. Was there any example of anti-bias practice? (Look at the bubble on anti-bias practice.)
8. What type of story was this? (Look at the section on types of story.)
9. How did the teacher discipline her learners? (Look at the bubble on discipline.)

Story telling

Assessment

- Listening skills
- Concentration
- Understanding (comprehension)
 - Creativity
- Critical thinking
- Auditory memory
- Time sequencing

Anti-Bias

Stories and illustrations should not be biased in respect of:

- Culture, religion, traditions
 - Gender
 - Personal appearance
- Socio-economic background
- Family unit (e.g. single parent)
 - Derogatory name-calling should be avoided

Community Involvement

- Use members from the community as story tellers from time to time e.g. nurse (on AIDS day)
- Enlist community help in collecting resources
- If a library is available, use it to borrow story books, tapes etc

Children experiencing barriers to learning & development

- Learners with hearing, visual and concentration problems should be seated in front
- During questioning time, be sensitive to learners who are withdrawn/emotional/not competent in the language
- Encourage acceptance of children with barriers to learning (LSEN)

Discipline

- Maintain interest and attention (refer to section on *techniques*)
 - Recapture attention by:
 - eye contact
 - mention of child's name
 - separating children
 - re-positioning a child
 - lowering voice to a whisper

Resources

- Books with large, clear pictures
 - Real objects
 - Puppets
- Large illustration pictures
- Models: e.g. papier mache/dough
 - Flannel board pictures
 - Magazine pictures

Books

Grouping

- Individual children 'reading' on their own
- Small groups of children sharing a book

Where

- Indoors
- In a quiet area, away from noisy and messy activities

Resources

- Bought and home-made books
 - Shelving
- Something to sit on (mat, carpet, large beanbag)
- Donated books (parents and community)

When

- During individual choice time
 - Early arrivals
- Small group time (when activity is completed)

Role of teacher

- Question and talk to child about what they are 'reading'
 - Assessment of learners
 - Change books regularly
 - Mend books
 - Keep stock of books
- Teach children how to handle books
 - Read books from book corner to learners

Anti-Bias HIV/AIDS

- Make sure your selection represents the interests of all learners
- Allow all learners to go to book corner
 - Display books relating to different illnesses
- Pictures in books should show gender equity
 - Books should reflect community values

Children with barriers to learning (LSEN)

Identification of problems e.g. holding book upside down, never going to book corner, not being able to interpret pictures etc.

Value

- Language development
 - Enjoyment
 - Early reading skills
 - Knowledge
 - Stimulating thought
- Fostering the love of books and reading culture for lifelong learning
 - Quiet concentration

How to make books

- **Learners tell news.** Teacher writes down each learner's news on a separate page and then staples the pages together.
- **Children make up a story.** Teacher writes it down. Learners illustrate. Teacher staples text and illustrations together.
- **Strong well-made advertising booklets** (e.g. Sanlam, Old Mutual financial statements): stick in pictures and write words on plain paper and stick underneath.
- **Cereal boxes, washing powder boxes.** Use front and back insides, stick on pictures, write words underneath and tie together.
- **Old school exercise books:** stick pictures over writing, write words on paper and stick underneath.
- **Newspaper pictures:** use with any of the above.
- **Advertising brochures** (e.g. Pep Stores, Ackermans, Spar): cut out pictures and make books.
- Staple children's art work together. Write comments underneath each picture.



Appropriate activities for a music ring



- Moving rhythmically to a beat (walking, running, skipping, hopping, jumping) e.g. A+C LO4 Music AS1
- Moving expressively to different types of music e.g. A+C LO2 Dance AS1, LO4 Dance AS1
- Dancing freely or in a more structured pattern e.g. A+C LO3 Dance AS1, Maths LO3, AS4,6
- Singing (fingerplays, action songs, number songs, traditional songs etc.) e.g. A+C LO3 Music AS1
- Saying rhymes and poems e.g. Lang LO2 AS3
- Dramatising rhymes and poems e.g. A+C LO4 Music AS1
- Playing musical games e.g. A+C LO4 Music AS1
- Using body percussion (keeping a beat using parts of the body to make the sound e.g. finger clicking, clapping, stamping) e.g. A+C LO4 AS1
- Using musical instruments to make sound e.g. Lang LO1 AS4
- Listening and responding to sound (e.g. echo clapping) e.g. Lang LO1 AS3
- Distinguishing between different elements of sound (loud and soft, high and low, deep and shrill etc.) e.g. Lang LO1 AS4



Using LOs to plan musical experiences

LOs and ASs	Musical Activity	Example
A&C LO4 Music AS1	Moving rhythmically to beat	Teacher asks learners to move their bodies the way the instrument tells them to (keep the beat) and plays different beats on the drum
A&C LO2 Dance AS1, LO4 Dance AS1	Moving expressively to different types of music	Teacher sings, plays music on instruments or plays taped music that is different (e.g. slow and smooth or bouncy) and gets the learners to move in different ways while staying in one spot
A&C LO3 Dance AS1, Maths LO3 AS4,5	Dancing freely or in a more structured pattern	'Little partner dance with me' 'Put your left foot in' Sizinyoni thina sizinyoni Phambili step step step Making up own dance with a few steps repeated
A&C LO3 Music AS1	Singing	Songs e.g. Sililada lokukhwela Finger rhymes e.g. Izinyoni ezinhlanu, Incy Wincy Spider Action songs e.g. Nampaya omame, Masilo we elamasilo Singing games e.g. Ngenani ngenani isango legolide, Round and round the village Number songs e.g. 1,2,3,4,5, once I caught a fish alive Traditional songs e.g. Bhombela wesitimela, Shanelani amabala
Lang LO2 AS3	Saying rhymes and poems	Reciting rhymes e.g. This little pig Reciting poems e.g. We Nomathemba, (whole class, in groups, alone)
A&C LO4 Music AS1	Dramatising rhymes and poems	Putting in the actions while saying a poem e.g. Mina ngiwu Mangobe
A&C LO4 Music AS1	Playing musical games	E.g. I wrote a letter to my love Ngaphuma la zinsimbi Round and round the mulberry bush

LO's and AS's	Musical Activity	Example
A&C LO4 AS1	Using body percussion	Keeping a beat using the body to make sounds (e.g. singing a song like dudayideyi wayeThekwini, and using clicks and beats throughout the singing) clicking fingers for the first line, beating knees for the second and then repeating this
A&C LO4 AS1	Using musical instruments	Playing musical instruments to keep the beat or to make sounds during singing e.g. while the teacher plays or sings or while the learners sing or while the teacher plays music on a tape or on a radio
Lang LO1 AS3	Listening and responding to sound	Echo clapping where teacher claps a few beats and then waits for the learners to copy what she has done
Lang LO1 AS4	Distinguishes between different elements of sound (loud and soft, high and low, smooth and jerky etc.)	Learners find ways to make loud sounds and soft sounds and then repeat these in a rhythm e.g. loud, loud, soft, soft, soft, soft



Music rings

Some points to remember:

- Music should be planned
- Have your resources ready
- Know your songs and actions
- Organise suitable storage for instruments
- Know how to handle and care for the instruments correctly and make sure your learners do too



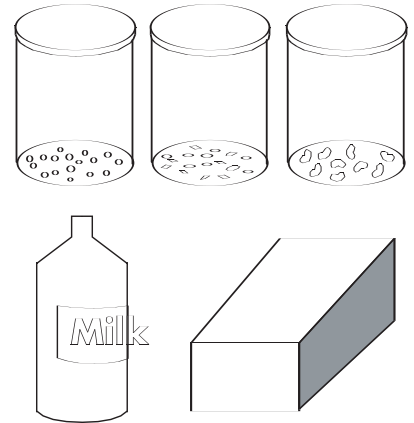
Planning a music ring

- Use the lesson plan form
- Select your LOs and ASs
- Use a topic/theme/context/content, if relevant, to help you choose songs and games
- Make sure your ring has at least four different types of musical activity (see section on appropriate activities for a music ring)
- Include the strategy/ies you will use for the assessment of the LOs
- Include some hints from discipline bubbles under “Music” (page 25) and “Discipline” (page 31)
- Include physically disabled children in a meaningful way

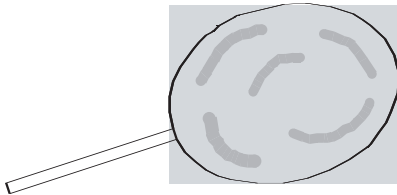
Examples of home-made instruments

SHAKERS

Use any kind of container that will not break if dropped e.g. plastic bottles of all sizes and shapes, small cardboard boxes with lids, tins with lids etc. Fill these with any material that will make a sound e.g. small stones, pebbles, seeds, rice, sea sand etc. Stick on the lid with strong glue. Decorate the shaker in some way e.g. paint it with enamel paint, cover it with pretty paper and contact etc. Leave some of the transparent plastic ones as they are so the learners can see what is making the sound.



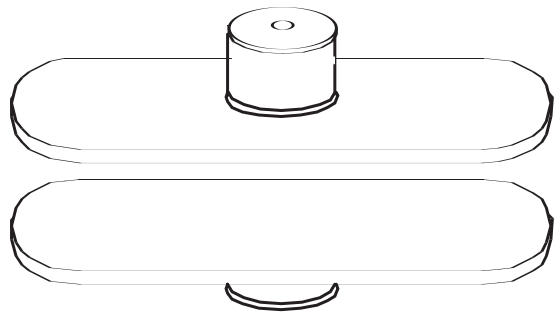
BALLOON MARACCAS



Blow up a small balloon. Cover with a layer of damp tissue paper and then with about twelve layers of newspaper soaked in paste (papier-mache). Smooth down and dry each layer. When rock hard (in a few days time) remove the balloon, fill with seeds or rice and glue on a handle made from a dowelling rod or a very smooth stick. Paint with poster paint and then varnish.

CLAPPERS

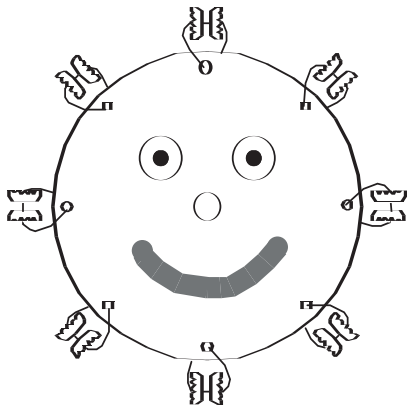
Use two planks of wood of the same size or the lid and base of a wooden box. Sandpaper them until they are nice and smooth. Stick a cotton reel onto the centre of each piece of wood (to use as handles). Paint with enamel paint or with poster paint and varnish. Use by clapping the sticks together while holding the handles.



TAMBOURINES

Use three paper plates firmly glued together.

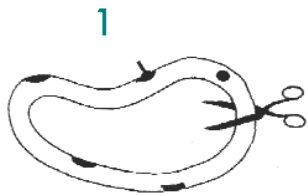
Get the learners to decorate both sides of the plates. Then varnish over with two coats of varnish. Punch holes about 15 mm from the edge all round. Thread two bottle tops onto an open curtain ring or firm wire and fasten through the holes.



DRUMS

Use a piece of rubber from an old inner tube of a car tyre. Find a cylindrical tin (biscuit tin, coffee tin, cake tin). Paint the tin with enamel paint or cover the tin with contact. Cut a circular piece of rubber, allowing an overlap of about 50 mm and punch holes about 25 mm from the outer edge. Thread around the edge with twine, strong string or shoe

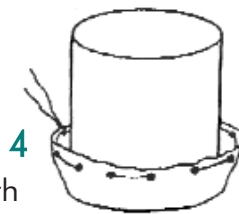
laces. Place over the top of the tin and pull it tight and secure. Now lace the top onto the tin with the help of a curtain ring under the bottom, using strong string or twine. You may need someone to help you! When tightening the rubber, pull the rubber itself and not the string as this may break the holes.



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2

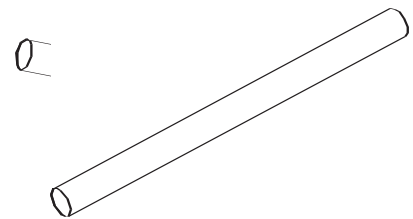


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especially the ends, and paint with enamel or with poster paint and varnish in bright colours. Use by clapping the sticks together.

RHYTHM STICKS

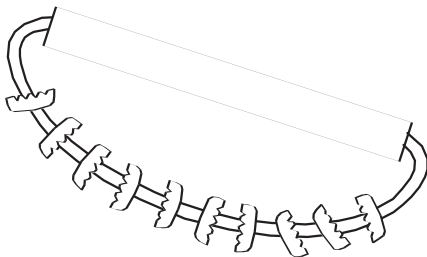
Get some dowelling rods (5mm or 15mm in diameter) and cut into suitable lengths (150mm or 200mm). Sandpaper the rods,



BELLS

Use metal bottle tops, firm wire and a smooth piece of wood for the handle. Remove the plastic or cork lining of the bottle top if there is one and make a hole in the centre by hammering a nail through onto a piece of old wood.

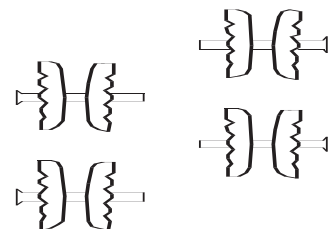
Thread onto the wire and secure each end into the wooden handle, which can be painted and varnished.



JINGLES

These are made from metal bottle tops and a longish piece of wood about 150x 35x10mm. Drive a nail through the bottle tops and into the wood, putting at least two bottle tops onto each nail. Paint and varnish.

There are many ways in which home-made instruments can be adapted to suit individual needs e.g. sponge or foam around the handle of rhythm sticks for children who have difficulty gripping objects, or large stones in a shaker to make participation more significant for the child who has a hearing problem.



Music

Discipline

- Set ground rules for playing instruments
- Set clear boundaries for movement
 - Encourage singing, not shouting
- Offer a variety of activities to retain interest
 - Activities must be well-planned
 - Train learners to pack away instruments

Anti-bias

- Avoid favouritism, encourage participation by all
- Choice of music and songs to reflect all cultures

Children experiencing barriers to learning & development

- Identify learners with problems and encourage participation
- Promote self-image, self-confidence in learners
- Put Children with barriers to learning (LSEN) close to teacher
 - Repeat instructions where necessary

Resources

- Instruments – bought/home-made (see list and diagrams)
- Songs in books, files (share ideas)
 - Music – radio, tapes
- Additional materials – scarves, paper, bean bags, strings
 - Traditional music-makers in the community
- Your own body used as an instrument (mouth, fingers, hands, feet)

Language

- Give clear instructions
- Use music to highlight rhyme and rhythm in language
- Use language to describe elements of music – high/low, loud/soft, fast/slow
 - Encourage creativity
 - Use relevant languages, including sign language

Assessment

- Listening skills
 - Ability to follow instructions
 - Ability to represent ideas
 - Ability to copy sound patterns and actions
- Gross and fine motor co-ordination
 - Position and direction in space
 - Memorising
 - Social skills

Getting to know more about small group times

Principles of grouping in Grade R

Refer to Module One pages 35 to 37 and Module Two pages 38 to 40 for information on small group times.

In grouping learners for small group time, the following should be considered:

- There should be an equal number of learners in each group.
- Learners of this age should not be grouped according to ability as this is not good for the slower learner's self-concept.
- Both boys and girls should be assigned to each group. An equal number of each per group is ideal.
- There should be a range of abilities in each group so that each learner can contribute and not be in competition with the others.
- Children experiencing barriers to learning & development (including those with discipline problems) should be distributed throughout the groups and not all be put in one group.
- Learners whose first language differs from the language of instruction will benefit best by being with learners who are comfortable with the language of instruction. It may take these learners some time to contribute to the group, but they will be steadily building up their receptive language and will slowly be able to use expressive language as they gain confidence. The teacher must, however, ensure that all learners can understand and participate.



Self-evaluation of activities

SMALL GROUP TIME

Independent Activities:

1. Can learners do this activity independently?
.....
2. How does this activity relate to the LO and AS chosen?
.....
3. How does it relate to the context/theme/topic?
.....
4. How can this activity be adapted to accommodate children with barriers to learning (LSEN)?
.....
5. How does this activity stimulate discussion within the group?
.....
6. Can you see any discipline problems that could arise during this activity?
.....

If so, how can this be avoided?
.....

7. How could parents and communities help in collecting resources for this activity?
.....
8. Are these enough resources for all learners in that small group to be kept actively involved?
.....
9. How does the activity provide opportunity for the teacher to assess the learners?
.....

Teacher-directed:

10. Do the questions the teacher has planned to ask really get the learners to think?
.....

Small group times



- Activities are based on the chosen LOs and ASs and must be at the developmental level of the learners.
- Although the activities are planned for one week, the teacher must be prepared to adapt the activity to meet the needs of different learners in different groups e.g. for Children experiencing barriers to learning and development.
- Should an activity not work well, the teacher should not hesitate to change it! Do not keep going with it for the whole week!
- Small group time is the ideal time for the teacher to observe the performance of individual learners.
- The independent group activities must also be based on the same LOs as the teacher-directed activity as they can also be used for assessment purposes.
- Small group activities can provide valuable evidence for portfolios and reporting to parents.
- All activities should be as creative and individual as possible. Worksheets are too one-dimensional for this age group and do not allow for the learner's own initiative and creativity.
- Games involving sharing and taking turns are also a valuable type of activity for small group time.

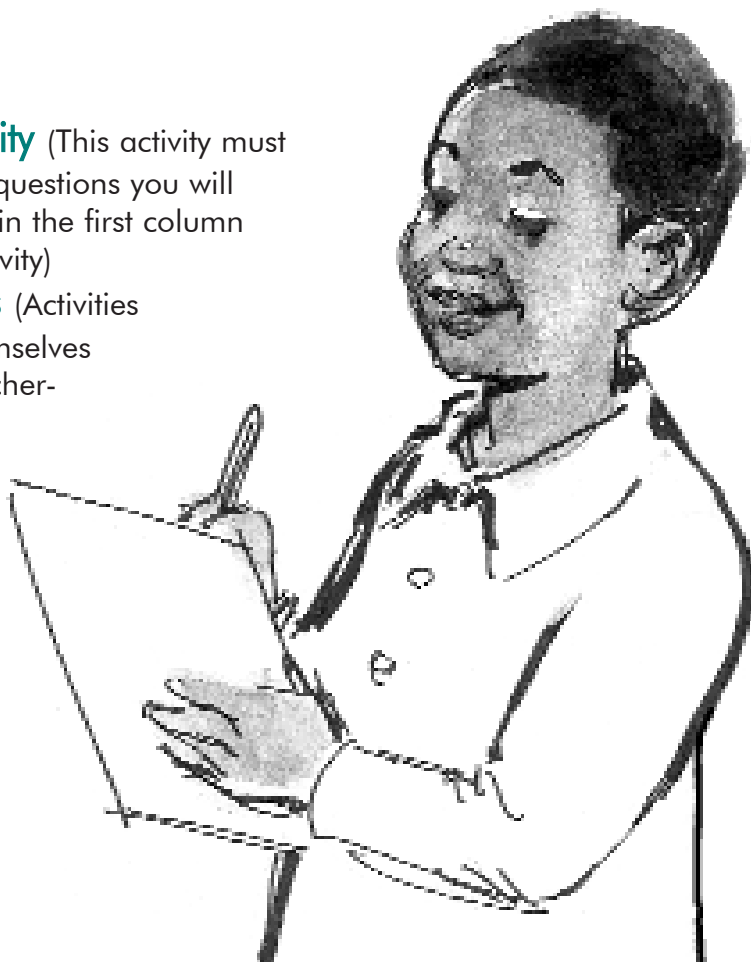


Planning small group times

If you are going to plan small group time for your class for a week, you must use the lesson plan form. You must use the LOs and ASs you have selected and the context/topic/theme that is providing the content.

Your written plan must show:

- **One teacher-directed activity** (This activity must also include a few well-chosen questions you will ask during this time, written up in the first column under the description of the activity)
- **Four independent activities** (Activities that the learners can do by themselves while you are busy with the teacher-directed group)
- **The resources** needed for all these activities
- **The assessment strategies** you will use for assessment of the LOs and ASs you have chosen



Small group time

Groups of Learners				
GROUP A	<p>1 Child with barriers to learning (LSEN) – boy</p> <p>1 second language learner – girl</p> <p>1 learner with middle ear infection – boy</p> <p>1 fast learner – girl</p> <p>4 learners – girls</p>	<p>1 Child with barriers to learning (LSEN) – girl</p> <p>1 second language learner – girl</p> <p>1 learner who is often absent – girl</p> <p>1 fast learner – boy</p> <p>2 learners – girls</p> <p>2 learners – boys</p> <p>GROUP C</p>	<p>1 shy learner – boy</p> <p>2 second language learners – boys</p> <p>2 fast learners – girls</p> <p>3 learners – girls</p> <p>GROUP D</p> <p>1 aggressive learner –</p>	<p>girl</p> <p>1 second language learner – girl</p> <p>2 fast learners – boys</p> <p>1 fast learner – girl</p> <p>2 learners – girls</p> <p>1 learner – boy</p> <p>GROUP E</p> <p>1 learner with broken arm – girl</p>
GROUP B	<p>1 second language learner – girl</p> <p>1 second language learner – boy</p> <p>1 child who is malnourished – girl</p> <p>2 fast learners – girls</p> <p>2 learners – boys</p>			
8 LEARNERS	8 LEARNERS	8 LEARNERS	8 LEARNERS	8 LEARNERS

Discipline

Organisation

Good organisation helps in maintaining discipline. Aspects of this include:

- Preparing the classroom before learners arrive
- Doing planning effectively and carefully
- Considering (LSEN) in the class, and making special arrangements for them
- Preparing stimulating and appropriate activities
 - Grouping the learners properly (see principles of grouping)

Room arrangement

The way you arrange the classroom can make discipline easier.

Some points to consider here are:

- Is there enough equipment to keep all the learners busy? How can using groups during small group time help here?
- Is there enough space in which to move?
 - Are all the activities accessible?
- Can the learners be independent during individual choice time (find their own materials etc.)

Routines

Routines during each day help to keep the learners comfortable and secure

This helps discipline. Remember to:

- Keep to set times for routines
- Take learners to the toilet in small groups if possible, and make sure everyone goes
- DO NOT make learners stand or sit too long waiting for their turn
 - See that all the learners have something to eat and drink during the morning

Attitudes

Your attitude towards the learners is very important. They can sense when you care and this gives them a feeling of security. They are less likely to bring you trouble if they know you like them and enjoy your teaching. Your body language speaks to the learners. They can pick up vibes very easily. Ask yourself whether you are biased towards certain learners. If so, face this and do something about it.

Strategies for disciplining

What you must do:

- Be consistent
- Treat learners with respect
- Decide how you will respond to certain behaviour before you are confronted by it (e.g. what will you do if a learner swears?)
- Offer positive reinforcement (praise learners for doing the right thing)
- Sing songs while children are waiting for something to start or waiting their turn
- Use *Time Out as a strategy for punishment
- Remain calm while dealing with learners who have behavioural problems

What you must not do

- Smack
- Carry a 'big stick'
- Tell stories to frighten, threaten, intimidate learners
- Keep children waiting for long periods doing nothing
- Shout and scream at learners
- Do not label learners

*TIME OUT

Time Out is when learners are asked to sit on one side, away from their friends, when they have misbehaved. Time Out makes learners realise that they have done something that is not acceptable to the rest of the group, and therefore they cannot go on playing in the group. It also gives learners the opportunity to regain control of their emotions. After they have calmed down, they can then be brought back into the group.

e.g A child throws sand at others in the sandpit and ignores the instruction to stop, despite an explanation of why this behaviour is dangerous. The teacher makes him sit on the side of the sandpit, and stop playing. If he continues to throw sand, then she can take him away from the sandpit and leave him to sit by himself. She then will only fetch him back from Time Out when she feels he will co-operate again. This should never be longer than 10 minutes. Also, the child must never be left out of her sight for Time Out.

Getting to know more about individual choice time

Individual choice time activities

An activity in which a person is free to use materials in their own way and make something that is important to them helps them develop:

- creativity
- initiative
- independence
- motivation
- decision-making skills and
- problem-solving skills



In Grade R, individual choice time provides many experiences where learners have the opportunity to:

- choose from a variety of activities (decision making skills, initiative and independence)
- interact with the materials in their own way (imagination and creativity)
- choose the activity they want to do and not one they are forced to do (motivation)
- find many different and unique ways to do things using what is available (problem-solving skills, creativity)

Participating in activities where one can choose what to do and how to do it is very important in the young learners' development. Activities like these mean that the learner has to assess the available materials and tools. They have to think about what they want to make and how it will look. They have to use their own ideas and their own imagination. They have to match the picture they have in their heads with what the available resources. They have to adapt some things that aren't quite right, or use things in new and different ways. They have to find things somewhere else that are not provided. All of these are extremely valuable experiences.

Individual choice time is a very important part of the day. Time and trouble must be taken to make the activities exciting and meaningful. Learners must be left to find their own unique way of doing things in the fantasy area, the block corner and the creative area. Using the materials in their own way will teach them far more than telling them exactly what to do and how they must do it.

Planning individual choice time

- Select the LOs and ASs for the week bearing in mind the context/content/theme
- Record these on your lesson plan
- Plan one special creative activity for each day. This activity should help the learners demonstrate at least one of the LOs and ASs chosen for the week
- Plan other special activities in other areas (fantasy, block, construction, educational toys, games and puzzles etc.) that will help the learners demonstrate the selected LOs and ASs
- Special activities could be used for assessment of the selected LOs and ASs each week
- Plan the regular everyday activities that do not change much but are valuable daily experiences for the learners. These should include some or all of the following:
 - painting and/or drawing
 - modelling with clay or dough or other media
 - box construction
 - blocks and construction kits
 - fantasy play
 - educational toys, games and puzzles
 - books
- Make sure that all activities you put out are attractive to the learners. Keep the activity areas neat, with enough materials for participants and easy access for the learners
- You can see most of the different LOs and ASs demonstrated in these everyday activities throughout the year so you should be continually on the look-out for evidence of them



Use the activity pages in Module one, two and three Teacher's Notes and the list attached to the Work Schedule to get ideas for activities.

Some barriers to learning

The learner with special educational needs (LSEN) or children experiencing barriers to learning and development

In order to learn about the world, children must be able to:

- attend and concentrate so they can select particular signals and ignore others
- receive information through their eyes and ears
- process and organise information in their brains so it makes sense
- use information to communicate their thoughts, ideas and feelings, and to perform tasks and activities

Some children may experience difficulties because they do not have the ability to carry out all of these steps and therefore require special attention. The table below indicates some of these difficulties. These difficulties are referred to as barriers to learning. See overleaf for a list of suggested strategies for dealing with (LSEN).

Some barriers to learning

The processing steps	Behaviour that can be observed
1. Attending and concentrating	Is quietly distracted, restless, very noisy or very quiet
2. Receiving and processing information (perception, memory, organisation, understanding)	Has difficulty remembering and following instructions Cannot tell the difference between sounds and is unable to repeat what is said Appears to be naughty
Hearing	Constant frowning and peering, holding things close Difficulty with drawing
Seeing	Has difficulty with sorting and matching tasks
Central processing	Has difficulty with problem-solving tasks and remembering information

The processing steps	Behaviour that can be observed
3. Expression (ideas/feelings) Speaking	Unclear speech sounds; speech which is not smooth or well controlled Difficulty with sentence construction
Drawing	Avoids drawing Has difficulty illustrating ideas
Gestures	Has difficulty using gestures for communication Shows inappropriate expression
Tasks/activities	Has difficulty with tasks involving fine or gross motor co-ordination

Key strategies for meeting learners' specific needs / barriers to learning

- All learning must be done in fun and play
- Encourage the learner to think for herself/himself
- Be patient, tolerant and calm
- Accept what the learner is able to give and help her to build on it
- Give simple challenges to start with and increase gradually
- Start at a level at which the learner can succeed
- Start with concrete/simple tasks with lots of support
- Teach the class to accept the differently abled and to celebrate diversity (glasses, crutches, hearing aids, clothes, language and whatever else is different)
- Have mixed ability groups
- Break activities into small manageable steps
- Give praise for all success, effort, progress
- Help the child make choices from the variety of activities
- Ensure that a child participates in games that will help her/him to develop
- Ensure that a range of appropriate materials are available e.g. thick crayons or khokis for a child with poor vision
- Talk to the child about his drawings and paintings
- Plan to meet LSEN needs
- Do not draw for the child nor try to teach him/her, just provide a lot of opportunities and encouragement for exploration and practice

Block corner

Value

- Numeracy – building concepts: spatial awareness, size, number, measurement, shape, planning, mapping, seriation
- Life skills – building imagination in problem solving, decisions, social skills
- Literacy – developing language

Anti-bias

- Girls should also be encouraged to participate in block building
- Can be used to link with health and disability awareness e.g. building hospital/clinic/ambulance etc.

Duration

Throughout individual choice time – either alone or in small groups

LSEN

- Cannot stack blocks
- Cannot connect blocks
- Unable to solve problems

Where

- Inside – away from quiet activities, on a flat surface – demarcated area.
- Outside – a covered sheltered verandah where necessary

Supporting toys

- Cars
- People
- Houses

Role of teacher

- Set ground rules
- Do not interfere except if behaviour is unacceptable
 - Observe, assess
 - Mediate

Level of development

- Connecting blocks – towers, rows
- Structures – enclosing space, bridging space, demonstrating symmetry
- Simple representation of complex structures



Puzzles

Concepts/ cognitive development

- Memory: visual, spatial
 - Shape, size, colour
 - Part/whole relations
 - Language
 - Concentration
- Hand-eye co-ordination

Sources

- Home-made (cardboard or wood)
- Bought from suppliers
- Borrowed from libraries
- Shared with nearby pre-school centres

Level of development

- Able to build a 25-to-50 piece puzzle
- Sees the parts within the whole
- Identifies the clue shapes e.g. the straight edges

When?

- During individual choice time
- As an activity during small group time



Anti-bias

- Encourage both boys and girls to participate
- Select puzzles that illustrate ethnic backgrounds of the learners

Room arrangement

- On table
- On the floor
- Mat/table next to low shelves where puzzles are displayed

LSEN

Watch out for problems with

- fine motor skills
- perception (colour, shape)
 - position in space
 - part/whole relations
- expressive language (explaining, describing)

Role of teacher

- Encourage learner/s to complete before moving to next activity
- Support in an open-ended way e.g. I have a piece with a straight side. Where do you think that goes?

Educational games

Role of teacher

- Involve yourself in the game with your learners, helping to explain the rules, techniques and objectives. Once they have a clear idea, leave them to play independently
- Allow them to develop their own ideas and rules for games. They may be different to the 'prescribed/suggested rules', but this is not important
- Set ground rules – e.g. tidying up the game, taking care of the pieces, etc.

Value

- Social skills – taking turns, following rules, co-operating, collaborating
- Cognitive development – promotes concepts of shape, size, number, colour, and stimulates language and memory
- Perceptual skills – spatial perception, visual perception, auditory perception
 - Fine motor skills
 - Concentration
 - Task completion

Level of development

- Plays alone, unaware of others
- Plays alongside others but not with them
- Plays with one or a few others – co-operatively
- Plays in a group, collaboratively and co-operatively, following the agreed upon rules

In Grade R, should be able to reach the last two levels

Children experiencing barriers to learning & development indicators

- Learner avoids choosing these activities
- Unable to concentrate – easily distracted
 - Short attention span
 - Unable to complete task
 - Distracts other learners
- Poor eye-hand co-ordination
 - Clumsy
- Restless – lack of balance

Anti-bias

- Careers game – gender equity
- Games with pictures to reflect different cultural and racial groups
- Mixed groups – encourage boys and girls to play together
- Include children with barriers to learning (LSEN)
 - Include HIV/AIDS learners

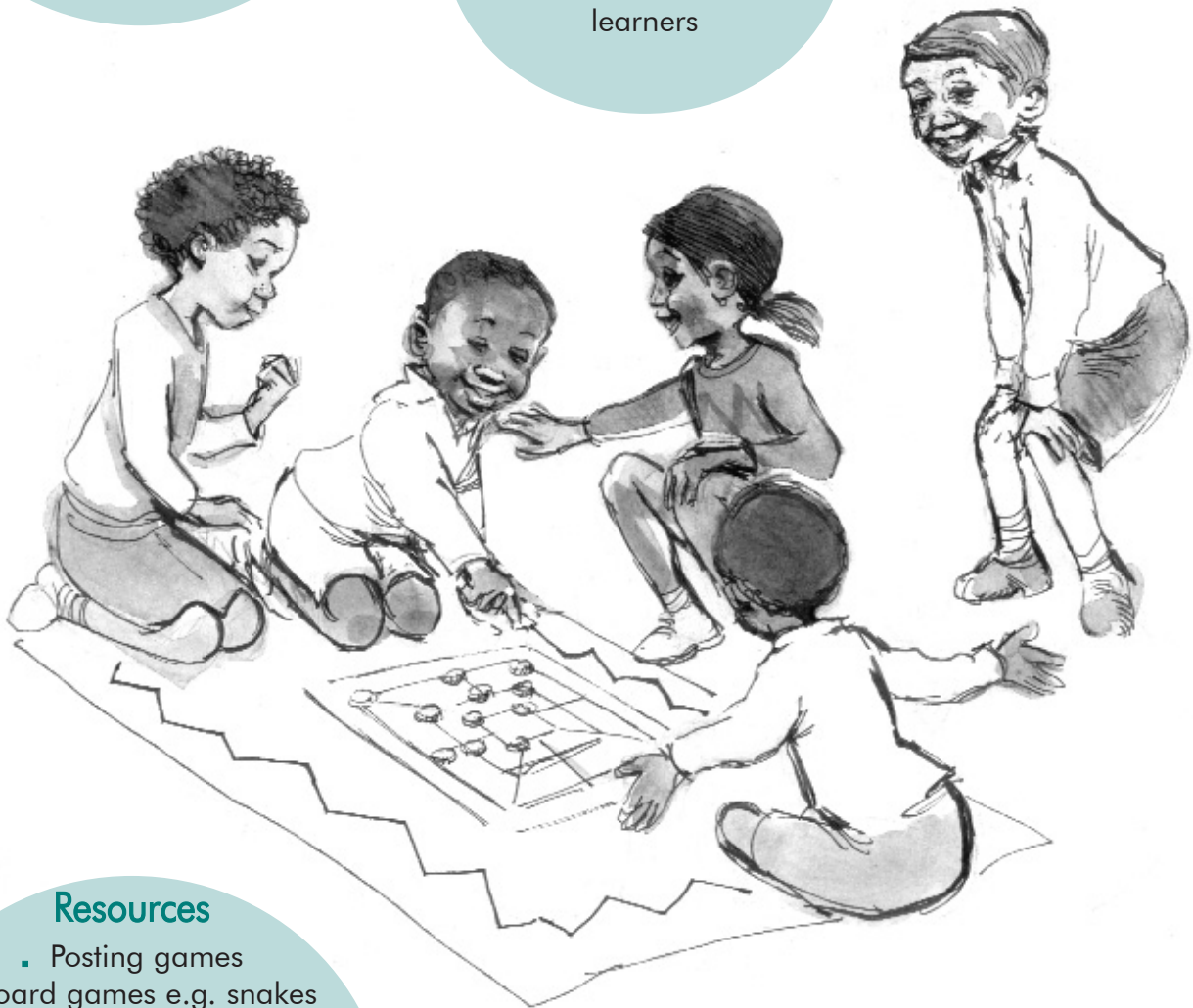
Educational games (cont.)

Room arrangement

Indoors (A few may be suitable outdoors e.g. amagende)
Flat surface – mat, carpet desk/tables

When?

- During individual choice time
- As an independent activity during small group time
 - One or more learners



Resources

- Posting games
- Board games e.g. snakes and ladders
- Card games e.g. snap
- Dice games e.g. umlabalaba, amagende.

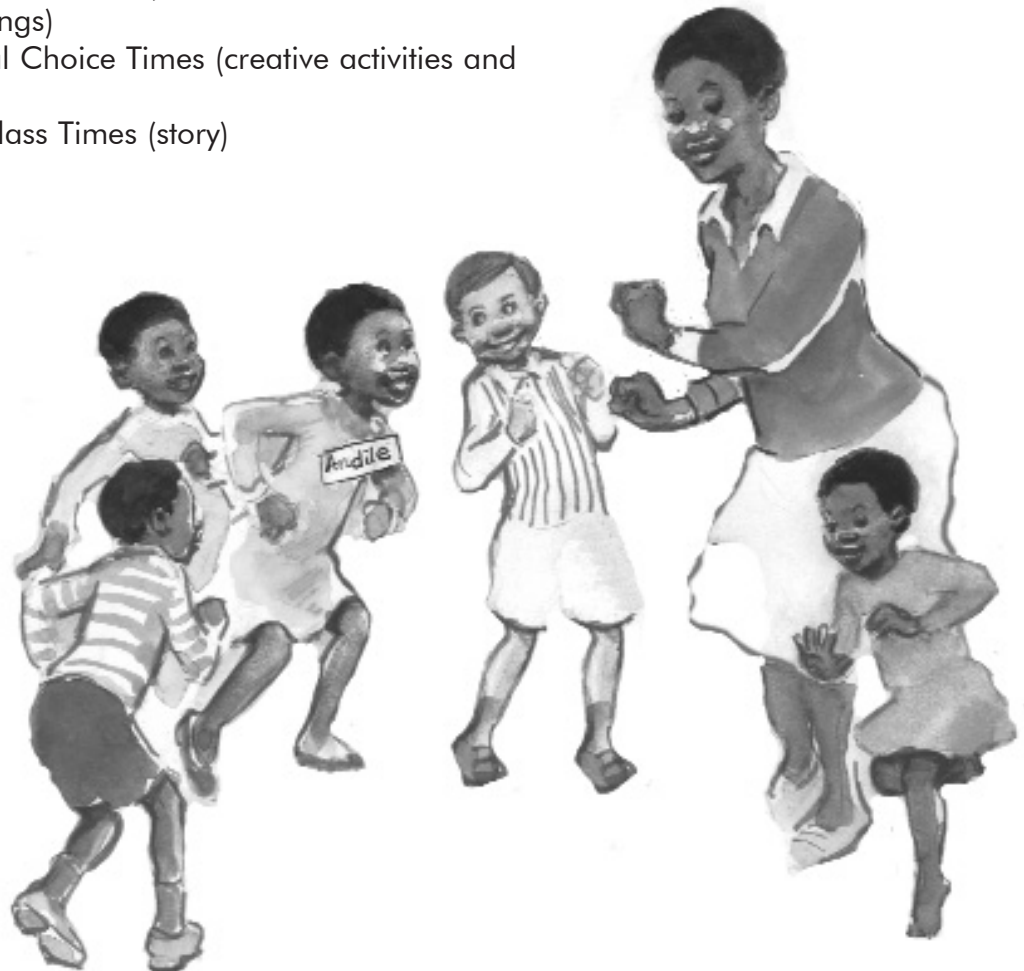
There are many different types of games, each with specific rules and techniques

EDUCATIONAL GAMES can be made by teachers. You can get ideas from games you buy in educational toy shops. Build up your own stock over time. Use strong cardboard and cover with plastic or laminate to protect it.

Pulling everything together

Developing a lesson plan

1. Select the LOs and ASs for each of the three Learning Programmes (recorded on the Work Schedule)
2. Select context / theme / topic
3. Select integrated LOs and ASs from additional Learning Areas
4. Ensure that the time allocation for the three Learning Programmes is catered for
5. Fill in on the Lesson Plan Form
6. Prepare activities for:
 - Small Group Times (teacher directed and independent group activities)
 - Whole Class Times (discussion, music, movement, drama rings)
 - Individual Choice Times (creative activities and others)
 - Whole Class Times (story)



Session summaries

SESSION ONE: Putting planning in perspective

- We know what the terms Learning Programme, Work Schedule and Lesson Plan mean.
- We have actively experienced what it means to do a Learning Programme and Work Schedule.
- We are aware of the different forms used for planning and why they are designed that way.
- We have experienced filling them in.



SESSION TWO: Getting to know more about whole class time

- We have explored what makes an appropriate story for Grade R and recorded our story planning on the lesson plan form.
- We have planned a full music ring and practiced writing up the planning on the lesson plan form.



SESSION THREE: Getting to know about small group time

- We can plan activities for small group time to help learners demonstrate the relevant LOs and ASs using context/content/theme/topic.



SESSION FOUR: Getting to know about individual choice time

- We have planned both special and regular everyday activities for individual choice time, based on our LOs and ASs, using our context/content.

SESSION FIVE: Pulling everything together

- As a group we have worked out a Work Schedule using a range of LOs based on context/content.
- As a group we have worked out a lesson plan for whole class, small group and individual choice time for a whole context/content/topic/theme.



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