



Republic of Namibia

MINISTRY OF EDUCATION



Learning Support Resource Book



Second Edition 2014



Learning Support Resource Book, NIED 2014



The National Institute for Educational Development

P/Bag 2034

Okahandja

NAMIBIA

Telephone: +264 62 509000

Facsimile: +264 62 509073

E-mail: info@nied.edu.na

Website: <http://www.nied.edu.na>

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ACKNOWLEDGEMENTS

To the materials development team:

Regina Garises	–	NIED Education Officer, Inclusive Education
Isma Fourie	–	NIED Education Officer, Life Skills
Sarah Forgan	–	Lower Primary Advisory Teacher (VSO)
Paula Ojala	–	Inclusive Education Advisor (VSO)
Marita Pickering	–	Regional School Counsellor
Marianne Prinsloo	–	Regional School Counsellor
Maree Smit	–	Regional School Counsellor
Dalene Jordaan	–	Eros Girls School
Rosalind Tobin	–	Inclusive Education Advisor (VSO)
Eunice Scholtz	–	Special Class Teacher

We thank Mr Ivo Rusch (INTERTEAM Development Worker: NIED) for providing us with the cover picture.

A special word of appreciation to all the people who contributed to this guide.

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INTRODUCTION

There are two sections in this book, the literacy and the numeracy section. Each section contains the information on the difficulties learners experience in teaching and learning and supporting activities thereof. It is recommended that the teachers read through the activities and use the supporting methods that will best apply to the individual learner.

The resource book contains information and examples of activities for modern and efficient teaching:

- classroom posters and displays → these sheets should, if possible be enlarged and coloured to display in the classroom as teaching and learning aids
- worksheets for learners → these sheets can be replicated by hand or photocopied and then used as such. They are example sheets and teachers are encouraged to create more worksheets of the same kind
- resources for teachers → these resources will help you plan your lessons and create your own resources, e.g. sight word list for making flashcards, instructions on how to make a dice
- concrete teaching aids → there are a number of resources that should be copied, cut and pasted on cardboard to last longer. Preparing these resources might take some time but the better they are done the longer they will last! These resources include number cards, letter cards, word cards, game boards for learners, etc.
- blank templates for making your own board games, number and letter cards and resources → copy the template and design your own resources according to the needs of the learners

HOW TO USE THESE RESOURCES: Start by using the suggested resources exactly as they are described (or adapt them to suit what you want to teach or practice). When you are confident using these resources, you can start changing them or using them as inspiration to invent new activities. Good luck and have fun!

SECTION A: LITERACY

1. Introduction

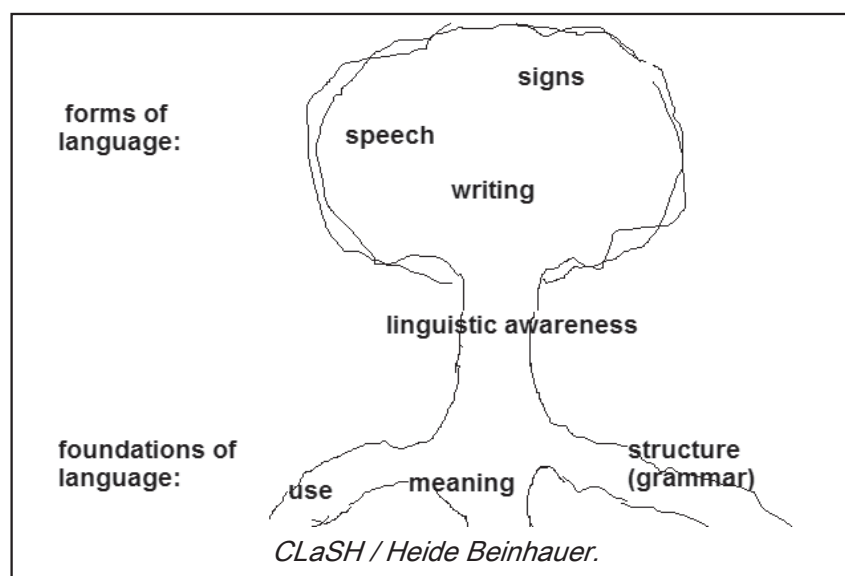
For the purpose of this part, literacy is divided into ability to read and write at a level that enables a learner to develop and function effectively in their daily activities. Hence, in this book basic literacy is divided into linguistic awareness, handwriting, reading and spelling.

2. Linguistic Awareness

Linguistic awareness refers to an understanding of language. Language is built on three foundations: use, meaning and structure. Learners need to develop and deepen their understanding of these three foundations of language throughout their school career. Language can be expressed through speech, signs or writing. Use of language refers to giving instructions, information, an opinion, telling stories and for conversations. Some learners might have difficulties learning to read and write because they were not exposed to stories, factual texts, news, opinion texts, messages, etc.

Meaning of written language refers to the symbolic representation of speech and thoughts. Learners need to be able to understand that words are symbols representing a meaning, e.g. a picture, an object, a person's name, an animal, a feeling, an action, etc. Structure of written language refers to the way how text consists of letters, words, sentences and paragraphs. It also refers to the grammar of language and the rules of meaningful word order.

The linguistic awareness tree



2.1 Linguistic Awareness Skills

A. Use

Purposes of Text

Texts can be:

- convincing, e.g. an advert
- instructive, e.g. a textbook
- descriptive, e.g. a novel
- informative, e.g. a letter

Reading texts:

- Many learners in our schools have not been exposed to books at home. Encourage them to read books, stories, newspapers, etc. every day.
- Use newspapers and magazines to identify different kinds of text, e.g. convincing text, a descriptive text, etc.
- Read and discuss different types of texts with learners.

School walk:

- Learners take a walk around the school premises to identify words and what they are meant for, e.g. signs for information, textbooks for instruction, etc.

Display:

- Learners make a display in the classroom using different types of text.

Fact and Fiction:

- Teach learners to understand that some texts are facts and some are fiction (not true). Read sentences to learners. Learners must say true (T) or false (F). For example:
 - The fish is flying. (F)
 - The baby sheep is called a lamb. (T)
 - My father is a baby. (F)

Fact and Opinion:

A fact is a statement that can be proven.

An opinion is a personal thought, view or feeling.

- Teach learners to understand that some statements are facts and some are opinions. Read the sentences to learners. Learners must say fact (F) or opinion (O). For example:
 - We live in Namibia. (F)

- Namibia is a nice country. (O)
- We are learners. (F)
- Hot weather is lovely. (O).
- Mathematics is boring. (O)

Please make with more sentences.

B. Meaning

Meaning: Symbolic function of words

To extend vocabulary:

The learners learn words and sentences without really realising it.

Examples:

- ***Names of learners***

The names of learners are attached to the desks and their possessions where the names can be seen every day. Flash cards can be placed on the floor. The learner has to select his/her own name and compare it with the name on his/her desk. In this way he/she learns to recognise his/her own name and also those of his friends.



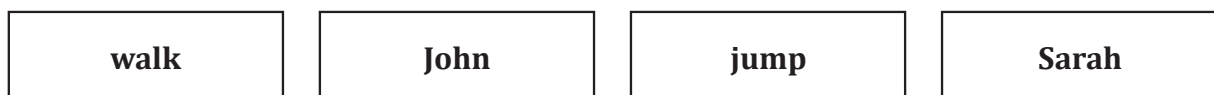
- ***Names of objects in the classroom***

Attach names such as chair, table, etc. to objects in the classroom. Learners see these cards every day. Make flash cards with the names of the objects and let the learners compare the flash cards with the cards attached to the objects.

- ***Action words***

Make cards with action words (e.g. walk, run, eat, sleep, jump) and attach them underneath pictures of the actions. Learners perform the actions. Later, the action words are separated from the pictures and the learners must match the word with the picture. They must also perform the action by only looking at the word flashed by the teacher.

Later the learners can add their names and perform the action.



- **Self made books**

Self made books with pictures of birds, flowers, furniture, toys, food, animals, etc. can be compiled. The pictures, with their names are pasted into the books. The learner is allowed, on a daily basis, to page through the books and to “read” the names of the animals, flowers, etc.

C. Grammar Structure of Sentences

Learners must know that sentences start with a capital letter and end with a full stop. Learners should also be made aware of the need of an action word (verb) in a sentence.

Sentence making

- The teacher says a sentence without a verb (doing or action word). The learner has to provide the verb. It is fun when you use the learners’ names and they have to do the action, e.g. Maria ----- to the shops. (the missing verb could be ‘runs’ ‘hops’ etc.)
- The teacher prepares sentence strips, which are cut up. Shuffle the sentence parts and asks learners to put them together again.

The boy is eating.

My mother cooks nice food.

What is your name?

Counting words in a sentence

- The teacher says a sentence. The learner counts how many words there are in the sentence. The teacher then writes the sentence on the chalkboard and the learner checks his answers.

Capital letters and full stops

- The learner looks at a text and identifies the beginning of a sentence by the capital letter and the end by a full stop.
- The teacher writes example sentences on the chalkboard. The learner copies the sentences and colours the capital letters and full stops.

- The teacher writes sentences on the chalkboard without capital letters and full stops. The learner copies the sentences and corrects the mistakes.

the boy is running

my mother cooks food

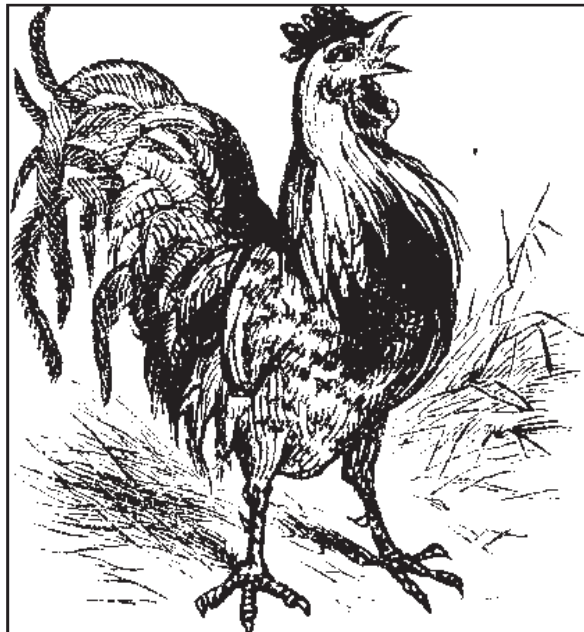
father is at work

- Other uses of capital letters should be discussed (names, places, months, days of the week).

Sentence ends

- The teacher starts with a sentence and each learner provides an ending, e.g. The car went down the road and..... I went to my friend's house and.....
- This is even better when done with a picture, e.g.

My friend has a cockerel which.....



2.2 Phonic Awareness

Phonemic awareness refers to the ability to recognise phonics (sounds), the small building blocks of spoken and written language. Phonemic awareness is an essential skill for fluent reading and writing. A learner who lacks phonemic awareness skills often tries to read words by guessing the words. The learner will struggle with spelling.

Phonemic awareness skills can be practiced through rhymes, syllable recognition and sound recognition. Note that these skills can be practiced through oral activities before any written letters are introduced.

- **Rhyming**

Learning Support Activities and Resources for Phonemic Awareness

This game is played in the same way as musical chairs. The learners have to listen to the rhyme changing, rather than to the music stopping.

- Arrange chairs in a circle, seats facing outwards, with one chair less than the number of learners playing.
- Read a list of words which rhyme, e.g. cat...hat...mat...sat...fat as the learners walk around the chairs.
- Change the rhyme, e.g. sat... fat... dog (sit down)... log...frog...

The change in rhyme is the signal for the learners to sit down, e.g.

cat...bat...sat...see(sit down) ...bee...me...free...tree...sing(sit down)
...swing...ring...wing...up(sit-down)...cup...race(sit down)
...face...trace...place...base...case... fall(sit down)
...ball...mall...small...cheese(sit down)...please...knees....blow(sit down)
...know...grow...eat(sit down)...meat...seat

The learner not sitting on a chair has to leave the game.

- **Find a Rhyme**

Teacher says the word cat. Then the teacher says different words and learners must recognise which words rhyme with cat. This activity can be played as the game above. As soon as the learners hear the word that rhymes with cat they must sit down.

mouse...chair...hat...door...sit...floor...horse...chat...hit
help...cold...call...mat...more...bat...see...send...sam

Common Rhyme and Songs

Baa, Baa, Black Sheep

*Baa, baa, black sheep,
Have you any wool?
Yes sir, yes sir,
Three bags full.
One for my master,
One for my dame,
And one for the little boy
Who lives down the lane.*

Diddle

*Hey diddle diddle, the cat and the fiddle,
The cow jumped over the moon,
The little dog laughed to see such sport,
And the dish ran away with the spoon.*

Hey Diddle

Jack and Jill

*Jack and Jill went up the hill,
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.*

Itsy Bitsy Spider

*The itsy bitsy spider went up the water spout,
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain,
And the itsy bitsy spider climbed up the spout again.*

I'm A Little Teapot

*I'm a little teapot, short and stout,
Here is my handle, here is my spout,
When I get all steamed up, hear me shout,
Tip me over and pour me out.*



Humpty Dumpty

*Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the king's horses,
And all the king's men,
Couldn't put Humpty together again.*



The Very Hungry Caterpillar – Original Story By Eric Carl

In the light of the moon lay a little egg on a leaf.

On Sunday morning, POP! Out came a very little caterpillar.

The little caterpillar was very hungry.

On Monday, he ate through red apple. But he was still hungry.

On Tuesday, he ate through two pears. But he was still hungry.

On Wednesday, he ate through three plums. But he was still hungry.

On Thursday, he ate through four strawberries. But he was still hungry.

On Friday, he ate through five oranges. But he was still hungry.

On Saturday, he ate through one piece of chocolate cake, one ice-cream, one pickle, one slice of Swiss cheese, one slice of salami, one lolly-pop, one piece of cherry pie, one sausage, one cupcake and a piece of watermelon.

That evening he had a tummy ache.

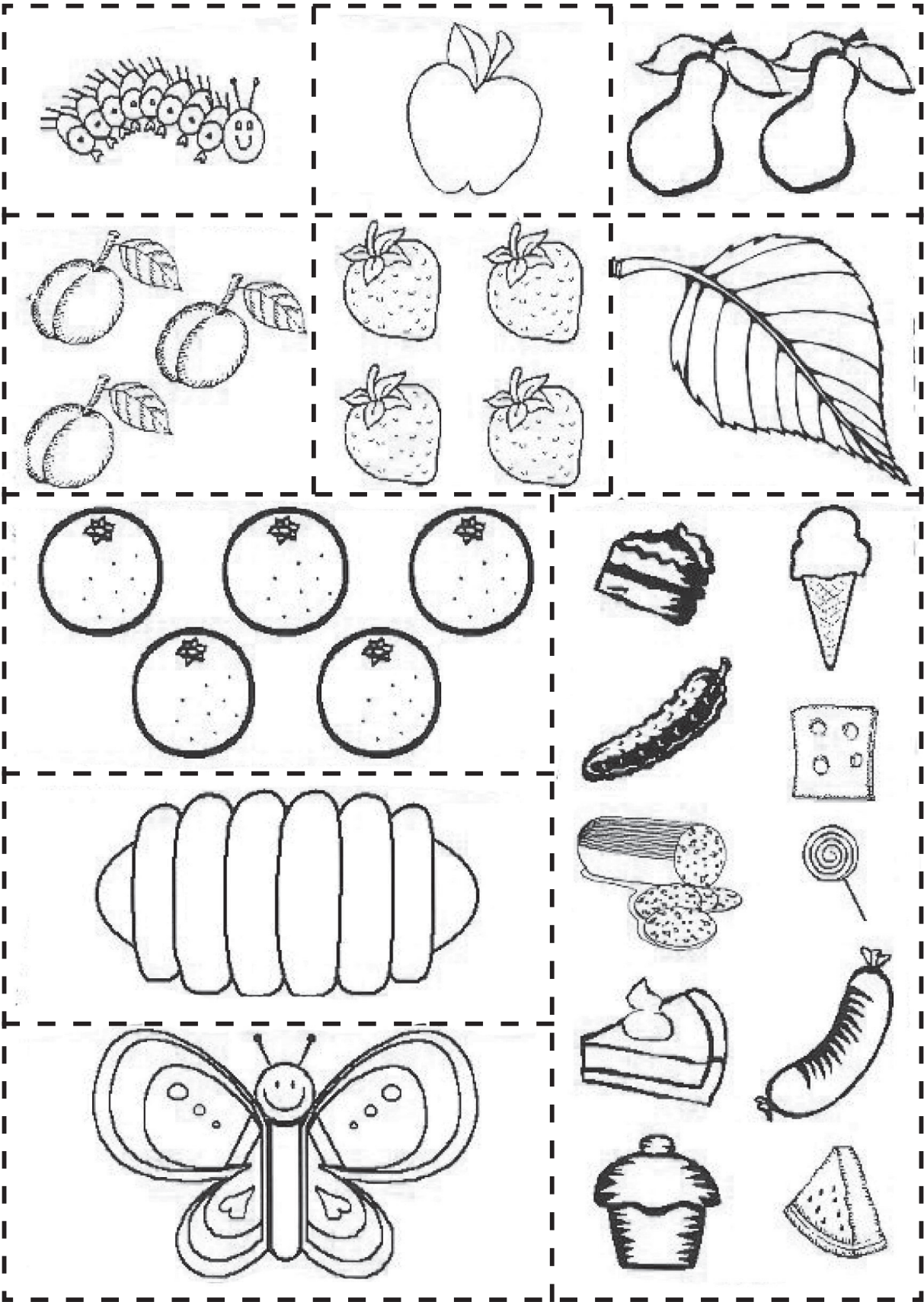
On Sunday, he ate through one big green leaf.

He was no long a little caterpillar but a big fat caterpillar.

The caterpillar built a home around himself called a cocoon, where he stayed for two weeks.

One day he nibbled his way out of the cocoon and appeared as a beautiful butterfly.

Cut the pictures belonging to the story and make cards of them. Read the story and let the learner pick the pictures in the order of the story.



Hattie and The Fox – Original Story by Mem Fox

Read the story and use the pictures on pages 13-16 to help learners follow the story.

It was a nice spring morning on the farm. All the farm animals were grazing in the pasture.

Hattie the hen looked up and said, 'goodness gracious me! I can see a nose in the bushes!'

'Good grief!' said the goose.

'Well, Well!' snorted the pig.

'Who cares?' said the sheep.

'So what?' said the horse.

'What next?' said the cow.

And Hattie said, 'Goodness gracious me! I can see a nose and two eyes in the bushes!'

'Good grief!' said the goose.

'Well, Well!' snorted the pig.

'Who cares?' said the sheep.

'So what?' said the horse.

'What next?' said the cow.

And Hattie said, 'Goodness gracious me! I can see a nose, two eyes, and two ears in the bushes!'

'Good grief!' said the goose.

'Well, Well!' snorted the pig.

'Who cares?' said the sheep.

'So what?' said the horse.

'What next?' said the cow.

And Hattie said, 'goodness gracious me! I can see a nose, two eyes, two ears, and two legs in the bushes!'

'Good grief!' said the goose.

'Well, Well!' snorted the pig.

'Who cares?' said the sheep.

'So what?' said the horse.

'What next?' said the cow.

And Hattie said, 'goodness gracious me! I can see a nose, two eyes, two ears, two legs, and a body in the bushes!'

'Good grief!' said the goose.

'Well, Well!' snorted the pig.

'Who cares?' said the sheep.

'So what?' said the horse.

'What next?' said the cow.

And Hattie said, 'goodness gracious me! I can see a nose, two eyes, two ears, a body, four legs, and a TAIL in the bushes! It's a FOX! It's a FOX!'

She quickly flew to a near by tree.

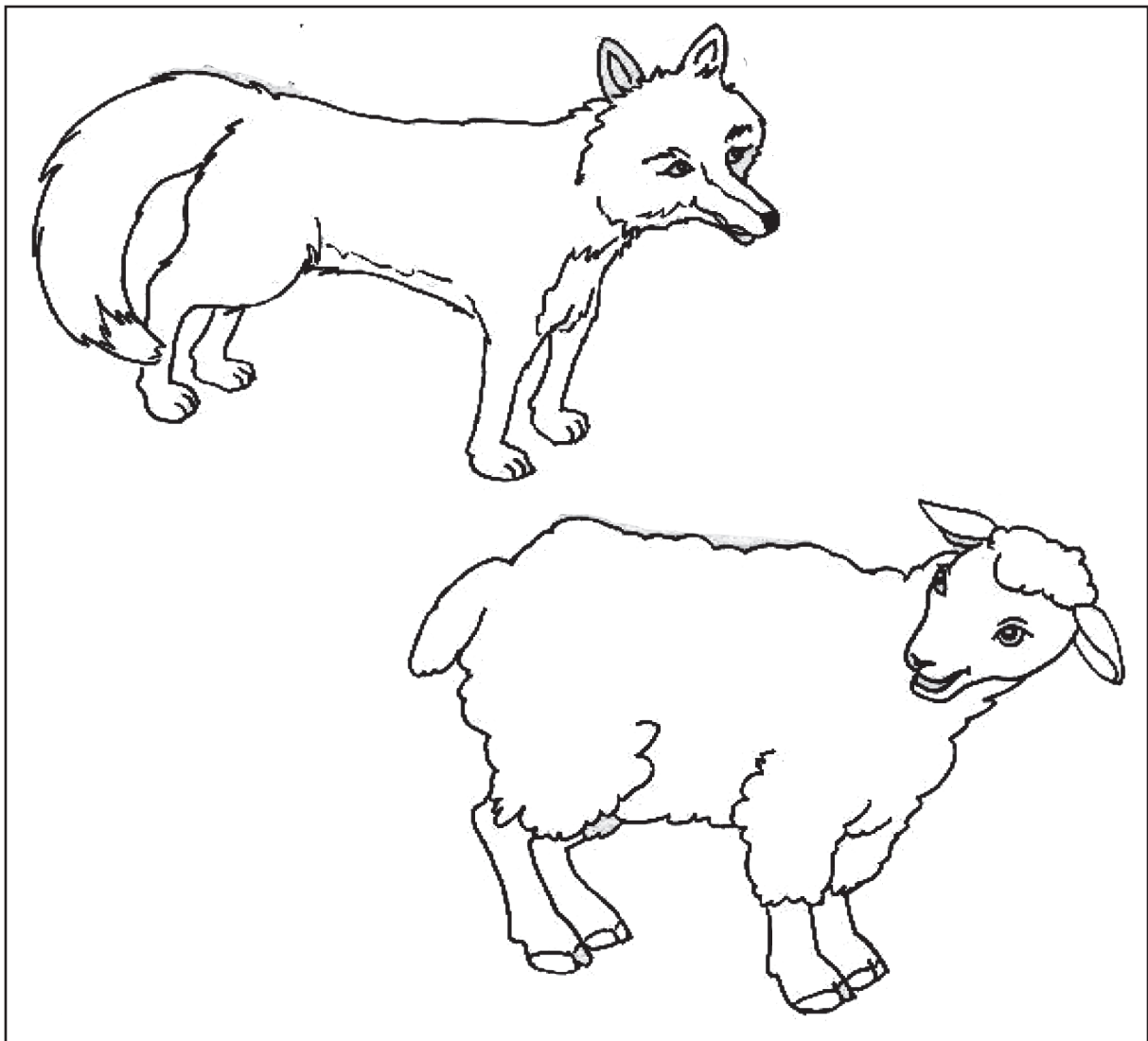
Oh no! said the goose.

*Dar me! Said the pig
Oh, help! Said the horse.*

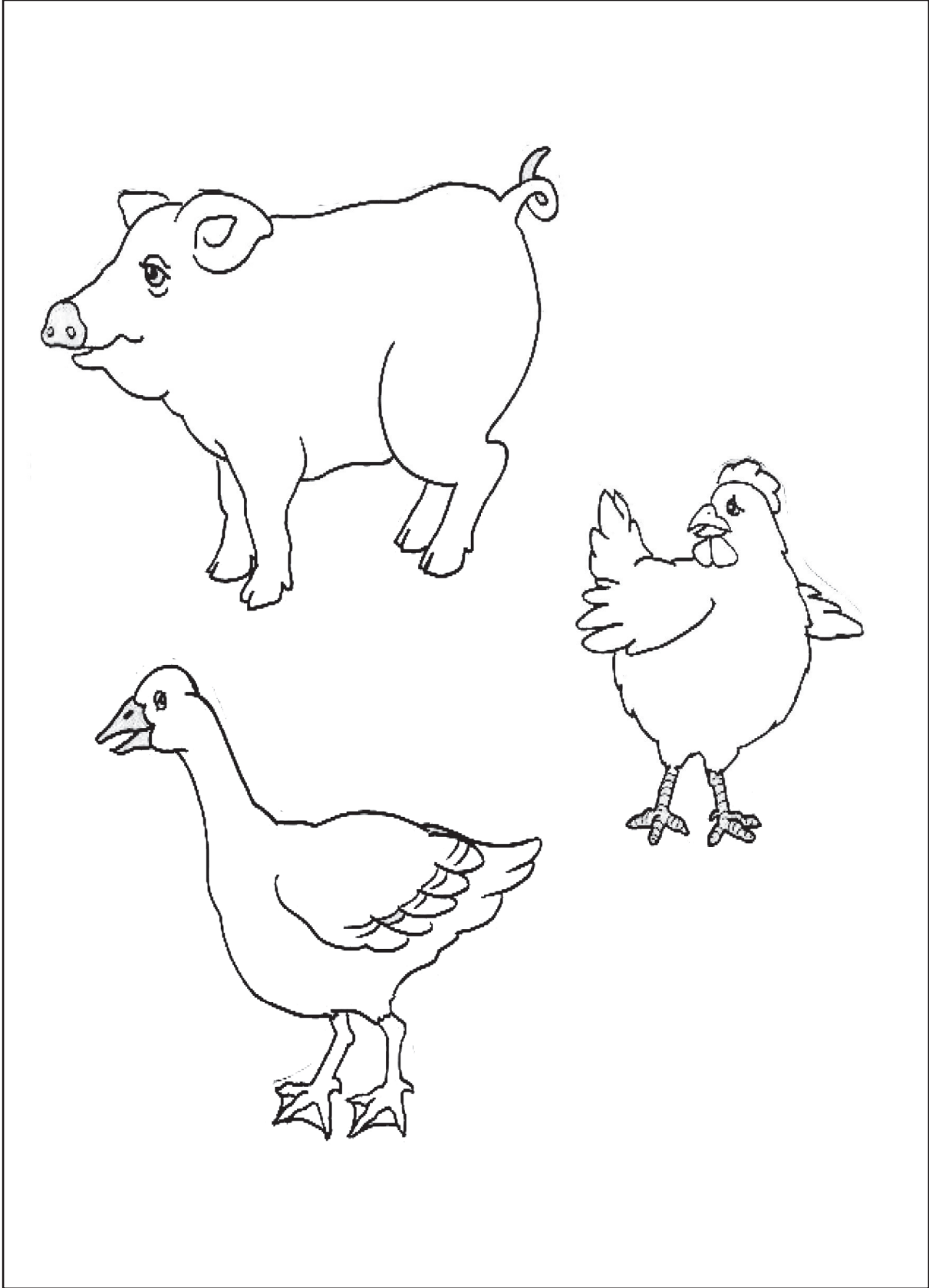
But the cow said, 'MOOOO!' so loudly that the fox was frightened and ran away. And the other animals were so surprised that none of them said anything at all for a very long time.

Hattie and The Fox – Pictures

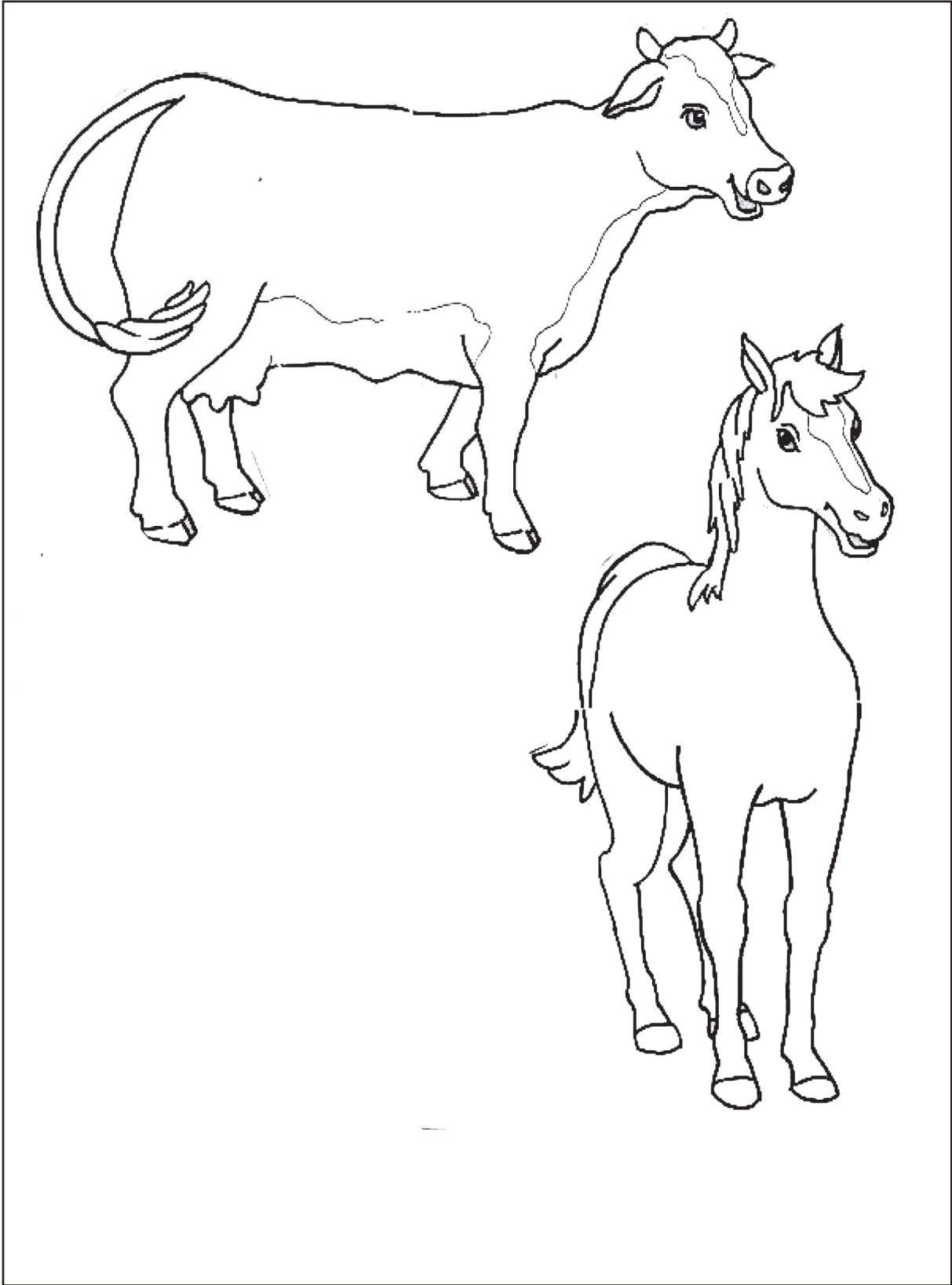
1. Make copies of the pictures.
2. Colour the pictures.
3. Glue the pictures on cardboard.
4. Put a stick behind each picture to make them to puppets that learners can move telling the story.
5. Use the stick-puppets for story telling activities such as telling the story of Hattie and The Fox as well as other stories.



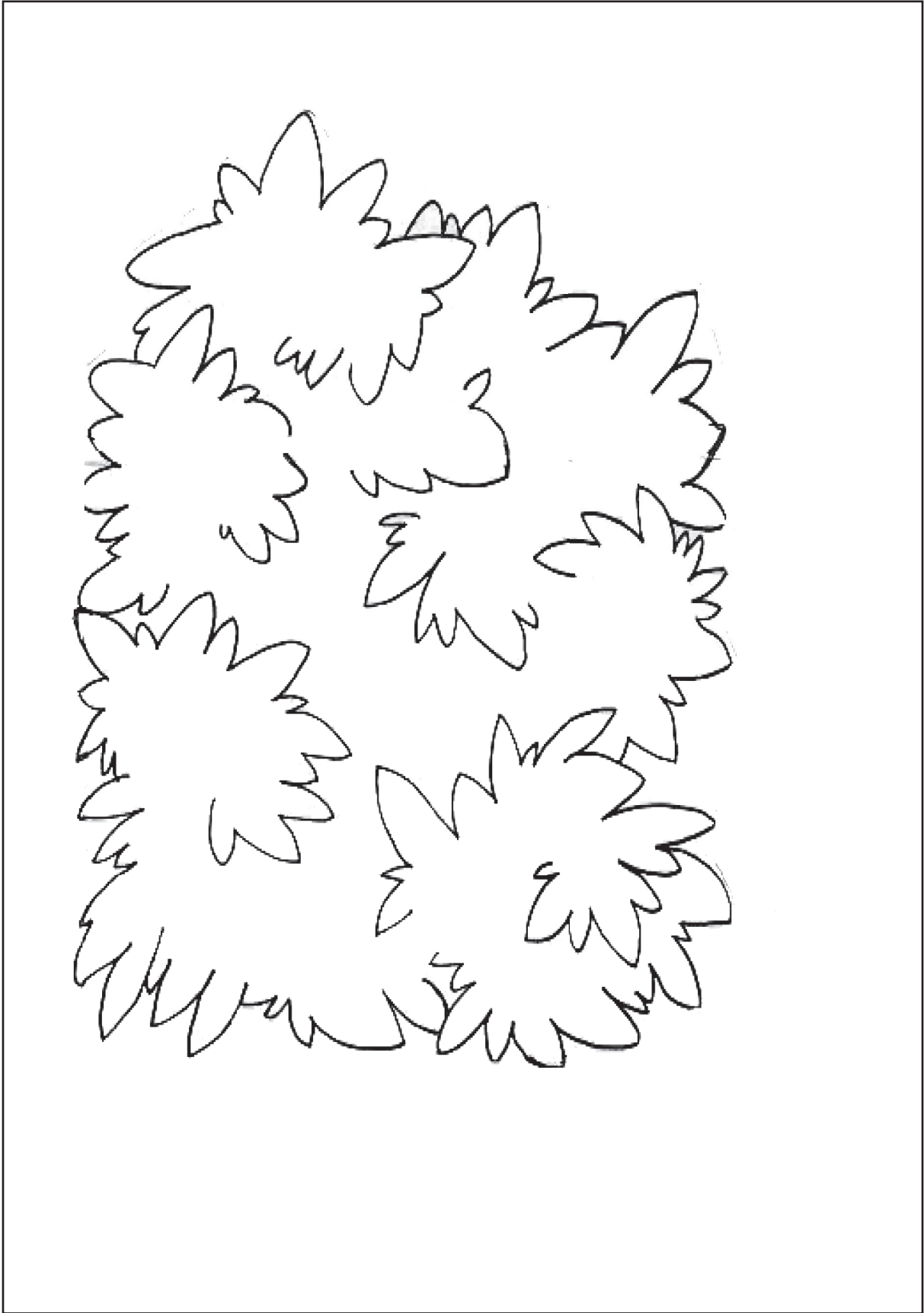
Hattie and The Fox - Pictures



Hattie and The Fox - Pictures



Hattie and The Fox - Pictures



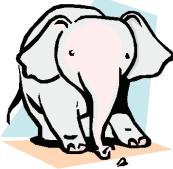






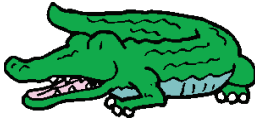
- **Clapping syllables**

Note that some languages are more phonemic than others. For example, in Oshiwambo languages all words can be divided into syllables easily. Dividing the word into syllables will help in spelling and reading. In English it is helpful to divide long words into syllables. However, many words in English are sight words that cannot be divided.

A word is made up of syllables, which are units of spoken language or a 'clap' of a word. 'Home' is a (one clap) syllable word. 'Homework' is a (two claps) syllables word, e.g. 'home' (one clap) 'work' (another clap). Every syllable must contain one vowel or vowel digraph (2 vowels together making one sound, e.g.: 'ai' 'oa').

Learners can clap one syllable words, e.g. 'bed' 'sad' 'can' and then make them into 2 syllable words clapping twice 'bed-room', 'sad-ness', 'can-not'.

Learners can progress until they can work out and clap the syllables in their name e.g. 'Job' (1) 'Fes/tus' (2) 'An/dre/as' (3) 'E/li/za/beth' (4).

How to hear and clap syllables in words		
Some words are long and some are short.		
	e-le-phant (3)	cat (1)
Some short words have only one clap/syllable. Say the word and clap your hands one time.		
	frog (1)	bus (1)
Some words have two syllables/claps. Say the word and clap your hands two times.		
	tur-tle (2)	ap-ple (2)
Some long words have more syllables/claps. Say the word slowly and clap your hands for each part.		
	ba-na-na (3)	al-li-ga-tor (4)

Clapping syllables can help learners to write long words

- Say the word slowly
- Clap the syllables
- Hear the syllables of the words

- **Recognising sounds in words**
 - **Beginning Sounds**
 - Teacher says a word and the learner has to identify (say) the sound he/she hears at the beginning, e.g. sun → s
 - The learner says words that have the same sound at the beginning, e.g. sun, sing, summer

 - **End Sounds**
 - Teacher says a word and the learner has to identify (say) the sound he/she hears at the end, e.g. mop → p
 - The learner says words that have the same sound at the end, e.g. hop, stop, chop

 - **Same Beginning Part**
 - Teacher says words and the learner has to identify (say) the blend he/she hears at the beginning. e.g. scope, score, scarf, scrum → sc
 - The learner says words that start with the same blend of sounds, e.g. sc scalp, scones, scan

 - **Same Ending**
 - Teacher says words and the learner has to identify (say) the blend he/she hears at the end, e.g. nk → bank
 - The learner says words that end in the same way, e.g. nk → sink, pink, drink

 - **Beginning and Ending Sounds**
 1. Learners sit in a circle.
 2. Teacher asks one learner to think of a word. Alternatively the teacher can select the starting word, which may be from a spelling list.

3. The first learner (or teacher) says the starting word.
4. The next learner in the circle must say a word starting with the letter the previous word ended with.
5. The next learner again thinks of a word starting with the last letter in the previous word.

For example: Learner 1: 'Sand'

Learner 2: 'Dog'

Learner 3: 'Goat'

Continue until a learner is unable to think of an appropriate word, or makes a mistake.

3. Reading

The basic reading skill needs to be practiced in steps:

- Print awareness
- The sounds of speech
- Phonic awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

Reading practice during all the above mentioned steps should be connected to meaning and comprehension. Reading without understanding is not reading. Some learners might remember some words they have been repeatedly exposed to (for example: boy, girl, ball), while other learners might know how to decode (that is to connect sounds and syllables), but they do not understand the meaning. This kind of reading is not real reading but a result of rote learning.

It is important to first teach basic reading skills in the learner's mother tongue to build a firm foundation. Reading in a second language should only be practiced when the learners have the necessary vocabulary to understand the meaning of the words. Letters sound different in different languages. Therefore, there may be various strategies for teaching reading. In order not to confuse learners teachers should avoid mixing languages.

To limit confusion, wall displays and alphabet charts in English should be in a different colour than the wall displays in the mother tongue.

It is important that new sounds are introduced to learners in a meaningful order and only a few sounds are done per week. Learners cannot remember sounds unless the sounds are combined as soon as possible into meaningful words. This means that teachers should:

- o introduce one sound at a time and make sure learners master the sound
(the first sounds to be taught in English are: a e i o u)
- o start with two- and three-letter words e.g. at, hat
- o practice to read and write words with all the sounds learned so far
- o introduce one or two new sounds at a time

3.1 Teaching Reading

Learning Support Activities for Reading

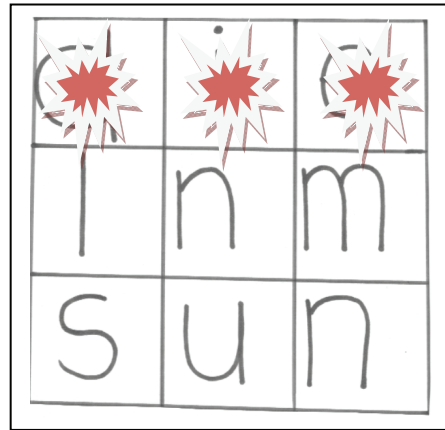
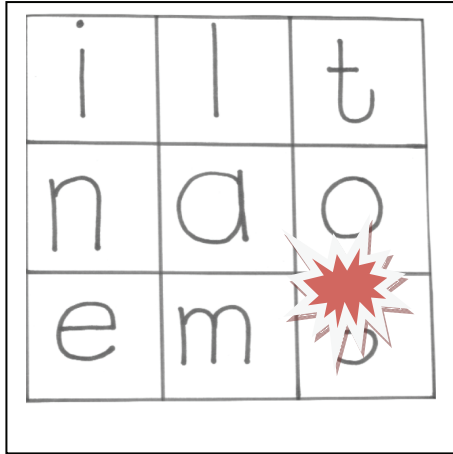
Teaching single sounds

When teaching a new sound, always shows the learner pictures that begin with the sound. Let the learner say the sound. Then write the sound and display the sound, words and pictures on the classroom wall for the learner to remember.



Sounds Bingo (blank templates for making bingo games)

To help a learner to remember single sounds play the bingo game. Give each learner a different bingo board with the sounds written on it. Also give each learner some markers, e.g. buttons, bottle caps, pebbles, etc. Say a sound, e.g.: **a**. The learner places a marker on the letter **a** on the bingo board. The teacher says several sounds. When a learner has three markers in a row horizontally or vertically he says bingo and is the winner.



Sounds Memory

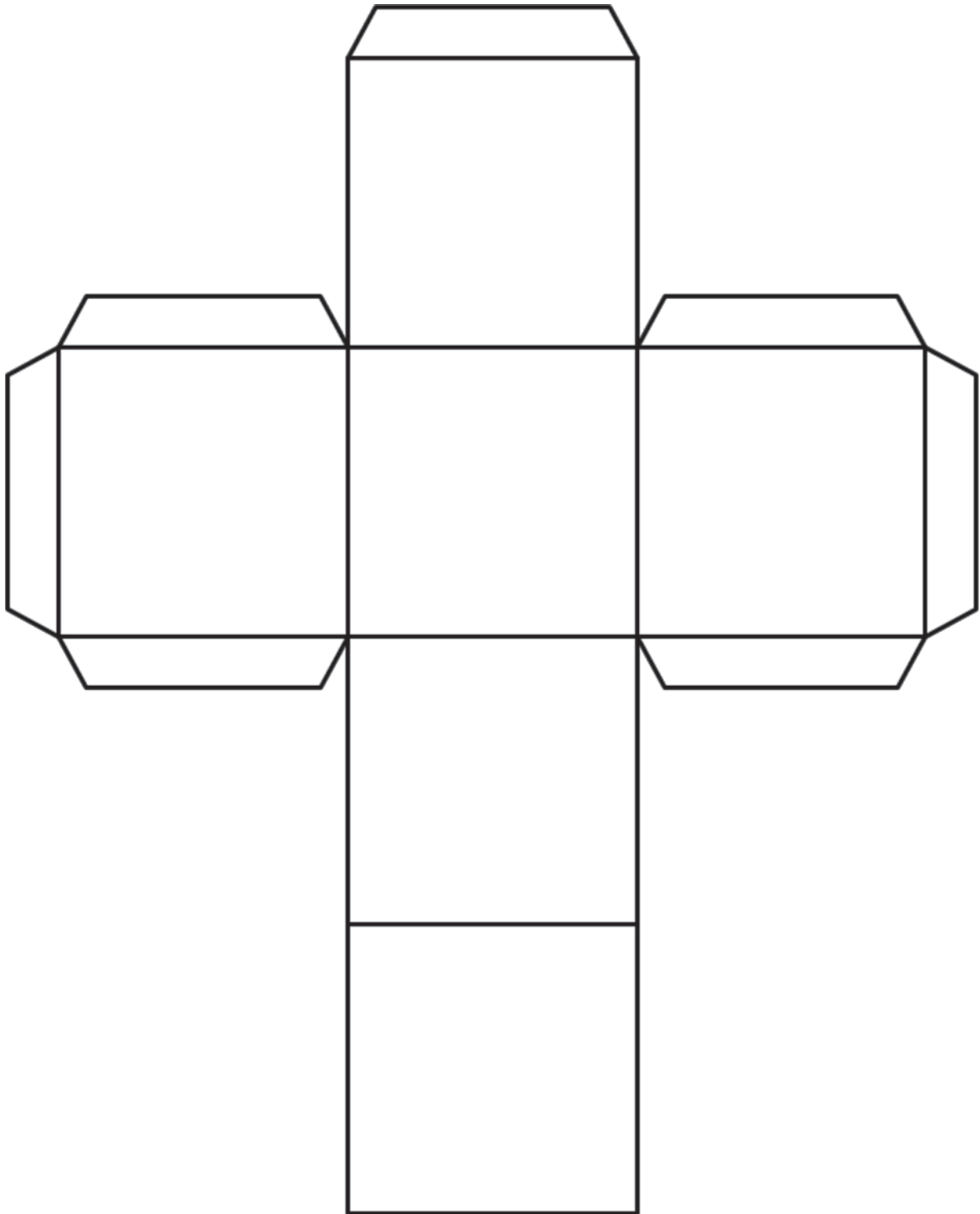
Two to four learners can play a memory game with cards. One card has a picture on it and the other one a letter, e.g. s ★ + s star.

Scramble the cards and place them upside down on the desk. One learner picks up two cards and shows them to everybody. He/she says the words and/or sounds on the cards (teacher can help). If the cards have the same sound the learner keeps the cards. If they don't match the learner puts them back where he/she picked them up. The aim of the game is to find all pairs. The learner with the most pairs wins.

The sound dice

Learners match sounds on dice to pictures with the same sounds.

1. Place picture cards face up in rows.
2. Every learner gets a turn to roll the dice.
3. The learner who rolls the dice names the letter on top, and says its sound (e.g., "u, /u/").
4. The learner selects a picture card that has the same sound in the word, and says the word (e.g., "duck, /u/"). If correct, the learner keeps the card. If not correct, the learner returns the card to its original position.
5. Continue until all cards are used.
6. Peer evaluation will take place during the game.



Template of a blank dice



Consonant game

The teacher writes several consonants on the chalkboard, e.g. f, t, s, b. The teacher says a word and a learner points to the letter with which the word starts.

Group rhyming

The teacher begins by showing a word, e.g. 'cake' and the learners have to think of a word that rhymes with it, e.g. 'take'. The teacher writes the word on the chalkboard and the learner compares the words.

Matching cards

Teacher makes separate cards with a word on each card that rhymes with a word on another card, e.g. 'bell' and 'sell.' The learners have to find the pairs. Teachers can do the same with pictures, e.g. a picture card with a cat and a picture card with a rat.

Rhyming snap

Use a pack of cards that contain multiple words that rhyme. The learners take turns to place a card face up, continuing until there is a match. The learner who notices the match and shouts 'snap', wins the two cards. The game continues until there are no cards left.

Initial letters

In a list of 6 words, five begin with the same initial letter. The teacher reads them out and the learners have to find the strange word e.g. king, kettle, lorry, kite, kitten, kid.

'I Spy' game

The teacher says, "I Spy with my little eye something beginning with, e.g. 'd'" which is in the classroom. The learners guess and the one that guessed the correct word takes over the lead. This can also be done with digraphs e.g. 'st'. Learners can also play the game outside.

3.2 Words: Reading Strategies

- a. phonic approach
- b. blends
- c. sight words
- d. word families

a. Phonics approach

The phonic approach refers to teaching reading and spelling in a way that stresses the connection between letters and the sounds they represent. It teaches the taking apart of words and then putting the sounds together again. E.g. **cup = c-u-p = cup**

b. Blends

- For initial and final consonant blends and digraphs below you can follow the procedure outlined:

Final blends	Initial blends
la- nd	cha - t
la- sh	fla - t
la - mp	bra - t
la - st	tha - t
la - ck	sla - t
la - tch	spra - t

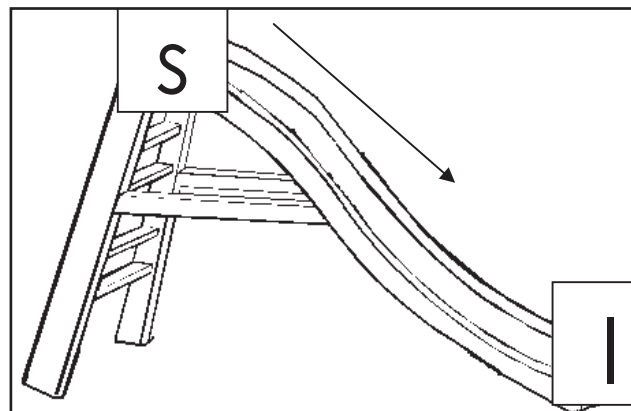
- Make sure that the blends are always pronounced as one unit. It may need several practice sessions with shortlists of 'cue' words written on cards and, sometimes, 'clue' pictures.

- Initial cue practice in context: Initial consonant blends and digraphs can be learnt while reading continuous text. The teacher scan ahead, identifies an appropriate word towards the end of a sentence and covers up all but the initial blend and vowel of the word. The learner then sounds the blend and guesses the word from context.
- A few learners will need more extensive practice. First, a picture cue is given, then a word cue, and finally the pupil is required to give an automatic response to the blend of digraph.

For example:

Picture side	Reverse side
Draw tree	
trap	tr
trip	
truck	

Slide: Teach learners the basic way of blending sounds into syllables by using a slide. Draw a big slide on the writing board. Then write the sounds to be blended onto the slide, e.g.



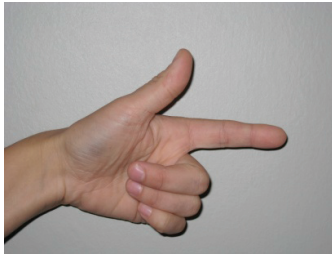
First practice saying the individual sounds pointing at the letter: s, s, s, s and I, I, I, I. Then model and let the learners repeat the blending of the sounds while moving your finger from the s down the slide to the I: s → into sl. Repeat the activity asking a learner to come to the writing board to do it.

Slides

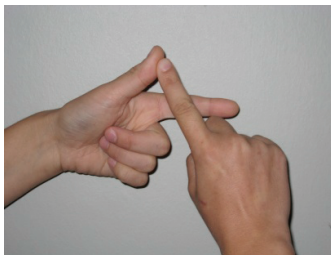
Give learners in small groups their own slides and lettercards. Learners practice blends by sliding down sounds. Make sure learners first know the individual sounds.

Finger slide

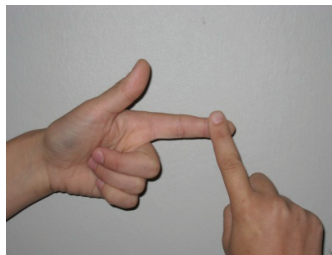
Learners can make a slide using their fingers too, so that they can practice sliding with their fingers while the teacher is demonstrating on the writing chalk board. For example, sliding down $s \rightarrow m$ into sm



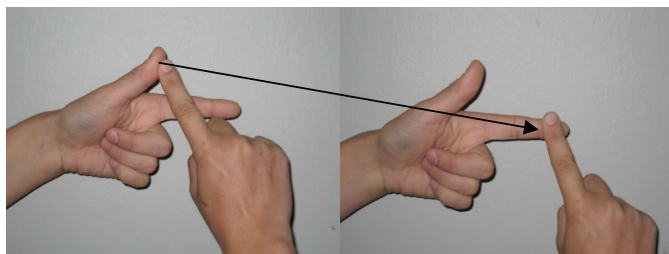
1. Put the left hand in the following position **s**



2. Point at the thumb saying the sound



3. Point at the pointer finger saying the sound **m**

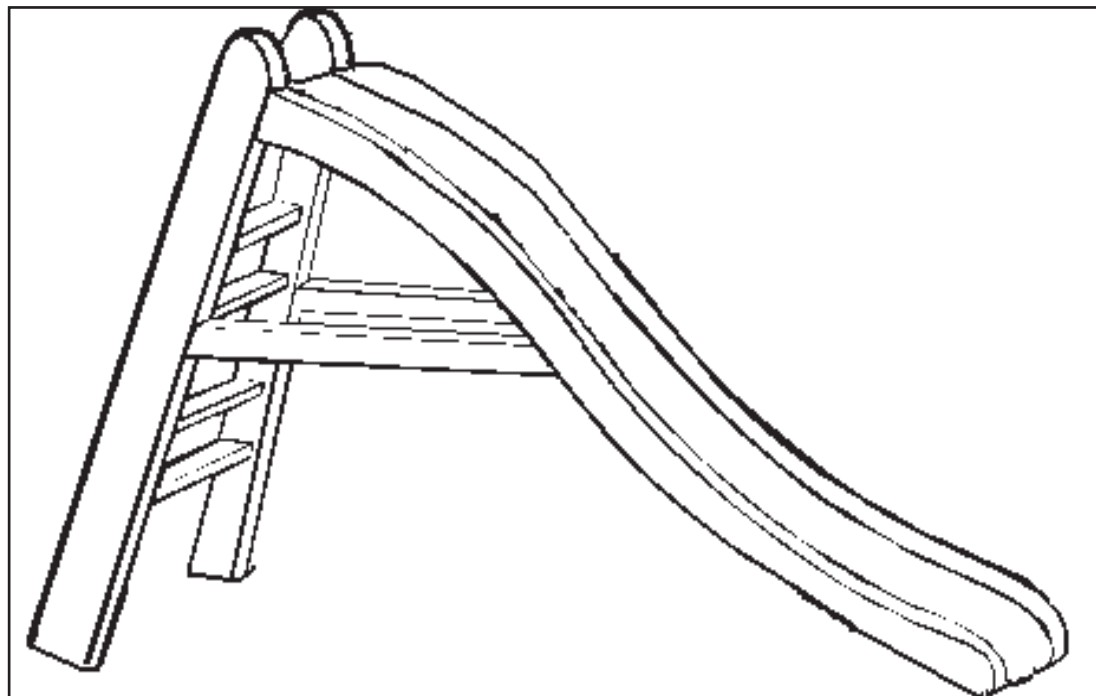
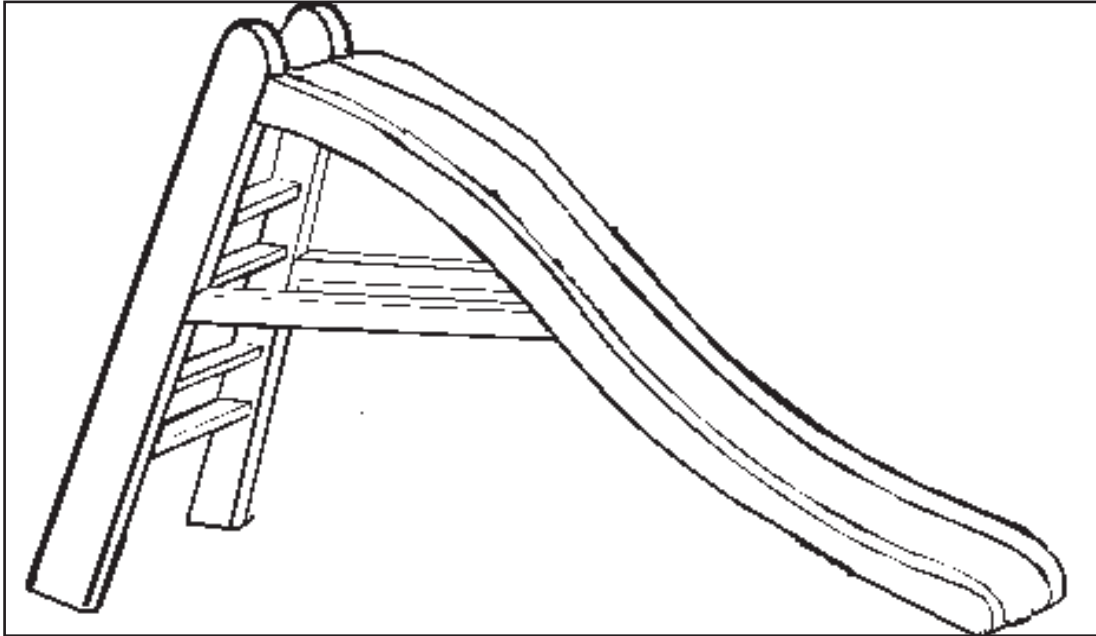


4. Slide your right finger from $s \rightarrow m$ saying **sm**

5. Repeat sliding the right finger many times saying **sm, sm, sm, sm**.
Practice these activities repeatedly starting with a few new blends.

Slide for Teaching Blending of Sounds – Reading

Copy and cut a set of these slides for the learners. Then let learners practice sliding syllables together.

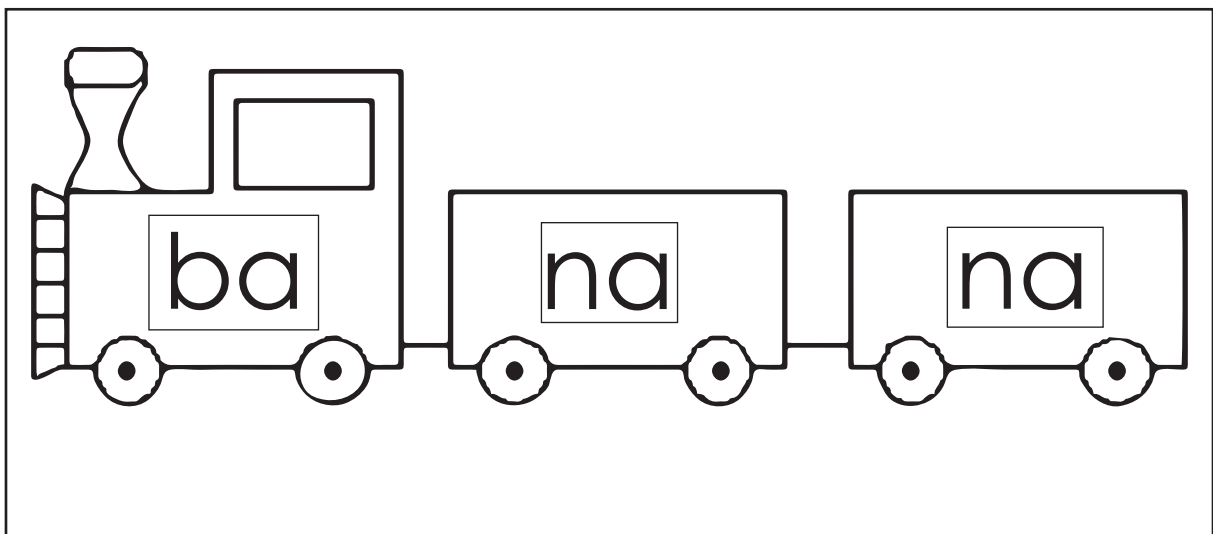


Syllable train

Long words are easier to read when they are divided into syllables. For example ba-na-na. In early reading teachers can divide words into syllables, e.g.: ma-ma, mi-ni-bus, O-ma-ru-ru.

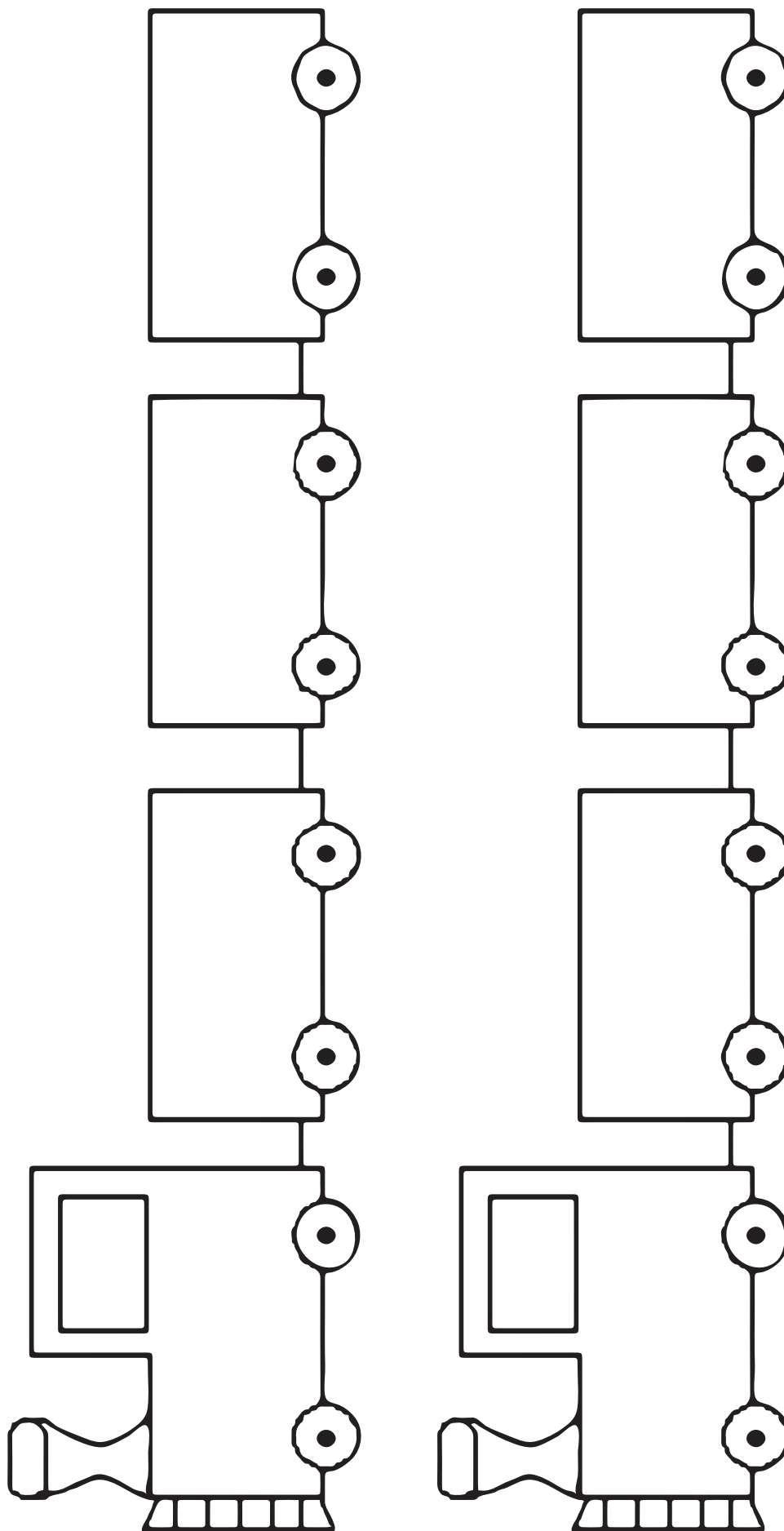
A train can be used to illustrate that one word is made of many syllables. The teacher can draw the train on the writing board and then demonstrate how to read it. The train will also help learners with the reading direction since learners must start reading from the engine of the train and then read all the syllables until the end of the train. This activity can be done on different levels of difficulty, e.g.

- give a learner a train with syllables on it to read
- give a learner a word cut up in syllables to position on the train, and then read the word
- give a learner a word to cut up in syllables and then to position on the train, and then read the word



Train for Reading and Spelling of Words According to Syllables – Reading and Spelling

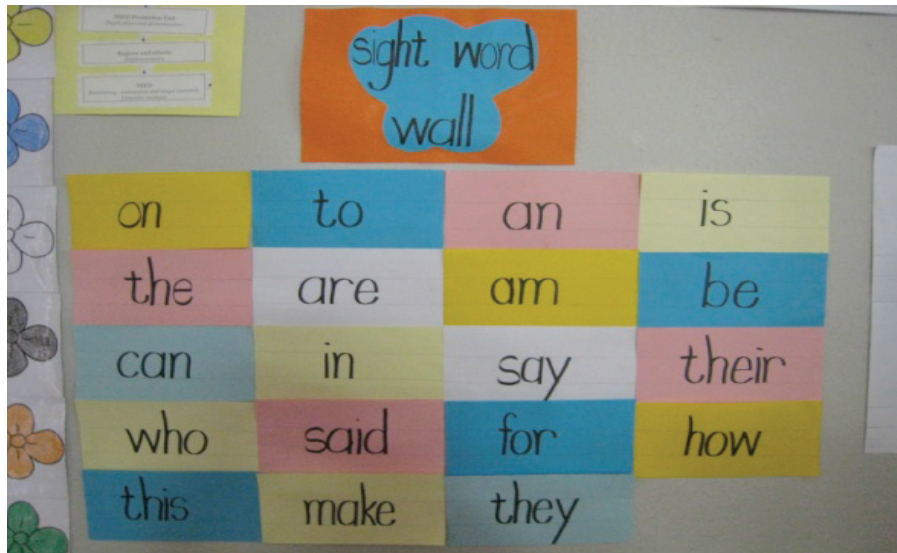
Copy and cut out this train and the separate wagons. Then practice spelling of words with the learners.



c. Sight words

Sight words are words that you can read just by looking at them. You do not have to sound them.

Display plenty of flashcards with sight words in the classroom. Do not display sight words learners that were not taught.



Play games with flashcards with sight words. Show learners a card, e.g. door. Then learners point at the door and say the word.

Play 'Touch the board': Write 5-8 sight words on the writing board. Together with the learners read the words several times. Then ask two learners to come to the front to play the game. The teacher says a word and the two learners touch the correct word as quickly as possible. Other learners can participate saying the words too.

Play 'Touch the book': Play as described in 'Touch the board' but in pairs with the words written in the learners' exercise books. The learners must compete with their partners to touch the correct word first.

Prepare cards with pictures of sight words. Write the word underneath each picture. Provide the learner with cardboard and different materials to form letters (sponge, sand paper, rope, etc.). Place the handmade letters in a bag. The learner has to feel (tactile) for the letters of the word and place it over the written letters on the card. Learners should then write the whole word.

Sight words – Reading

The 101 most common sight words in English

a am and he I in is
it of that the to was

these 13 words are ¼ of reading

all as at be but are for
had have him his not on one
said so they we with you

these 33 words are 1/3 of reading

about an back been before big by
call can come could did do down
first from get go has her here
if into just like little look made
make more me much must my no
new now of old only or our
other out over right see she some
their them then there this two up
want well went were what when where
which who will your

Sight Word Bingo - 20 common sight words

I	am	to
it	and	that
is	on	the

he	in	it
am	and	of
is	I	was

and	to	he
of	the	I
is	am	a

a	am	he
of	to	the
it	was	is

that	I	is
the	to	was
of	a	he

in	is	I
was	a	am
of	to	that

Sight Words Reading

all	as	one	you
had	at	so	his
said	be	we	are
they	have	with	for

him	his	are	for
all	but	on	at
had	be	not	you
have	said	as	one

as	with	not	his
one	you	at	so
have	said	for	they
had	be	we	all

with	for	they	one
not	at	his	as
on	said	so	had
we	you	all	have

Sight Words Cards

The sight word cards may be used in a

variety of ways:

1. Make two copies of each word and let the children "match" words that are the same.
2. Play concentration
3. Use as flash cards
4. Use the cards to form simple sentences or phrases

look

yes

he

it

me

no

see

is

can

she

like

run

big

and

make

the

all

not

at

cat

dog

boy

girl

down

that

up

jump

come

this

stop

will

want

you

we

who

has

for

be

good

do

have

ride

little

said

did

get

go

are

away

but

him

her

may

mom

dad

my

was

there

some

does

were

of

off

on

saw

play

when

been

then

way

your

cardboard



sandpaper



rope



sand and glue



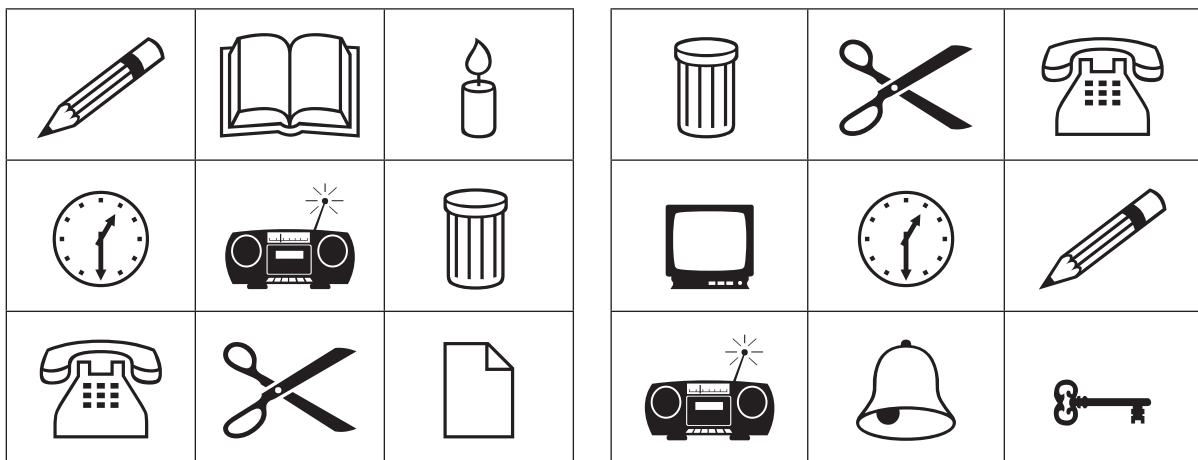
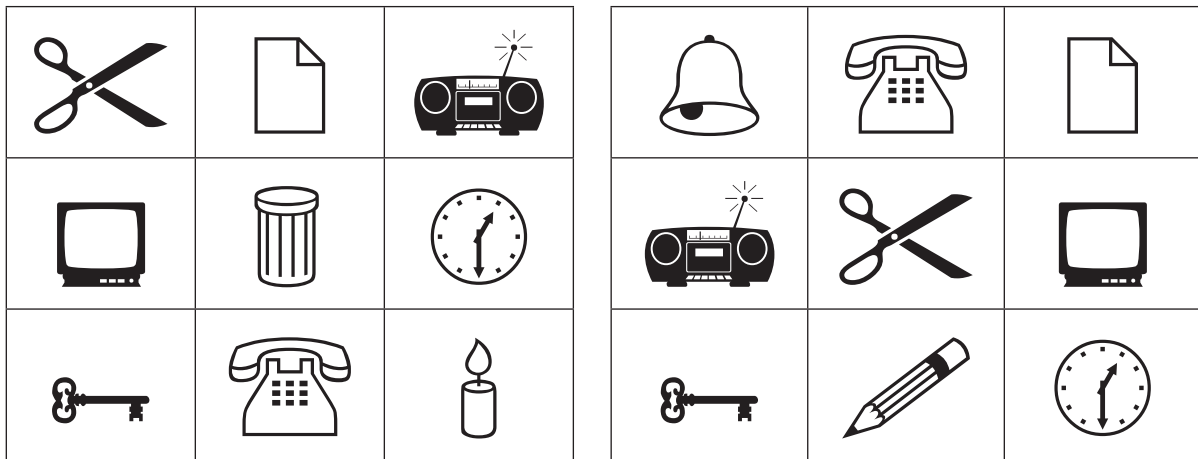
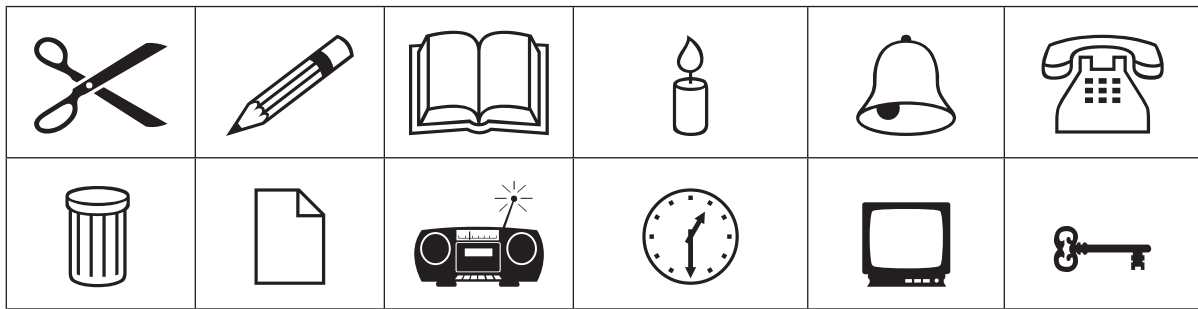
Examples of letters made by learners

Using words from learners' sight vocabulary, prepare illustrated sentence cards with certain words missing, except for the beginning letter. Learners have to find the missing word from 3 or more cards. The correct word is placed over the beginning letter on the sentence card. The same can be done with the ending letter.

Bingo: Design bingo with sight words

Picture Bingo – Visual Discrimination

Cut out the cards above. Give each learner a bingo board (3x3) and start playing Show a card with a picture one by one and say the name of the picture. Learners must look for the same picture on their bingo board and place a bottle lid on it if they do find the picture.



RESOURCE SHEET - 2X3 SOUNDS BINGO - TEACHING

RESOURCE SHEET - 3X3 PICTURE BINGO - VISUAL DISCRIMINATION

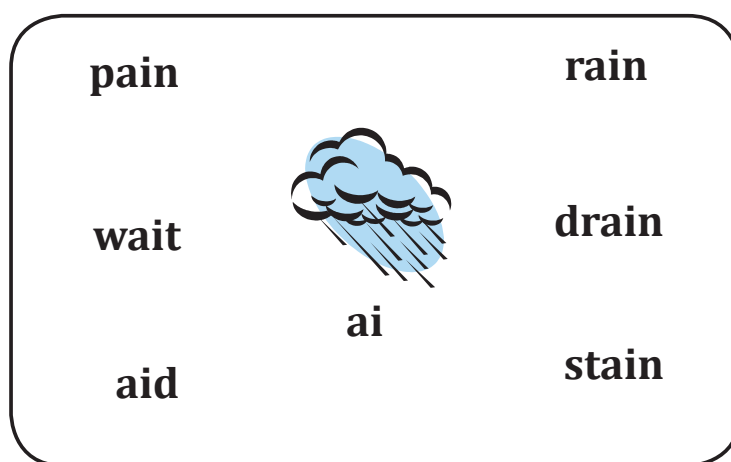
d. Word families

Word families are groups of words that share a common feature or pattern, for example:

- **pain, aid, wait** are all part of the **ai** family
- **cat, hat, mat, rat, fat** are all part of the **at** family
- **stick, stop** or **stuff** are part of the **st** family

Teach learners to read words in these families, concentrating on one family at a time. This will help especially with English language in which some letters can have different sounds.

Ask learners to find examples, as above and make posters of word families.



Where possible illustrate the words, e.g. 'rain'

Magic 'e': Teacher teaches learners the rule: 'When magic 'e' comes at the end of a word it makes the vowel say its alphabet name, e.g.

can	cane
hop	hope
hat	
tub	
bit	
tap	

Learners should finish the list and say the words.

More activities for reading words

Change the word:

1. Divide the class into groups of about 6 learners.
2. Provide each group with a set of letter cards.
3. Teacher calls out a word of about two to four letters, e.g. "POST"
4. The first member of each group comes out and arranges the letters to make the word called out by the teacher, and then returns to their group.
5. The teacher then gives instruction to rearrange, add or delete letters from the base word to make a new word, e.g. "Swap the last letter and the second last letter".
6. The second learner from each group comes and makes the required change.
7. The teacher gives another instructions, e.g. "Change the second letter to an "e"
8. The next member from each group comes to carry out the instruction.
9. Continue until all members have had a turn.

Word Families – Lists of Common Word Families

--ab	--ag	--an
cab	bag	can
lab	rag	fan
blab	tag	man
grab	brag	ran
scab	flag	tan

Word Families

--at	--ay	--in
cap	day	bin
bat	may	fin
fat	say	sin
hat	play	win
mat	clay	skin

Word Families

--ow	--ill	--ell
cow	fill	bell
how	hill	fell
now	will	well
brow	chill	yell
chow	drill	shell

3.3 Sentences and text

Reading Direction:

When starting to read, ask learners to point with their finger to the beginning of the sentence. Use a ruler or a piece of cardboard to stay on line. Some learners start reading words from the end, e.g. reading 'was' instead of 'saw'. Make a reading window to help learners to see only a word or a few words at a time.



Reading instructions:

The teacher reads instructions to learners or learners read the instruction themselves and carry them out:

- (i) Action instruction: - Close the door and open the window.
- (ii) Drawing instruction: - Draw a tree. Draw a boy in the tree. Draw a ladder against the tree with another boy climbing the ladder. Draw red apples on the tree. Draw a basket full of apples under the tree. Draw a dog lying in the shade of the tree.

Missing words:

The teacher prepares sentences with a word missing e.g.

'My book is ___ my bag.' Which should be 'My book is in my bag.'

'I got the pen ___ the shop.'

'Sarah Ehrens ___ get it.'

Learners should provide the missing word.

'Garry ate an apple ___ a banana.'

'She gave the money ___ the shopkeeper.'

'He ran ___ race very fast.'

Missing words will be given on separate pieces of paper.

'and' 'to' 'the'

Repeat with two words missing, e.g.

'Barney can get ___ pen _____ the shop

Scrambled sentences:

There are different levels of difficulty.

Learners have the whole sentence and the individual words that they can match.

Learners are given the individual words, but have the beginning word with a capital letter and the last word with a full stop after it.

Learners are given scrambled words of a sentence. They have to unscramble the words, so that the sentence makes sense: **happy This boy. a is**

This is a happy boy.

Learners write their own sentences and cut them up to share with others!

This is a happy boy.

a This is happy boy.

Puzzle Sentence Structure – Linguistic Awareness

Cut out these sentence puzzles. Give one sentence to a learner at once and ask him/her to put the sentence into the right order.

The boy is eating.

My mother cooks nice food.

What is your name?

I like playing football.

Where are you going?

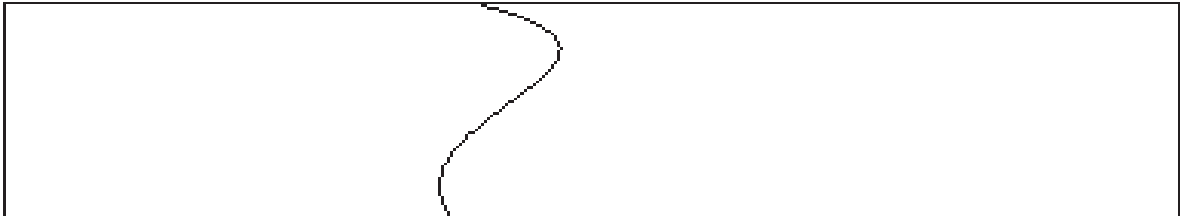
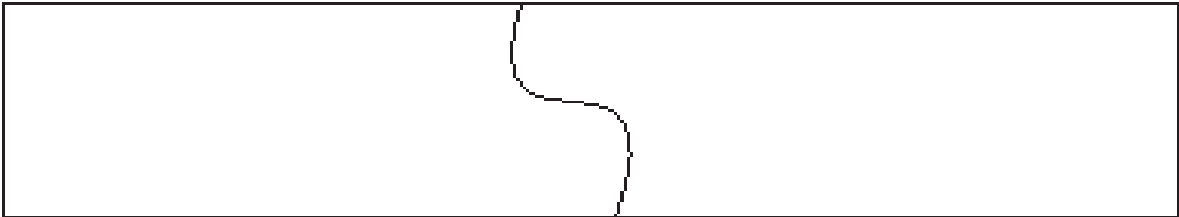
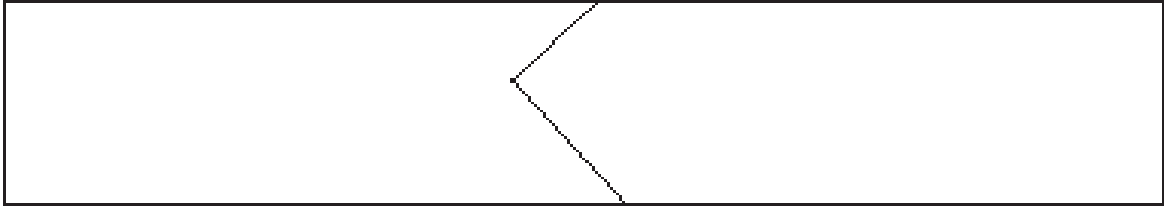
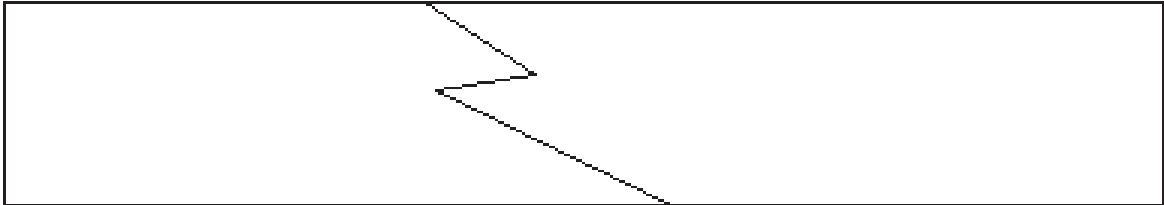
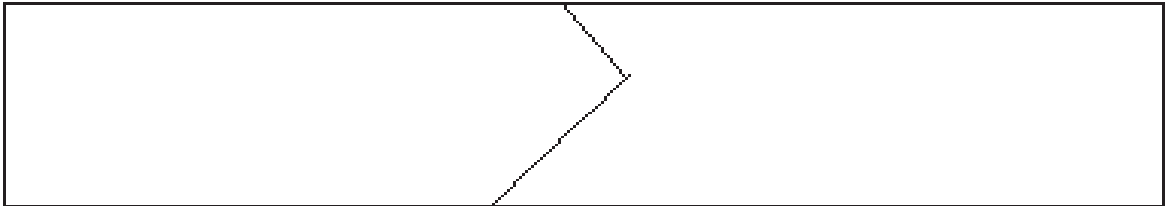
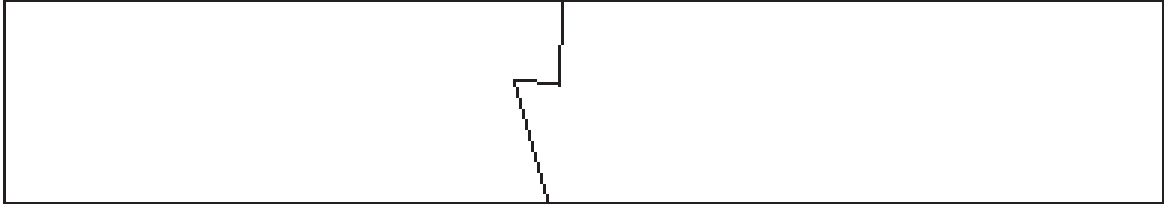
I live in the big house.

My brother has a phone.

Lions live in Etosha.

Puzzle Sentence Structure - Linguistic Awareness

Design you own sentence puzzles with sentences of your choice / in the learners mother tongue.



Reading with understanding:

Promotes reading comprehension

Before reading	During reading	After reading
<ul style="list-style-type: none">• Motivate the purpose of reading• Build on background knowledge by reviewing existing vocabulary• Put difficult/ new words on flash cards• Relate background knowledge and information to the story• Encourage learners to predict what the story will be about by looking at the picture(s)	<ul style="list-style-type: none">• Point out difficult words and ideas• Encourage silent reading• Encourage learners to monitor their own comprehension while reading• Ask learners to predict the end of the story• Ask learners to identify problems and solutions	<ul style="list-style-type: none">• Ask learners to retell or summarise the story using their own words• Draw pictures about the story• Arrange pictures of story events in the correct order of the story-line• Ask learners to compile questions for other learners• Have the learners write their own reactions to the story

Through the language experience approach, learners conceptualise written material as follows:

**What I can think about, I can talk about.
What I can say, I can write (or someone can write for me).
What I can write, I can read.
I can read what others write for me to read.**

4. Handwriting and Motor Skills

Handwriting is a skill that requires fine motor skills. Motor skills develop in a certain sequence; gross (big) motor skills need to be practiced first before the fine (small) motor skills can be mastered. Handwriting is also related to the skills of spatial orientation, hand-eye-coordination and visual discrimination.

Many learners have difficulties in handwriting. Common difficulties are:

<ol style="list-style-type: none"> 1. shaky handwriting 2. difficulty to keep text on a line 3. wrong pencil grip 	<ul style="list-style-type: none"> • These difficulties are directly related to a lack of practice in motor skills. Therefore the steps given on the next pages can be followed to overcome them.
<ol style="list-style-type: none"> 4. wrong letter shapes 5. letters written upside down 6. words written upside down 7. text written from right to left 8. big and small letters mixed up 	<ul style="list-style-type: none"> • These difficulties are related to a lack of practice in spatial orientation and visual discrimination. In addition to following the steps given for handwriting practice, please refer to section pre-literacy skills for practice in these skills.
<ol style="list-style-type: none"> 9. spacing problems 	<ul style="list-style-type: none"> • This difficulty refers to a lack of linguistic awareness of the structure of language as well as to lack of practice of visual discrimination and sequencing skills. Please refer to the earlier sections to practice this skill. In addition, teachers can teach learners strategies to remember that space must be left between words (look at examples on the next pages).

4.1 Steps for Teaching Handwriting

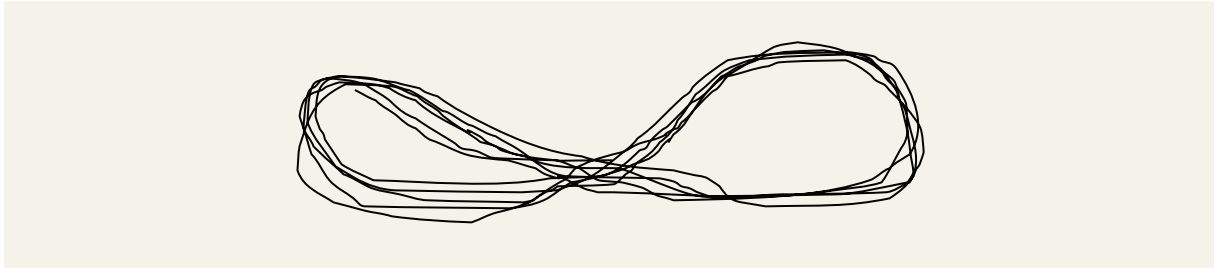
A. Gross motor

Learning Support Activities and Resources for Handwriting and Motor Skills

Gross motor - big body movement

Before being able to write small letters using a pencil, learners need to be given many opportunities to engage in activities (as below) to develop the co-ordination of hand and eye and to practice correct letter shapes:

- Write letters in the air with big arm movements from left to right.
- Progress to writing in sand, then on large sheets of paper using crayons or paint.
- Draw a horizontal (lazy) eight in the air with your arm stretched in front of your body, your eyes following your thumb.



- Draw the eight with your body.
- Run around forming different letter shapes on the ground.

B. Fine motor - big hand movement

Improve a learner's awareness of letter size through writing on chalk board with lines.

Pre Writing Skills

- tearing and folding paper
- stringing small beads to make snakes or necklaces
- completing lacing cards
- picking up small items between finger and thumb

C. Fine motor – small hand movement

Learners show their readiness to be taught how to form letters correctly through physical movements, their efforts to copy on their own, and by their requests for assistance. This is the best time to teach them.

- To practice the use of both hands tell the learners to have one hand that is writing and one hand holding the paper. Use colouring activities to practice and apply these paper holding skills.

Letters and Numbers

After the learner has learnt to draw shapes, patterns or letter forms a start can be made in the teaching of letters. If he/she still experiences problems, he/she can be given dotted letters or figures to trace. Stress the spatial relationship such as up, down, to the left, etc.

- Use clay to form letters.
- Use letters that learners can feel (e.g. make big letters that learners can feel out of glue + sand, glue+ seed, glue+ cardboard, sandpaper).
- Tape the example of the alphabet on each learner's desk.

Pencil grip

Many different sorts of grips are perfectly fine. Just ensure a child has an open space. This means the thumb and forefinger form an oval when a learner holds the pencil. Learners should be allowed to write with any hand, left or right, according to their dominant hand. For learners with difficulty in holding a pencil, stick a piece of Bostic around the pencil where the learner holds the pencil.

Verbalisation

- Tell a story about the letter to help learners to remember the letter shape, e.g. letter s as a snake.
- Model the hand movement for shaping the letter and describe the movements, e.g. “Start at the top, down to the line, up, over, down, stop”.

Basic Movements

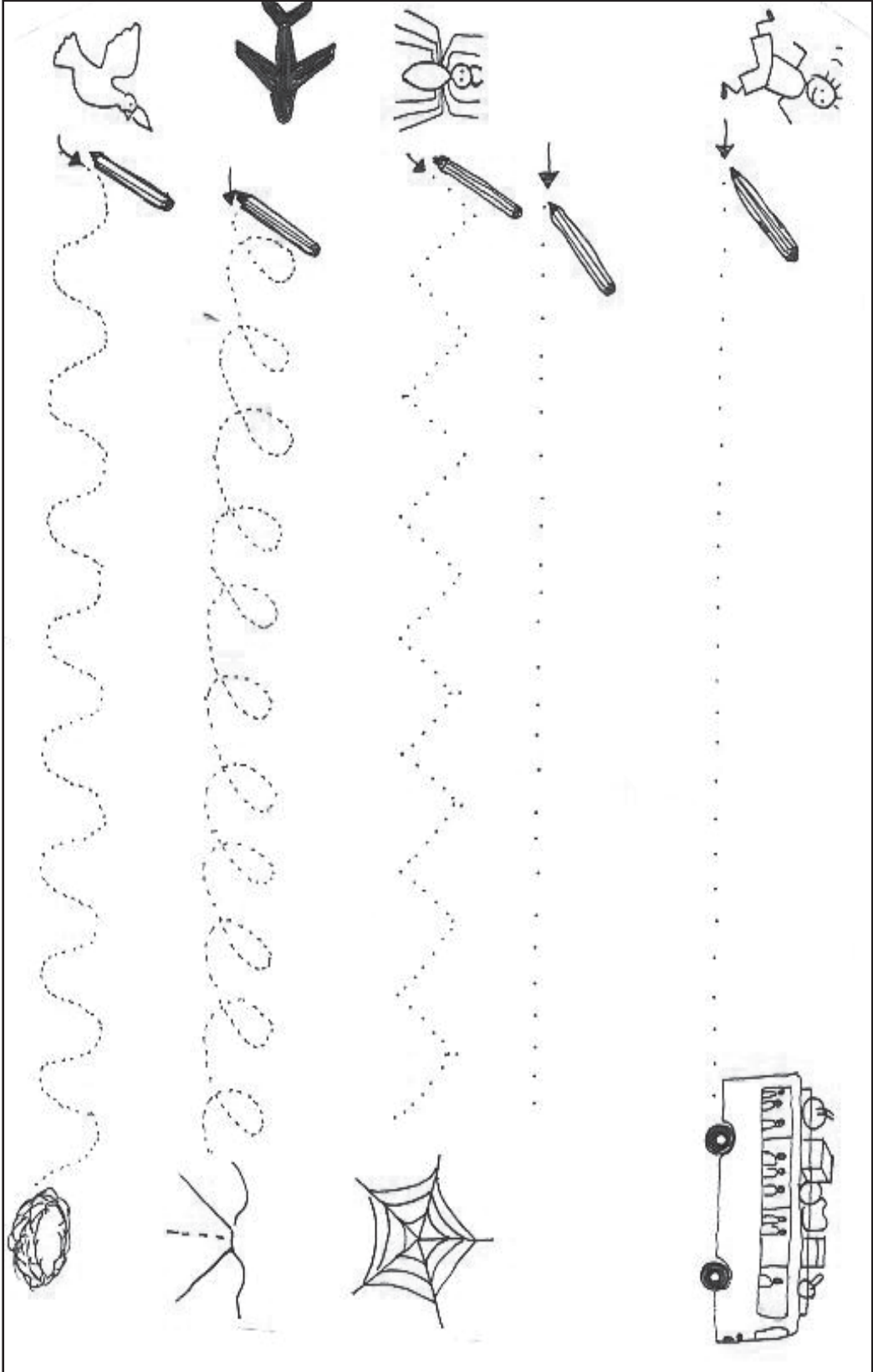
There is a variety of ways in which letters may be grouped for instruction; one method is to group letters based on similar movements. Teach letters with straight lines first because young children can make them more easily than those with curves.

Letter size

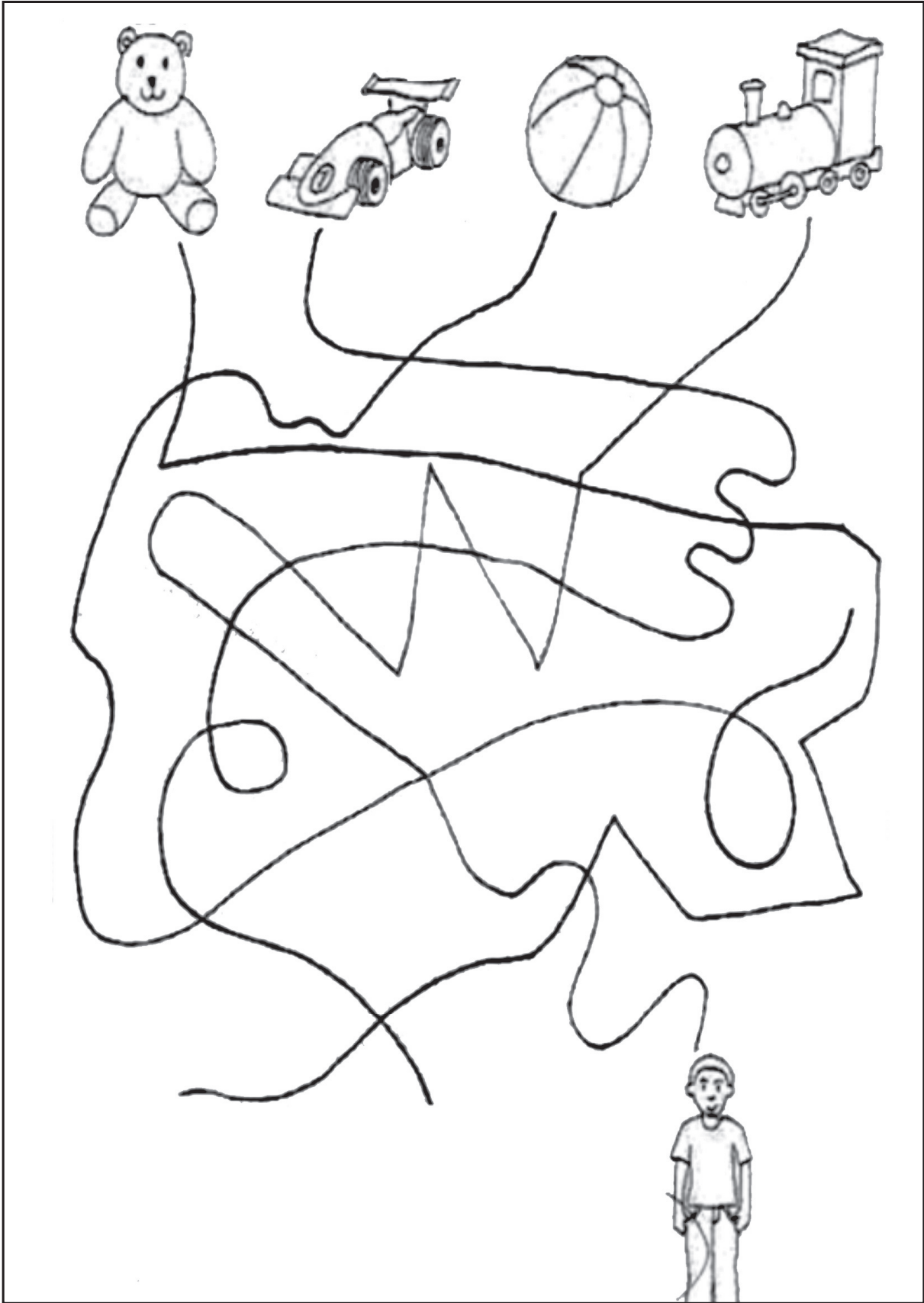
Similarly-shaped letters should be the same height, e.g. small letters (**a, c, e, i, m, n, o, r, s, u, v, w, x, z**) should be half the size of ascenders (**b, d, h, k, l, t**) and descenders (**g, j, p, q, y**). Capital letters should be about the same height as ascenders.

Grapho Motor Exercises:

Trace from left to right along the line



Find the toy belonging to the boy by following the line with your finger / pencil

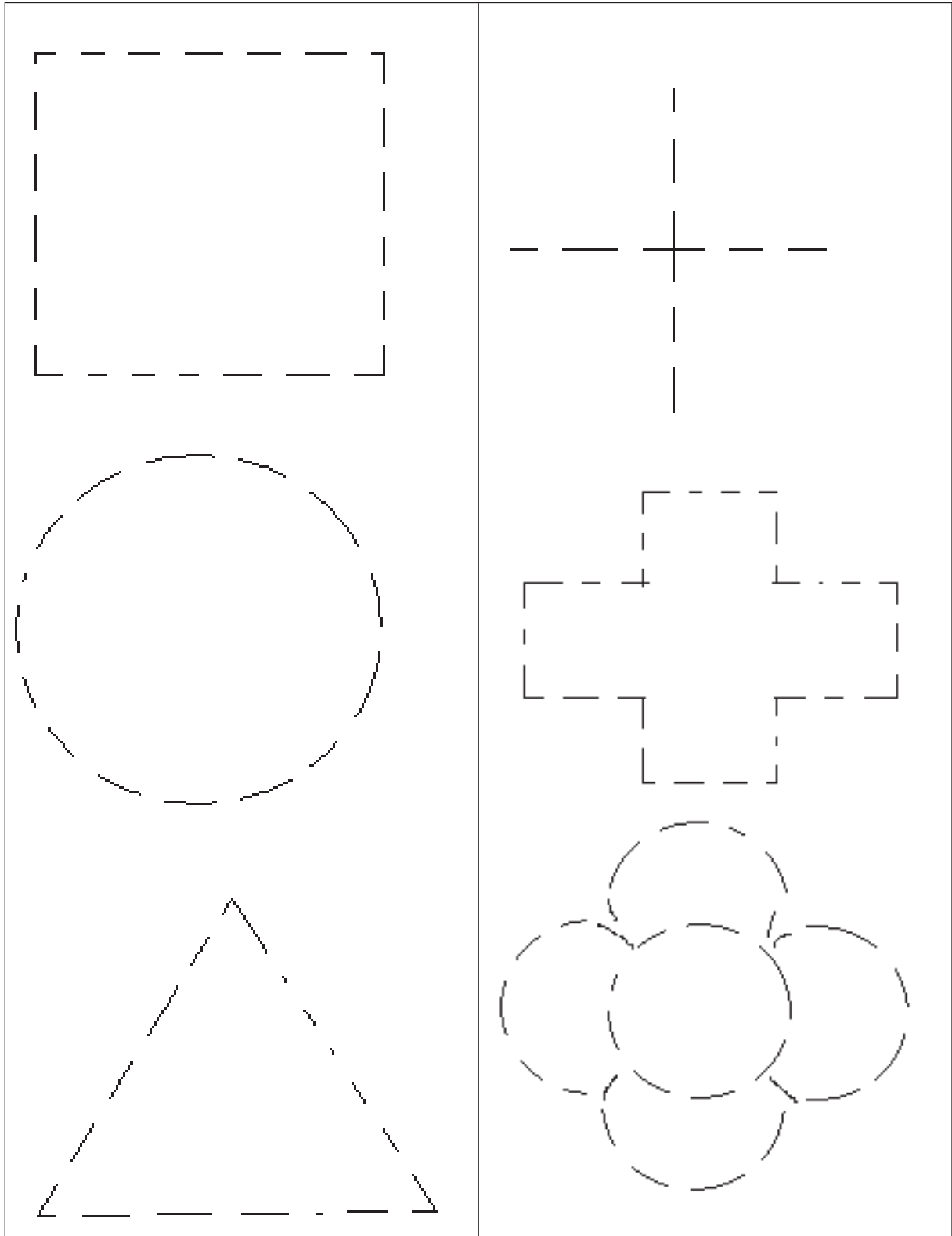


Trace along the line

Activities to help reading and writing skills	
<p>Draw dots in the shape of letters for the child to trace along</p>	<p>Draw dots in the form of numbers for the child to trace along</p>
<p>Draw dots in the form of your child's name to trace along</p>	<p>Write names or words for the child to copy</p> <p>Chip</p>
<p>Make shapes of letters for the child to play with, colour in, trace around, cut out, make pictures with</p>	<p>Child to find certain letters within a word</p> <p>a ant</p> <p>b rabbit</p> <p>p cup</p> <p>o house</p>
<p>Label items around the home</p>	<p>Match words to pictures</p>

Tracing worksheet

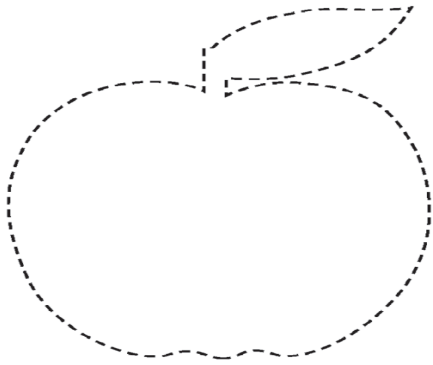
1. Trace along the lines.
2. Colour in the picture.



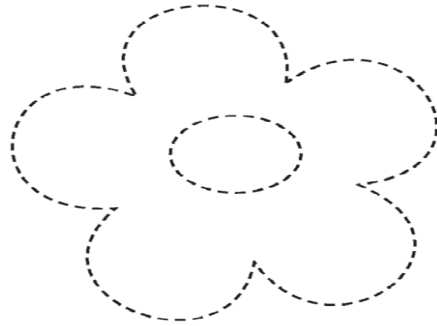
Tracing worksheet

1. Trace along the lines.

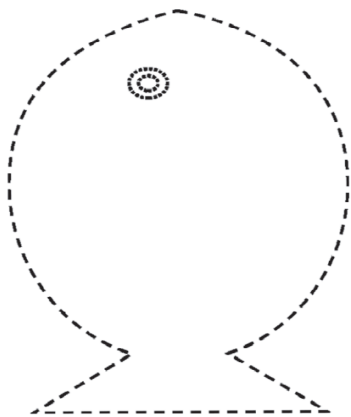
2. Colour in the picture.



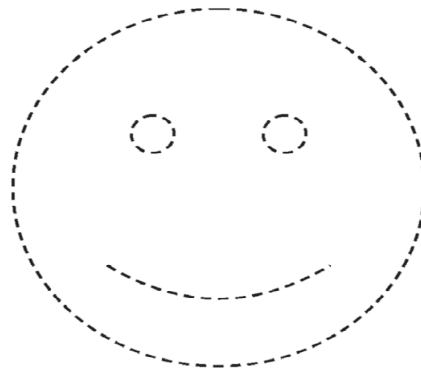
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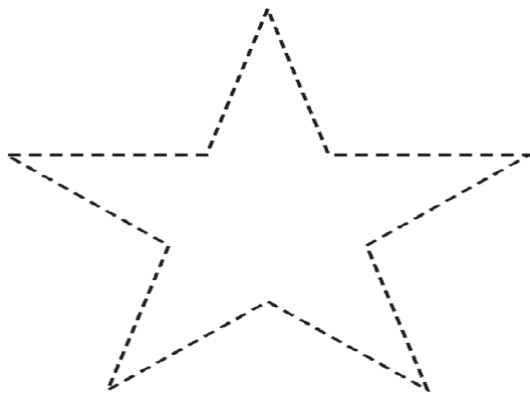
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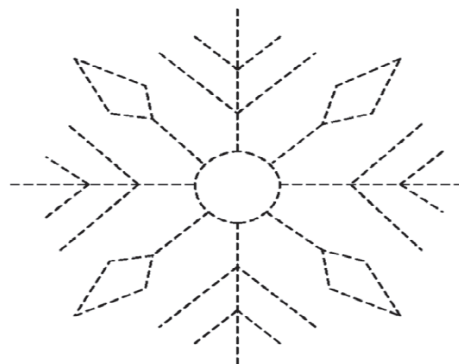
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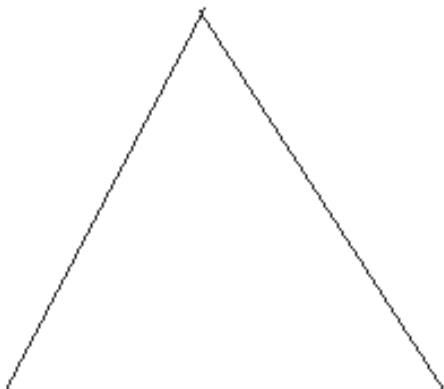
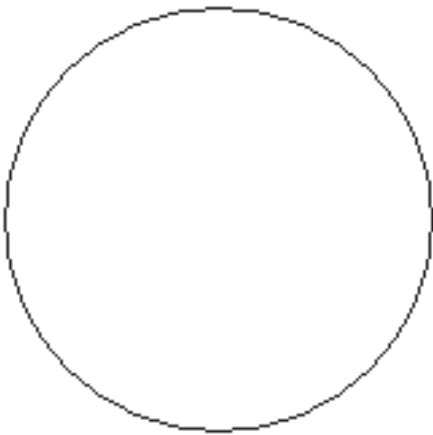
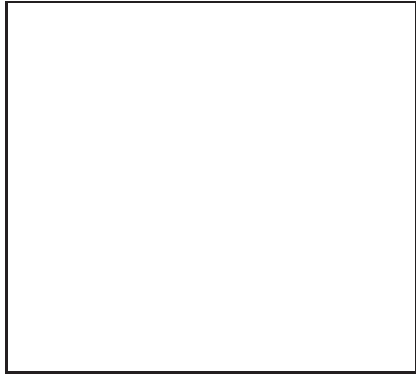
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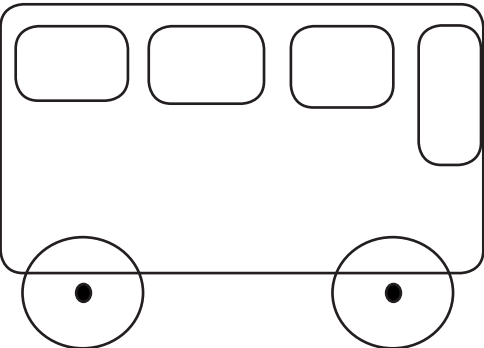
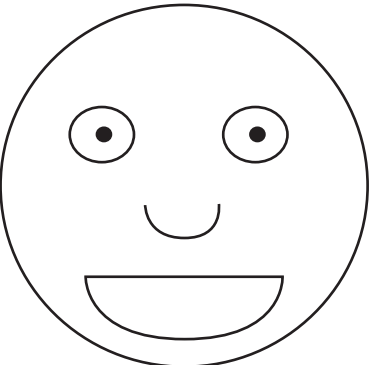
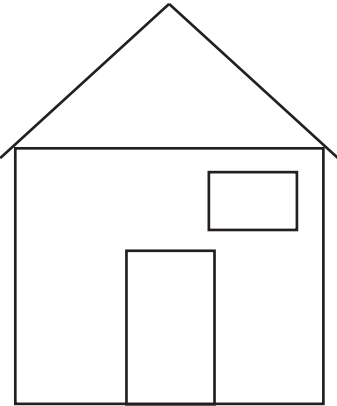
Copying worksheet 1

1. Copy the shape.
2. Colour in the shapes.



Copying worksheet 2

- 1. Copy the picture.
- 2. Colour in the pictures.

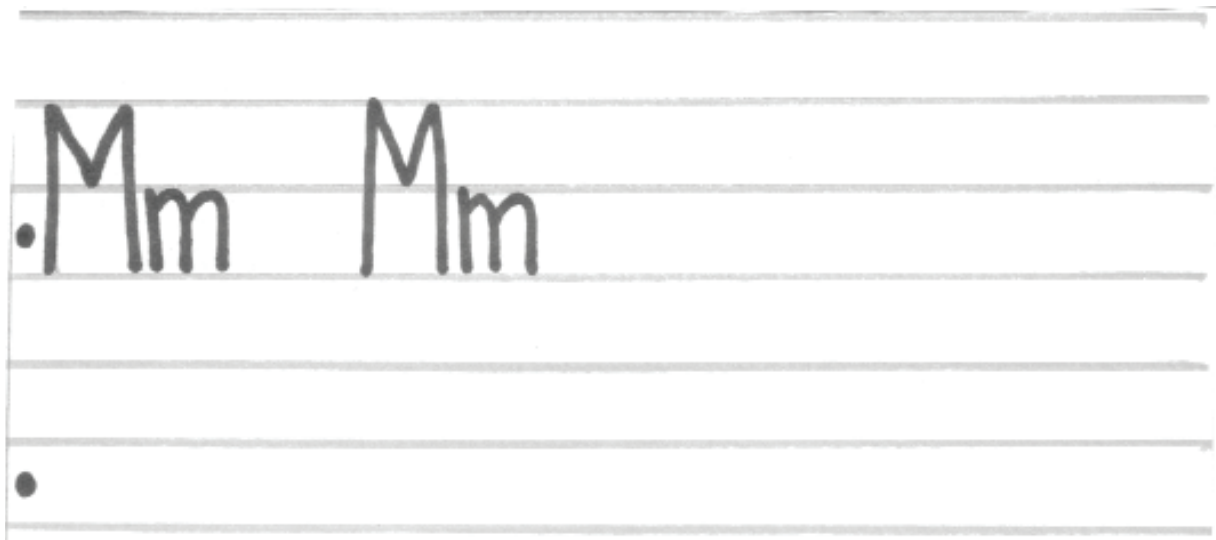


Lines and Paper

- Start using plain paper without lines.
- Then use big lines:
 1. Fold the paper twice.
 2. Draw the lines to make them easier to see.
 3. Draw a dot to indicate the starting line.
 4. Write with only folded lines.



- Always use lines on the chalkboard.
- When learners progress with big lines, help drawing lines in their exercise books.
- Teach learners to find the right starting point: start capital letters in the second line (count 1,2) and start small letters (exception: b, f, h, k, l, t) in the third line (count 1,2,3).

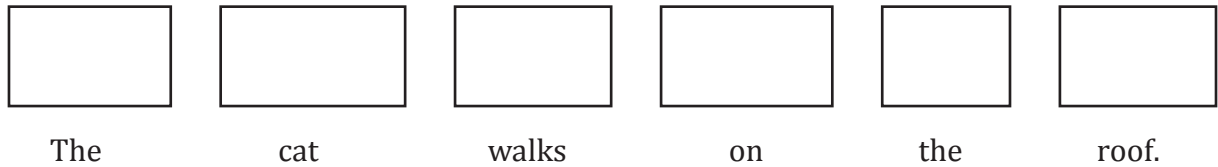


Letter and Number Shapes - Handwriting



Leaving a space between words

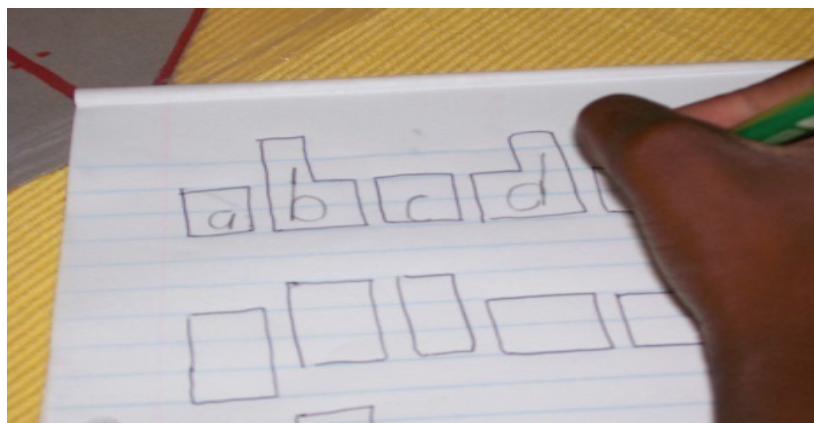
- After writing a word, have a learner place the index finger of the non-dominant hand on the writing line to make a space. Start the next word to the right of the finger.
- See classroom poster to remind learners of leaving a space.
- Draw rectangles and give the learner a sentence to write in the rectangles word for word, e.g.:



Note: Sometimes learners do not leave a space because they cannot read and they don't know where one word stops and another begins.

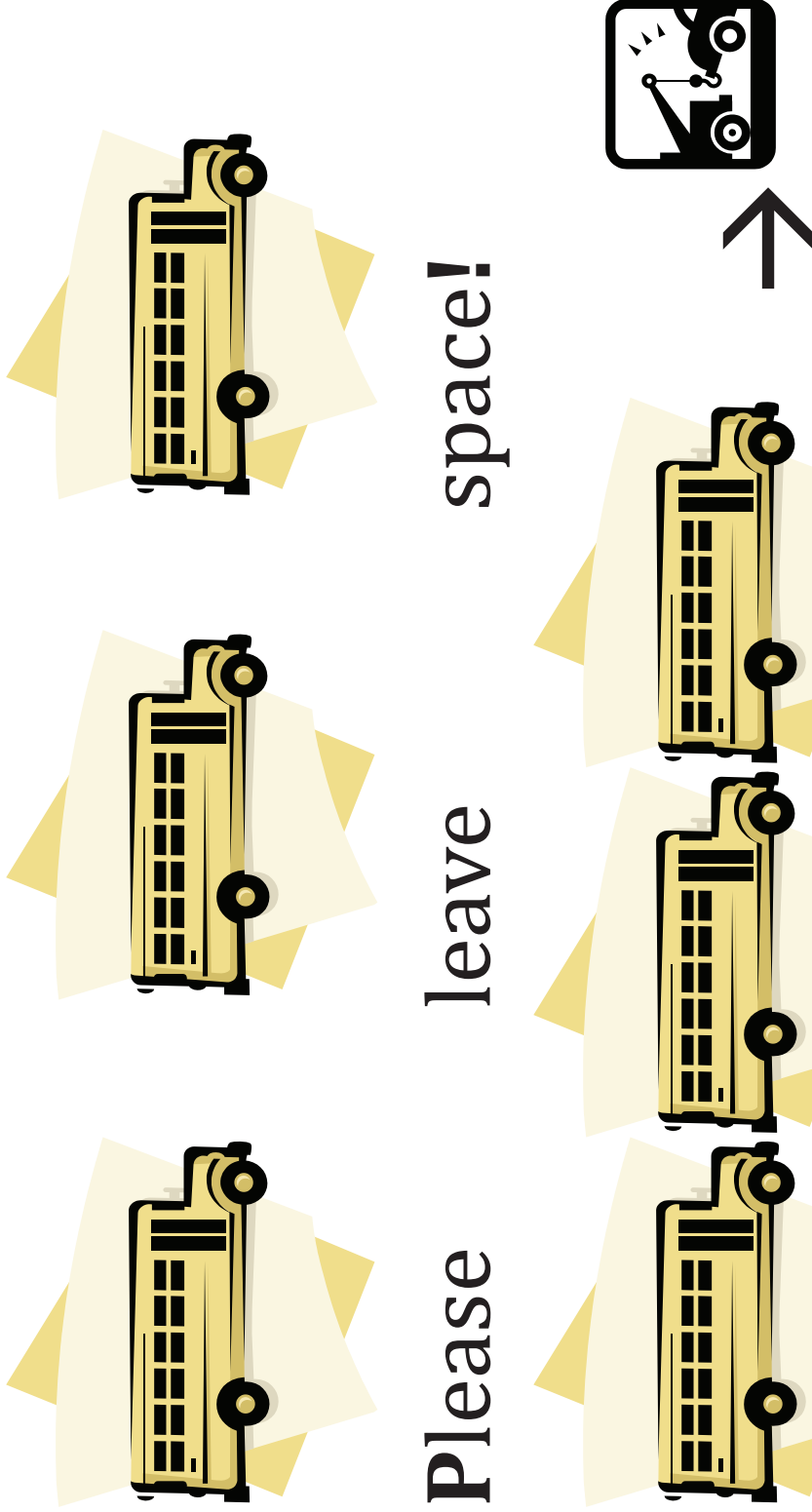
Teach learners as described in Linguistic Awareness to count the words in a sentence. Furthermore, teach basic reading.

Note: If a learner finds it difficult to copy from the chalkboard provide the learner with a copy of the words on a piece of paper that is that he/she can put next to him/her.



Leave Space Between Words – Handwriting

Place this poster in your classroom to remind learners to leave space between words:



5. Spelling

Spelling refers to the skill of writing and verbally spelling words correctly.

Spelling should be connected to meaning and comprehension. Therefore, spelling in a second language should only be practiced when learners have the necessary vocabulary to understand the meaning of the words.

The way words are spelt, differs from language to language. In some languages a letter has always the same sound and therefore one sound is always spelt in the same way whilst in other languages, e.g. English, sounds and letters are not always pronounced the same. There are certain rules in English spelling that can be taught, for example, through teaching words in word families, e.g. cat, hat, mat, fat.

The basic spelling skills need to be practiced in steps starting with sounds and syllables, before proceeding to words, sentences and paragraphs. Teachers should demand correct spelling.

5.1 Steps for teaching spelling

- Sounds and syllables (phonics):

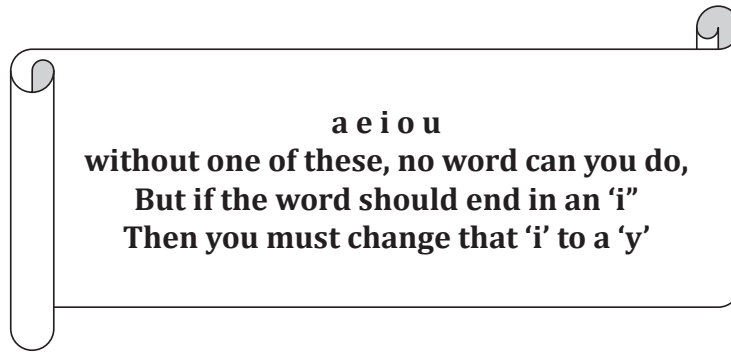
Stairway of words

Learners match ending sounds of words to letters while playing a triangle game.

1. Place ending sound picture cards face down in a stack. Provide each learner with a different triangle and game pieces (e.g. stones, buttons, bottle tops, etc.).
2. Taking turns, a learner selects the top card from the stack, names the picture and says its ending sound (e.g., “shovel, /l/”).
3. Look for the letter on the triangle that corresponds to the ending sound (i.e. “l”).
4. If the letter is found, place a game piece on that letter and keep the picture card. If no letter is found which matches, place the picture card at the bottom of the stack.
5. Continue until all cards are used.

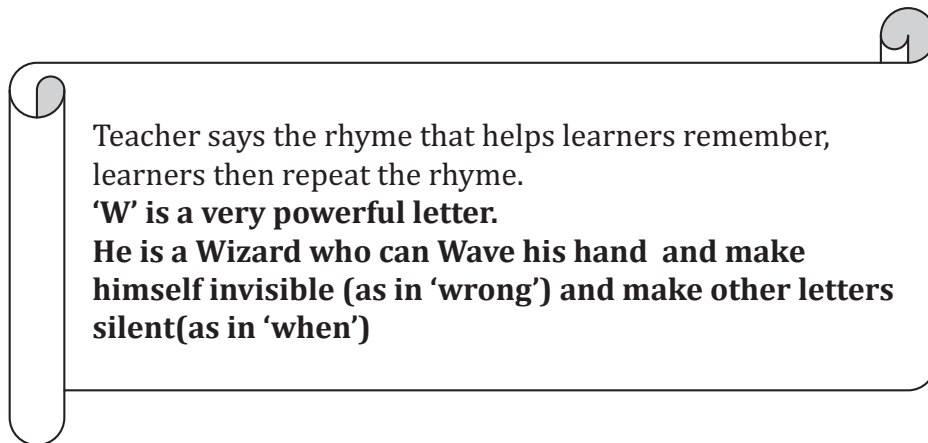
Vowels

These are very important as you cannot have a word or a syllable without a vowel.



The 'w' Rule

The teacher and/or learners make posters to display this rule to serve as a visual reminder when writing the words.



The 'k' or 'c' Rule

The teachers to informs the learners that they only start a word with 'k' if the next letter is 'i' or 'e.' At all other times use 'c' e.g. 'kitten' 'cat'.

The teacher writes words on the board. Learners should fill in 'c' or 'k' at the beginning e.g. '-ing,' '-ettle,' '-lean ,' '-andle.'

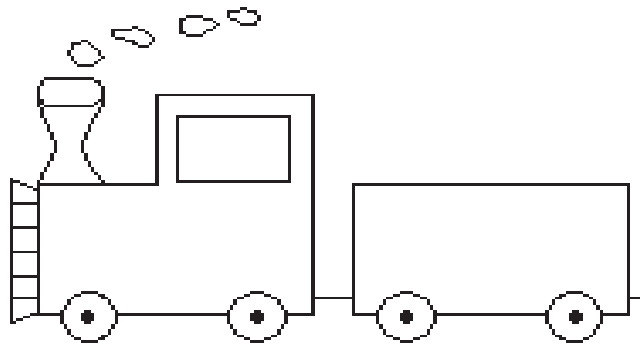
Syllable train

Train for reading words in syllables

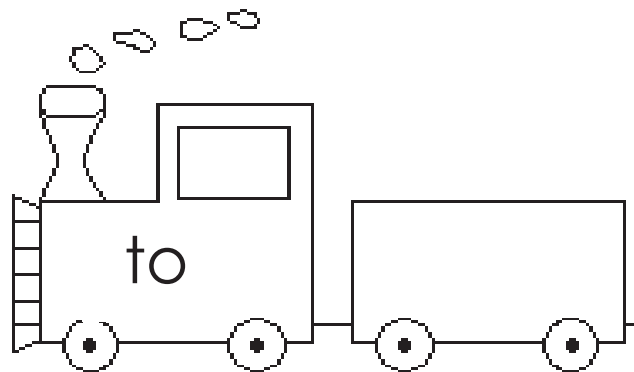
Use the train to practice spelling with learners. Give each learner a train with the engine and a number of separate wagons. The teacher says a word, e.g. to-day. **Learners:**

1. Clap: to-day.
2. Count syllables to-day. ✂ → two syllables
3. Learners take a train with two parts (engine + wagon) .

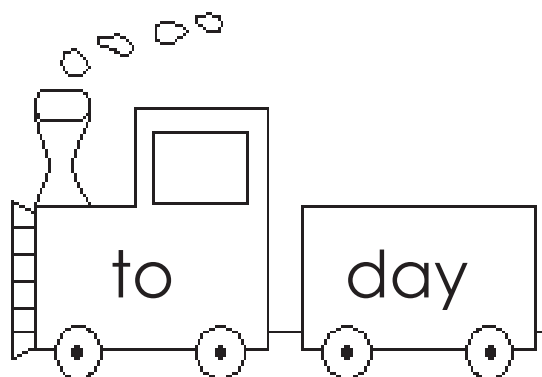
Breaking a long word into syllables makes the spelling easier:



4. Learners clap the first syllable: 'to'.
5. Learners say and spell the syllable 'to'.
6. Learners place the letter card for the syllable 'to' on the engine of the train. (Teacher should observe and help where needed)



7. Learners clap the next syllable: 'day'.
8. Learners say and spell the syllable 'day'.
9. Learners place the letter card for the syllable 'day' on the wagon. (Teacher should observe and help where needed)



10. Learners read the word from beginning to end: 'today'.

11. Learners write the word and read it again.

The teacher draws two columns on the writing board and writes two-syllable words with the first syllable of the word in the first column and the second syllable in the second column, but not opposite to each other. Learners should match the syllables to make meaningful words,

eg 'can' and 'not' = 'cannot'.

Examples of words:

can	lock
pad	sect
rab	not
in	bit

An easier alternative is to write each word on a piece of paper or card and to cut a jigsaw shape between the first and second syllable. The pieces are then jumbled and the learner has to make the correct word. (This exercise should be self-checking because of the different jigsaw shapes.)

Words

phonic words, sight words and word families

Word of the day

The teacher chooses a word and writes it on the board or makes a flash card which is pinned in the same place each day. This is left for some time, so that the learners have time to notice it. At a chosen time, the teacher takes down the word and asks the learners to write it.

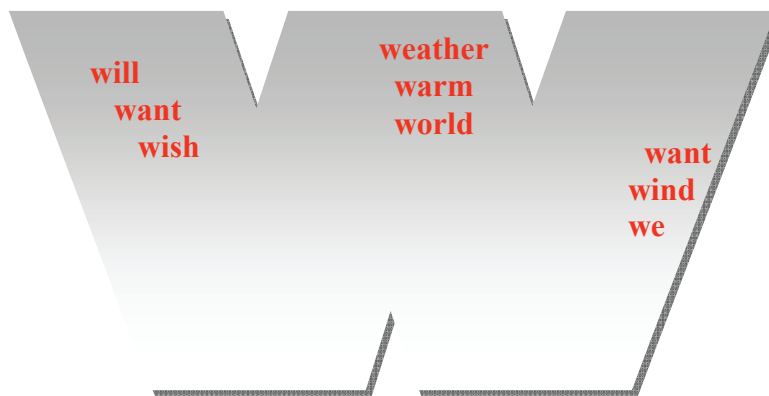
Variations for word of the day

The class can be divided into ability groups with different words in different places for each group to notice.

The words could be in different colours for the different groups.

Letter shape words

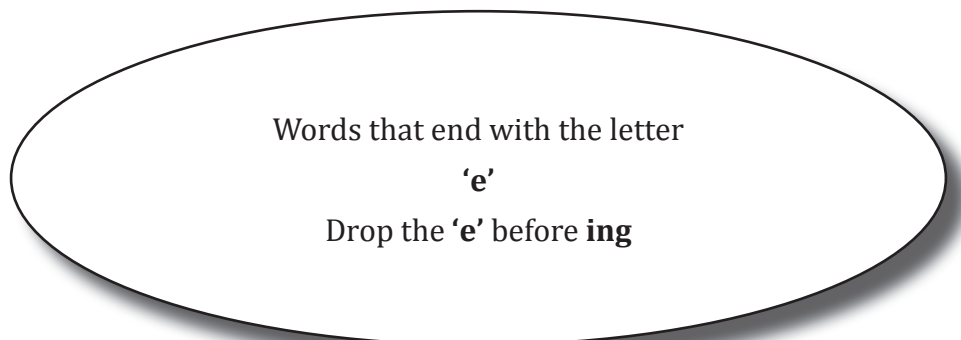
Large letter shapes drawn by the teacher can be filled with words beginning with that letter and displayed. Words can be added as they are learnt.



Adding 'ing' to words ending in 'e'

The teacher says the rhyme;

e.g. 'take'...'taking' and 'move'...'moving' "



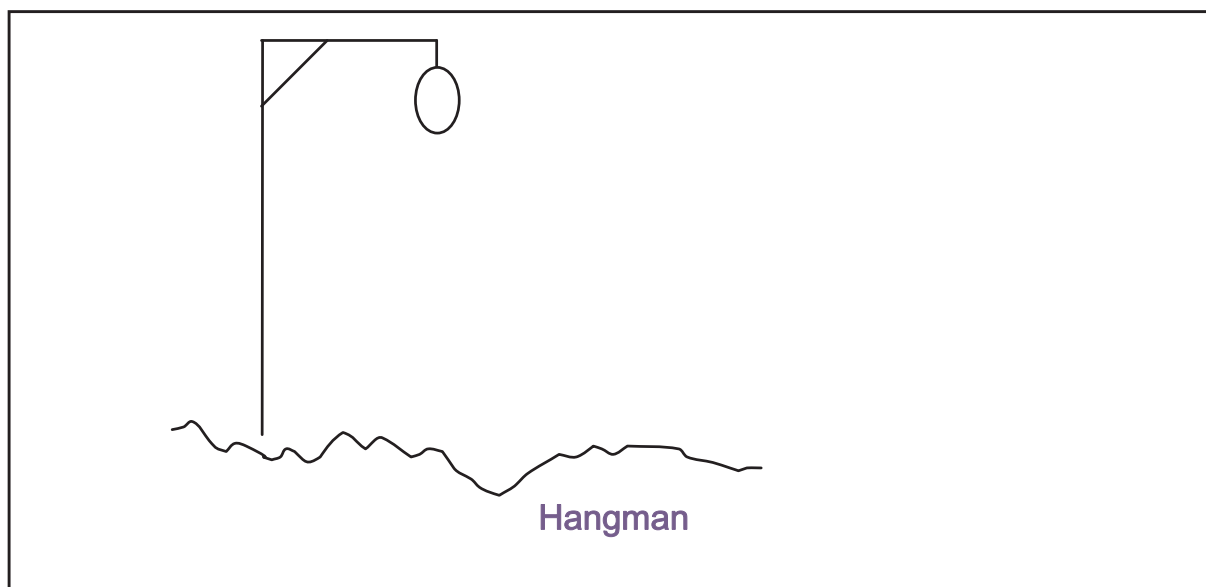
On the writing board, write words ending with 'e' and then ask learners to change these words into 'ing' words. The learners, who can do this, use 'ing' words to make sentences (writing and/or speaking), e.g. 'I am driving my car to the shops.'

Examples of words:

drive	driving
make	
smile	
dance	
bake	
joke	

Hangman game

1. The teacher thinks of a word already in learners' spelling vocabulary, e.g. 'window'.
2. On the writing board he/she puts six dashes - - - - -, a dash for each letter of the word.
3. The learners guess a missing letter. If they are correct, the teacher enters the letter in the correct space. If not, a part of the body is drawn until the man is complete. The aim is to practise correct spelling.



The game can be played with a whole class, in teams, groups or pairs.

The word mobile

Divide the class into groups. Each group makes a mobile of words from a word family, e.g. hay, play, away etc., which can then be hung.

The teacher can also use other subject topics, e.g. Science – flower, root, stamen, sepal, etc.

Anagram (Picture word cards)

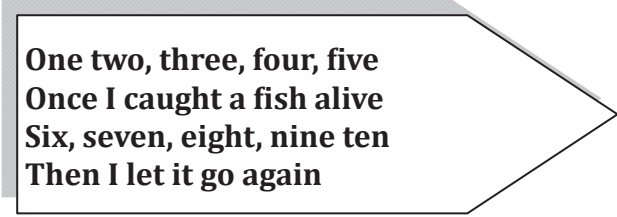
Cards are prepared containing drawings or pictures. Next to each picture, the appropriate word is printed in scrambled letters. Learners form the correct words by unscrambling the letters. Learners write the correct words.

Proof reading

The learners read through their work, underlining any words they think they might have spelled wrong. A peer then checks the work of another learner. Corrections of miss-spelled words should be done.

6. Speaking and Listening

- Speaking and listening → building vocabulary
Rhymes and songs will be of great value in helping learners to pronounce and learn key English words. Repeating these songs on a regular basis will help learners to remember the words. Many of the rhymes have numbers in them: e.g.



**One two, three, four, five
Once I caught a fish alive
Six, seven, eight, nine ten
Then I let it go again**

- Verbal instruction:
Give learners instructions that they have to respond to e.g.
 - ‘Rachel, sit at the table’
 - ‘Taamba, put the paper in the bin’
- Telling and re-telling stories many times help learners with memory and building vocabulary. The story of ‘The Very Hungry Caterpillar’. This is an excellent story to help learners learn the days of the week, colours and the names of some foods.
- Imaginative play and role plays are excellent ways of helping learners use the vocabulary they know. When a story has been read a number of times, the learners will be able to remember the names of the characters and some of the words they say, especially if the names are repetitive. Activities such as asking learners in pairs/groups to role play a story will improve their vocabulary and pronunciation. Hattie and the Fox.
- Using puppets and dolls as characters and asking learners what the puppets say to each other will help learners develop short dialogues.
- Learners take turns to describe an imaginary object in terms of size, shape, colour, use, etc. For example: this object is round and can be kicked – a football.
- One learner describes an object hidden from the rest of the group. The other learners guess what it is.
- A learner has a picture of an object which only he/she sees. Others ask questions to discover what it is. At first they may guess at random, but should be encouraged to ask for clues, e.g. ‘Is it an animal?’
- When teaching new vocabulary, it is important to put it in a sentence and/or illustrate it with a picture, an object and/or gesture. Learners need plenty of clues to help them remember what the word is and how it is pronounced. Clapping the syllables and repeating the words many times, is helpful. Hearing the word used in sentences will help learners so that they can practise using the word themselves. E.g. the word: drink. Show learners a picture of a glass or someone having a drink. Mime with the glass having a drink. Make sentences using the word.

May I have a drink of water?
May I have a drink of juice (or magou)?
I want a drink.
Do you drink milk?
I like to drink oshikundu.

- Make up a story about using the word drink:

On Monday we drink water.

On Tuesday we drink milk.

On Wednesday we drink juice.

On Thursday we drink magou.

On Friday we drink oshikundu.

Skills and common problems:

- Difficulties remembering
- Learners have difficulty remembering the pronunciation of words

Teaching words in word families will help learners remember new words. Games with cards where one card is the key word and the other cards are family words can be used, e.g. ask learners to turn over one of the cards and say the word. This can be done in pairs or groups.

Key word:

in

Cards to be read in the word family “-in”:

pin

tin

fin

sin

To help learners practice their pronunciation, learners can be given two boxes labelled with different phonemes e.g. ‘at’ and ‘ot’. Learners have bottle tops. Teacher says a list of words and the learners have to put a top in the correct box for the sound they hear.

at

ot

Teacher reads each card and asks the learners to repeat the word. Learners can be given the cards with the 'at' and then the 'ot' words and practise saying them in pairs/groups. Ask different groups to come to the front of the class and say the words out loud.

Teaching whole phrases is better than teaching words singularly.

E.g. old'.

It is better to teach learners how to say: "I am 7 years old. How old are you? "

6.1 More Advanced Activities

The aim of this chapter is to introduce subject teachers to more advanced Learning Support activities related to the essential learning skills needed for learners to make progress. Subject teachers should integrate functional literacy and English as a Second Language in their teaching. The activities can be used within regular lessons as well as for Learning Support groups and individual practice. These activities are meant for learners who need Learning Support in order for them to progress.

Blaming junior primary teachers for learners' difficulties, some subject teachers are ignoring their responsibility to teach all learners according to their needs and level of understanding. Learners with severe learning difficulties should be given tasks according to their individual learning objectives.

Start by practising the suggested activities as they are described, or adapt them to suit the abilities of the learners.

6.2 Memory and Handling Information

In the senior primary and secondary phases learners need to be able to handle lots of information and cope with many subjects. Learners should be taught strategies that help them to focus on the key learning content and help them to understand how new information relates to previous learning. Learners need to know how to memorise and recall information. Teachers should facilitate learning by clearly pointing out key learning content and structuring the information they pass on to learners. Teachers should teach learners effective memory strategies and how to do regular revision. Look at the activities provided for memory and handling information. Also refer to the sections on functional literacy and ESL, since these skills are needed for studying and handling of information.

Learning Support Activities for Memory and Handling Information

Focusing on the Key Learning Content

→ **Some learners might not recognise what information is important:**

- Identified learning outcomes: Start all lessons with an introduction that gives learners the topic, 4-8 keywords and learning outcomes. Topic
- Display the keyword cards on a board and use this visual aid for the topic lessons. This will direct learning and help learners to focus on the key content. Read keywords with learners and explain the meaning. Keynote Card
- Keynotes: Learners write down the key content on a Keynote Card.
- However slower learners may be given a completed Keynote Card. The notes can then be used for revision.

→ **Some learners might not know what the teacher expects from them**

Use of keywords as a Learning Support activity:

1. Give keywords written on flashcards to a learner. Keywords
2. Read word and expect learner to pick the right card.
3. Learner reads keywords while teacher or peer listens.
4. Learner copies keywords independently in his exercise book (make drawing where applicable).
5. Learner reads keywords and explains the meaning. Teacher and peer assist where needed.

Learn this ...:

The learner identifies at least three key points of the lesson and
Memorise the key content.

Learn this

→ **Some learners with weak literacy and ESL skills might not be able to follow a lesson**

Keywords as homework: Learners have to practise reading and spelling the keywords at home. The teacher can start the next lesson with a spelling test:

1. Dictate the keywords to the learners. Homework
2. After the test, the teacher writes the correct keywords on the writing board. Learners correct the spelling.
3. Discuss the words and learners explain the meaning of the words. This will help in revision of the key learning content as well as expanding vocabulary, improving the learner's reading and spelling skills.

Understanding Instructions and Asking for Clarity





Classifying and Structuring Information

Skills and Common Problems:

- learners cannot see how new information connects to previous knowledge
- learners find it difficult to structure information
- learners cannot differentiate between main- and sub concepts

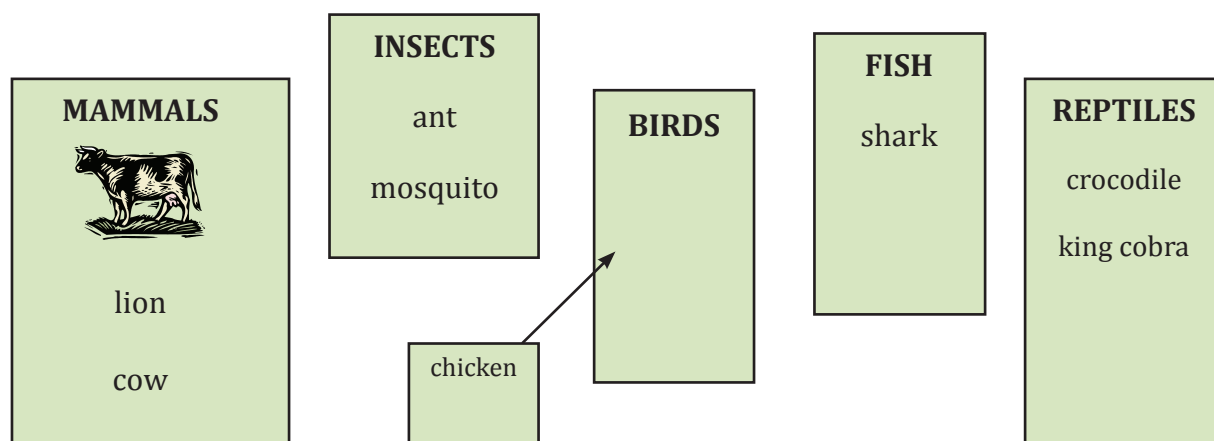
Activities

- Visual clues in notes: teacher notes given to learners should be designed that it is easy to recognise the purpose and structure. Use bigger letters and/or different colours for headings. You can make cards with different symbols to stick next to what you write on the board in order for learners to easily recognise the purpose of the text.

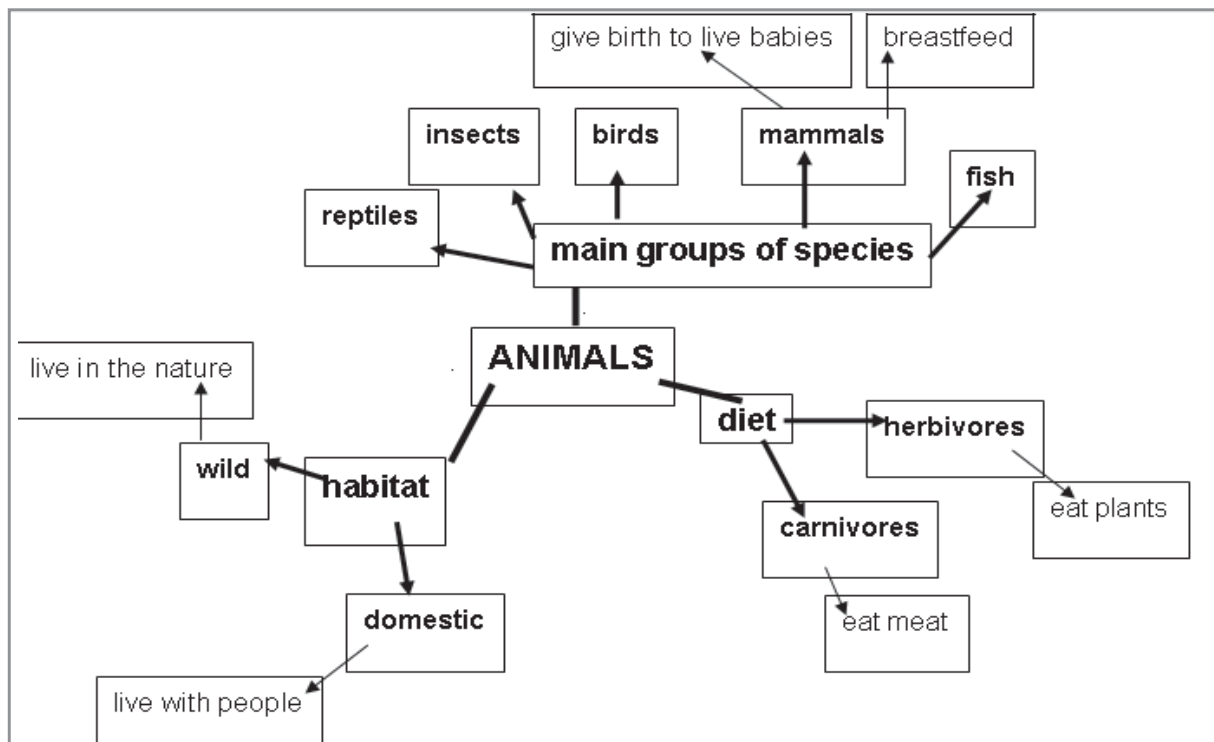
			
exercise	remember	read	pair or group work

Grouping and sorting activities: Learners need to be able to recognise main and sub concepts. Learners should be able to group concepts under main concepts. For example when teaching a:

- lesson about classification of animals write the main concepts on separate pieces of paper. Learners sort cards with names or pictures of animal species into the right groups.



Mind Mapping: Learners need to be able to recognise how information relates to other information. A mind map can be used for building new information on previous knowledge and visualising how information is structured. You will be able to give a lot of information in a mind map. When starting a new topic a mind map may have only the heading and as you move on to the different parts of the topic, you expand the mind map. E .g. when teaching about animals you can talk about habitat in one lesson, diet in another lesson and main groups of species in a third lessons and build the mind map as you move on.



Memory and Handling Information – Key Words

Focusing on Key Learning Content

Cut out the following cards and arrange space on the chalkboard. Write down under the headings the topic, key words, learning outcomes and homework of the lesson. Use this structure for every lesson to help learners focus on the key learning content.

Key Words: 

Topic: 

Learn This: 

Homework: 

Memory and Handling Information

Give learners in need of support these key notes for every lesson. Learner can either copy the content from the chalkboard or teachers can give learners who are slow in writing the completed note. The key note will help the learner to follow the lesson and to revise later.

My Key Note:

Name: _____ Date: _____

Subject: _____

 Topic: _____

 Key Words:

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

 Learn This:

• _____



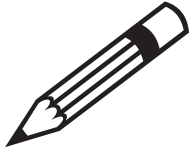




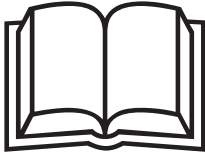



• _____



• _____

 Homework:

Understanding Instructions and Asking for Clarity - Visual Clues for Notes and Instructions

Cut out these cards and use them on the chalkboard when giving instructions or writing down notes. The visual clues will help learners to quickly remember /understand the purpose of the note / instruction.

<p>homework:</p> 	<p>key words:</p> 	<p>exercise:</p> 
<p>remember:</p> 	<p>learn this:</p> 	<p>look:</p> 
<p>pair / group work:</p> 		<p>read:</p> 
<p>listen:</p> 	<p>write:</p> 	<p>extra work:</p> 

<p>Memorising and Recalling Information</p>	
<p>→ some learners find it difficult to remember information</p> <p>→ some learners with learning difficulties often have problems with short term memory. You can test short term memory easily</p> <p>→ visual memory: determine if a learner can remember 5 alphabet letters showed to him randomly</p> <p>→ auditory memory: determine if a learner can repeat 5 alphabet letters said to him randomly If the learner cannot remember 5 units the learner has short term memory problems and needs practice and learning support</p>	<p>Ensure that learners understand the information taught to them. A learner cannot remember if he does not understand in the first place. The teacher should consider the learner's ability to memorise when new content should be learned. Relate all new learning to something familiar to the learner.</p> <ul style="list-style-type: none"> • Repetition: Learners with learning difficulties need repetition of key content to be able to remember. However, repetition must be done in many different ways. Some of the ways are given below. • Observation: Learners remember better when they hear, see, touch and experience e.g. when teaching about animals take learners outside and let them observe different animals. • Demonstration: show how to care for a pet. • Action: Learners remember better when doing something that is related to action and movement e.g. when learners should remember the names of the 5 animal groups take them outside to play a game. Show a flashcard, read it and learners imitate the movement and the sound the animals make. Say the words on the flashcard: fish → swim, birds → flying, reptiles → sail/crawl, mammals → walk, etc. • Visualisation: Some learners remember better when they visualise information e.g. when teaching about carnivores ask learners to close their eyes and use their imagination. Tell a story about carnivores describing what they look like, how they behave and what they do when they go hunting. Add symbols or pictures to written notes to help learners visualise. <div style="text-align: center;">  <p>A carnivore eats meat.</p> </div> <div style="text-align: center;">  <p>A herbivore eats plants.</p> </div> <ul style="list-style-type: none"> • Verbalisation: Some learners remember better when they can verbalise the information. The teacher helps learners to attach abstract information to something concrete that is easy to remember e.g. when teaching about herbivores, the learner should tell a story about herbivores that like eating grass and plants.

7. Examinations

In the senior primary and secondary phases learners should be able to study independently. Learners are expected to write examinations. They need to be taught study skills and strategies on how to answer examination questions. Examinations are not the only way to measure learners' performance, but a variety of methods should be used as part of continuous assessment. Arrangements to support learners with special needs to do examinations are needed. Special arrangements for national examinations can be requested from the DNEA well in advance.

7.1 Assessment Arrangements:

Alternatives to Examinations

- Portfolio of work: The learner keeps a folder of the 'best' work completed during the school year, for example worksheets, topic tasks and completed assignments.
- Project Work: The learner is required to do a number of projects to test their learning. This may involve independent reading, doing 'research', as well as writing reports.
- Direct observation: The teacher can observe a learner perform various tasks and assess his work. These ratings must be moderated by a senior teacher. This method is particularly useful for practical subjects.
- Learner's self-evaluation: A learner evaluates his own work by marking short class tests or homework with the guidance of the teacher. It might require some practise for the learner before he can evaluate his own performance in an appropriate way.

(Understanding and Responding to Children's Needs in Inclusive Classrooms- A Guide for Teachers. UNESCO 2001.)

Special Examination Arrangements

- Special Arrangements in examinations mean arrangements done to avoid learners with disabilities and impairments to be unfairly disadvantaged in examinations due to their disability.
- Special Arrangements should be considered if a learner cannot see well, cannot hear well (listening comprehension), has a physical disability or has a speech problem (stuttering).
- Special Arrangements may include extra time allowance, supervised rest breaks or enlarged printed examination papers.
- Special Arrangements will not change the criteria of how the learner's paper will be marked.
- Special Arrangements cannot be done for making questions easier.
- In any ordinary school based examination, schools may decide on special arrangements on their own judgement, e.g. if a learner is slow in writing more time can be given to him, to a maximum of 15 minutes per every hour.
- In National Examinations Special Arrangements must be applied for from the DNEA. For more information and details refer to DNEA circulars usually sent together with entry forms.

7.2 Revision and examination preparation

Revision and examination preparation	
→ some learners do not know what to study for exams	<ul style="list-style-type: none">• Explain content: The teacher names the topics to be covered in the examination. Divide study content into manageable portions.• Use keynotes to revise key content.• Use flashcards with the keywords for revision.• Revision questions: The learner prepares questions and writes answers on the selected content: take an A4 paper, fold it vertically in half. On the left side of the paper write a question relevant to the topic, on the right side of the paper give the answer to the question. Cover the answer part of the paper and attempt to answer it now in your own words.
→ some learners do not know how to prepare for exams	<ul style="list-style-type: none">• Study timetable: The teacher help learners to set up a study timetable for revision to be done at home.

7.3 Writing Examinations

Writing Examinations	Activities
→ some learners who seem to do well in class have problems when writing examinations	<ul style="list-style-type: none"> • Practise examinations: Before writing examinations, learners have to see examples of examination papers and understand how to read and interpret the paper and how to answer examination question.
→ some learners might be scared of examinations and failing	<ul style="list-style-type: none"> • Prepare exercise examinations; go through past examination papers with learners in the Learning Support group.
→ some learners cannot interpret exam questions	<ul style="list-style-type: none"> • Explain the different types of examination questions and familiarise learners with common keywords used in instructions. All the class-, topic-, achievement- and mastering tests throughout the year should have the same format as an examination paper. This will eliminate wasting time on practising examination writing before an examination.
→ some learners do not know how to use their time effectively in exams	<ul style="list-style-type: none"> • Some common keywords that often appear in examination papers that learners should understand are given below. Highlight the keyword in the instruction so that learner can easily see it. • Read - Answer - Write - Draw - Count - Listen - Think

The following more complex keywords are:

- Explain → **Make clear**
- Identify → **Recognise and name**
- Differentiate → **Explain the difference**
- Describe → **Write in detail**
- Compare → **Are the things alike/similar or are there differences?/ Give reasons**
- Demonstrate → **Show/explain how it works**
- Define → **Give the meaning**
- Classify → **Put into groups**
- Prioritise → **Put in order of importance**
- Analyse → **Study the different and explain**
- Determine → **Find out exactly**
- Relate → **Describe the connection between things**
- Summarise → **Bring together the main points**
- Illustrate → **Give examples which make the point clear → Sketch/draw**
- Interpret → **Explain the meaning in your own words → Explain your understanding**

8. Functional Literacy

Functional literacy refers to the ability to use reading and writing as tools for learning, communication and enjoyment. Functional literacy in the senior primary and secondary phases requires the skills of reading comprehension, skimming and scanning, note taking, summarising and process writing. It also involves recognising the different purposes of written text. Functional literacy always involves comprehension. Without understanding, the ability to read and write is not functional – it has no purpose. Therefore it needs to be kept in mind that English as a Second Language -activities have to be combined with functional literacy activities to ensure learners have the necessary vocabulary and knowledge of grammar. Functional literacy is a learning skill that needs to be practiced in all subjects across the curriculum. For example subject teachers need to teach reading comprehension strategies and correct learners spelling of keywords in their subject. Otherwise any topic they teach will not be understood.

Often learners in the senior primary and secondary phases still lack the basic reading skills of junior primary. Those learners need to practise the basic reading skills in order to build a foundation for functional literacy skills.

8.1 Learning Support Activities for Functional Literacy

A. Scanning

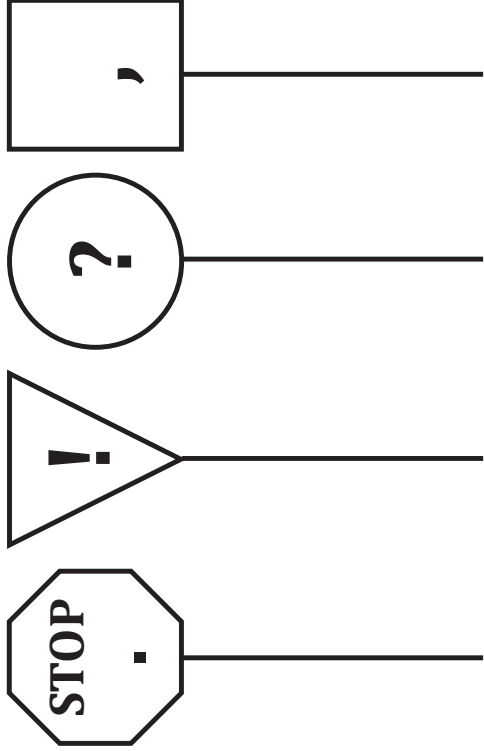
Skill and Common Problems:	Learning Support Activities for Functional Literacy:
<p>Scanning: → Sometimes learners need to quickly find specific information in a text. The skill of locating information in a text is called scanning. Scanning is a skill different from reading comprehension which is a more complex process.</p> <p>→ Some learners may find it difficult to find the correct exercise or the passage the teacher is talking about in the book.</p>	<p>Practicing scanning:</p> <ul style="list-style-type: none">• Finding a word in a sentence / text: Write three keywords on three cards. Write three simple sentences using each keyword once. Give the learners cards and sentences. Ask them to underline the key word in each sentence. When learners are able to do this easily, give them a more complex sentence, or more sentences that they need to scan to find the words.• Practicing scanning: Finding a topic in a newspaper: Give learners a newspaper and ask them to find a specific topic quickly, e.g. finding local news, international news, announcements or a specific heading.

B. Linguistic Awareness

Skill and Common Problems:	Learning Support Activities for Functional Literacy:
Linguistic Awareness:	<p>Purposes of text: Learners need to be exposed to different types of text. Texts can be divided into two groups: factual texts and fiction (stories).</p> <ul style="list-style-type: none">● Factual text, e.g. news, information written in textbooks, instructions, letters and messages.● Fiction, e.g. stories, jokes, poems and other types of text that is not true.● Some texts on the other hand are opinions - a person's point of view, not necessarily a fact. <p>Make sure you expose learners to the different types of text. This will help to develop critical thinking and analysing skills. Practice recognising facts, fiction and opinion: Write a list of simple facts-, fiction- and opinion sentences. Learners read and determine whether a sentence is a fact, fiction or an opinion.</p> <ol style="list-style-type: none">1. Cows can fly. (Fiction)2. Namibia is a country. (Fact)3. There are lions in the Etosha Game Reserve. (Fact)4. Lions live in houses. (Fiction)5. The girl is beautiful. (Opinion)6. Mathematics is a boring subject. (Opinion)7. A nurse works in a hospital. (Fact) <p>Practice finding factual text and fiction: Learners page through old magazines or newspapers and cut out examples of factual texts or fiction. Learners do not need to understand the whole text but they need to be able to look for clues that tell them if a text is fact or fiction.</p>

C. Hard to follow text

<p>Skill and Common Problems:</p> <p>→ Some learners find it hard to follow a text and understand its meaning because they do not know the rules of punctuation.</p>	<p>Learning Support Activities for Functional Literacy:</p> <p>Punctuation: Learners need to understand punctuation to follow the structure of a text. The teacher should show learners a correct example of punctuation. Stress the importance of punctuation as without structure it will be difficult to understand the meaning of text. Learners should understand the meaning of the following symbols:</p> <ul style="list-style-type: none">. = full stop, to stop at the end of a sentence! = exclamation mark, a call out? = question mark, to indicate a question, = comma, to pause <p>Practice punctuation in the following ways:</p> <p>The teacher explains that punctuation is like traffic signs of the language. (Make traffic signs with the different punctuation symbols for learners to remember.</p> <p>Learners identify and highlight the symbols in a given text, then practise reading the text.</p>
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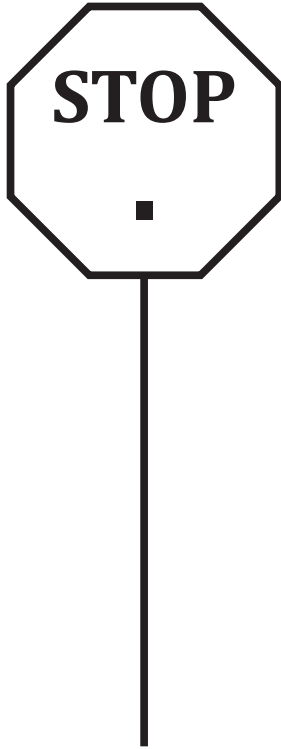
<p>Skill and Common Problems:</p>	<p>Learning Support Activities for Functional Literacy:</p>  <p>The teacher reads a text and asks learners to follow with their finger. Every time the teacher finishes a sentence the learners shout “full stop!”</p> <p>Dialogue: Learners should understand that text is sometimes written in the form of a dialogue. This means someone is saying something (direct speech).</p> <p>Dialogues can be practised by indicating the change of a speaker with a picture. Each learner should put the picture next to the person’s speech they are supposed to read, e.g. Peter will read the parts of Mr. Kanime. Peter will mark Mr Kanime’s parts with a face. Sam will mark his parts with a dog.</p> <ul style="list-style-type: none"> → Mr Kanime: “What’s wrong, Undjee?” → Mr. Uirab: “Well, I think we’ve got a puncture.” → Mr. Kanime: “Have you got a spare wheel?”
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Functional Literacy - Understanding the Rules of Sentence Construction

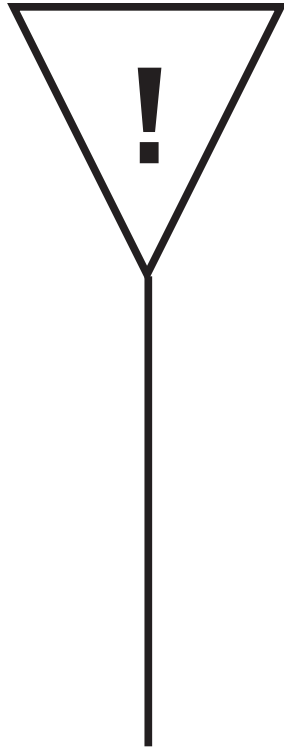
Traffic Signs for Punctuation

Place these “traffic signs” in your classroom to remind learners about the use of punctuation.

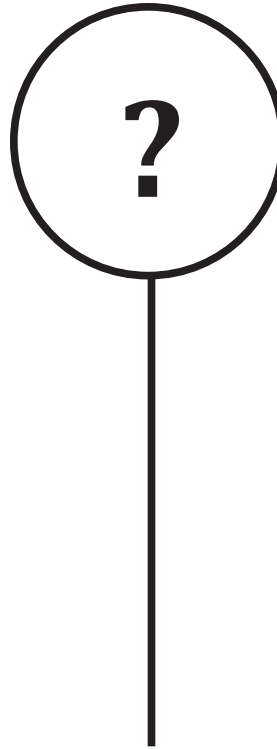
full stop:



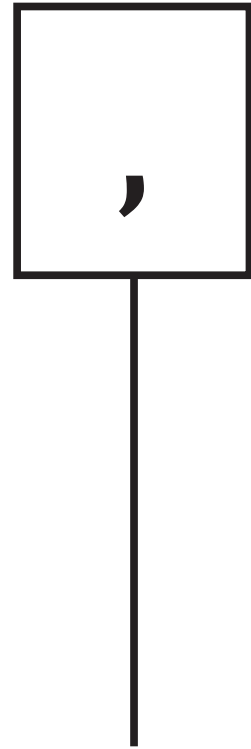
command or shout:



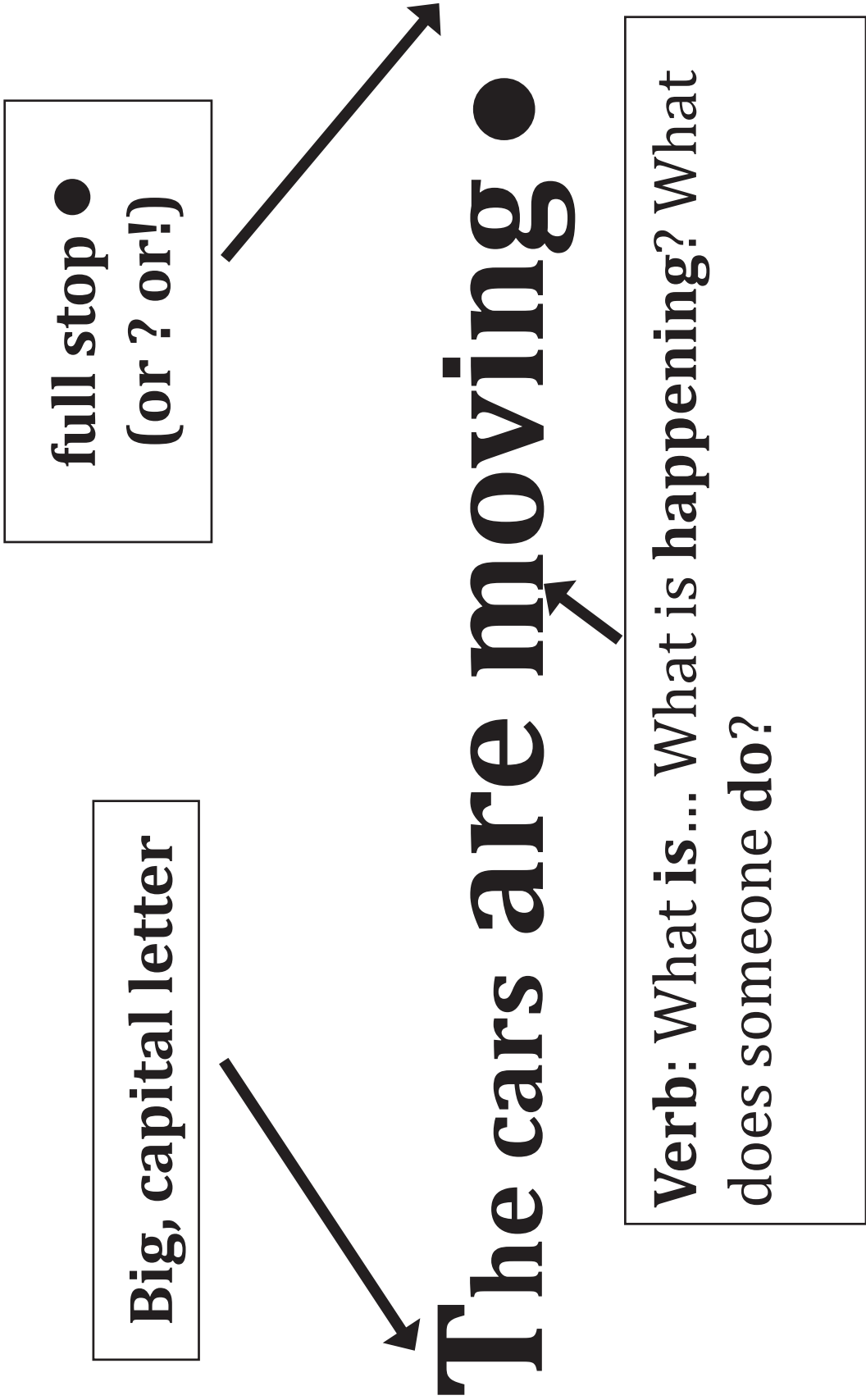
question:



pause or list:

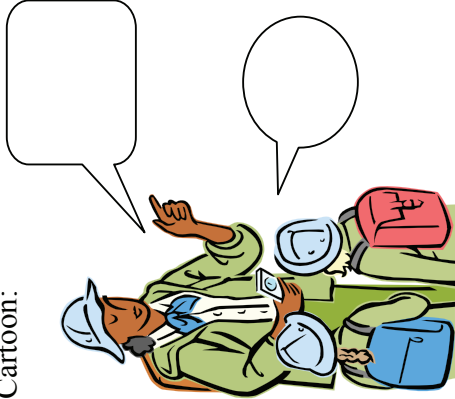


Functional Literacy - Capital letter, verb and full stop make a sentence –Place this poster in your classroom to remind learners about the three main structures that make a sentence.



Functional Literacy -Short Writing Tasks

Cut out these tasks and make cards out of them. Give a learner a card to get started with a writing task. Alternatively make posters of the different types of short writing tasks to display on your classroom wall.

<p>Cartoon:</p> 	<p>Invitation:</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Party You are invited to the school party on the 15th September 2008 from 18:00 till late. Please dress casually</p> </div>	<p>SMS:</p> <div style="border: 1px solid black; padding: 10px;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Hi! What's up? I'm fine. Just wanted to say hi and hope to meet you soon.</p> </div> <p style="text-align: center;"> 1 2 3 4 5 6 7 8 9 </p> </div>	<p>Postcard:</p> <div style="border: 1px solid black; padding: 10px;"> <div style="float: left; width: 60%;"> <p>January 10th 2009 Hello! Greetings from Swakopmund! It's very cool and nice here. I will be back home after the holidays. Yours, Lisa</p> </div> <div style="float: right; width: 35%; text-align: right;"> <p>Mrx. Smít P.O Box 2031 Windhoek</p> </div> </div>
<p>Advert:</p> <div style="border: 1px solid black; padding: 10px;"> <p>SALE! SALE! I am selling a Toyota Hilux Double Cab Bakkie. Good Condition. Price Negotiable. Please Contact John 081-2233225</p> </div>	<p>Shopping list:</p> <p>Buy these:</p> <ul style="list-style-type: none"> - sugar (1kg) - milk (1L) - rice (2kg) - soap - brown bread (1 loaf) - toothpaste - cooking oil 	<p>Diary:</p> <p>March 21st 2009</p> <p>Dear Diary, Today I had such a nice day. I went.....</p>	<p>Poem:</p> <p>Roses are red, violets are blue. When I smell flowers I think of you!</p>

Correction Checklist

Place this checklist on your classroom wall and teach learners to look at it when correcting their writing. Teach learners the meaning of the symbols so that they can correct their text after you have marked them using the symbols.

Correction Checklist

- 1. B → big letter at the beginning of the sentence**
- 2. STOP → full stop**
- 3.][→ space between words**
- 4. x → spelling of word**
- 5. → → missing letter**
- 6. ___ → missing word**
- 7. ↔ → wrong word order**

Functional Literacy - Classroom Poster for Understanding Question Words

Teach learners use this poster when they answer reading comprehension questions. The clues for each question word will help learners to find the answer in the text.

how many/old?

→ look for a
number

who?   

→ look for a *person*
father *the teacher*
Maria *my sister*

why? → look for a
reason or explanation
because... reason... so..

when?  

→ look for a *time*
or date? tomorrow
now *in 15*
minutes
on Monday
half past two

what?  

→ look for
things or actions
cat *book*
swimming *read*

where?   

→ look for a *place*
at school *at home*
to church *in Windhoek*
behind

how?   

→ look for a
describing word
easy *fast*
beautiful *smart*

what time? 

→ look for a *time*
15h30 *at two* *a clock*

D. Reading comprehension

Skill and Common Problems:	Learning Support Activities for Functional Literacy:
<p>Reading comprehension refers to reading with understanding</p> <p>→ Some learners do not understand because they start reading before realising what the text is all about.</p> <p>→ Some learners do not understand because their reading is slow and they struggle with pronunciation.</p>	<p>Skimming refers to the process of reading only main ideas within a passage to get an overall impression of the content of a text. Skimming is a way of predicting what a text is all about. When teaching learners how to skim, follow the steps given here and stop to reflect and discuss after every step:</p> <p>Read the title. Predict what the text is about.</p> <p>Look at the book, magazine or newspaper. Predict whether it is a story, a factual text, or an opinion.</p> <p>Look at pictures, charts, or graphs. Predict what clues or information are given.</p> <p>Read any headings and sub-headings. Predict what the text below will be about.</p> <p>Notice any highlighted words or phrases. Read them. Explain the meaning.</p> <p>Questioning: Before starting to read the text under a heading, ask the learners to come up with questions they expect to find answers for in the paragraph. These questions are based on the skimming done.</p> <p>Reading with fluency and meaning: Skimming and Questioning will help learners to understand the main points in a text. In addition learners need to have sufficient vocabulary and grammar to be able to read with meaning. Reading too long texts without stopping and reviewing will also make following the text difficult.</p> <p>Before starting to read a text practice reading unfamiliar or difficult words. Make sure learners understand the meaning of the words and know how to pronounce it.</p>

Read only one paragraph at a time. Stop to review.

Allow learners to read even if they make mistakes with pronunciation. Interrupting learners to correct their pronunciation will interfere with understanding.

Help a struggling reader. Let learners read according to their abilities.

Learners with difficulties in reading should not be given long sentences and difficult words to read in a loud reading activity.

Reviewing: Reviewing involves going back to the text many times to find information and fully understand its meaning. This means reflecting on what was read and interpreting it in own words. If the teacher asks learners to close the book and expect them to remember everything after reading once, he is not teaching an effective reading strategy, but just testing memory and attention.

After reading a paragraph the teacher can explain the meaning in his own words using visual aids, gestures and the tone of voice to emphasise main points.

Learners should reflect whether they found answers to their questions in the text. If the learner experience difficulty finding answers, he should communicate that to the teacher.

Learners can go through the text and note down words or sentences they do not understand. These words and sentences should be explained to them by the teacher or peer.

The teacher can ask questions about the text and learners have to find a specific passage or sentence with the answer.

→ Some learners forget what they read because they lose track.

→ Some learners do not understand question words (why?, who?, what?, when? where? how?) and therefore cannot find the right answer in the text.

Answering reading comprehension questions: In order to be able to answer questions in a reading comprehension exercise, learners need the above mentioned comprehension skills. In addition learners should be able to understand basic question words and use the question words to predict what the answer might be to locate the information in the text.

who?	what?
John	a pen

The following activity will help in predicting the answer. Teach learners that 'who' refers to a person, 'when' to time, 'where' to a place, etc. Give learners a table with two question words and a variety of words to put in the correct box, e.g.

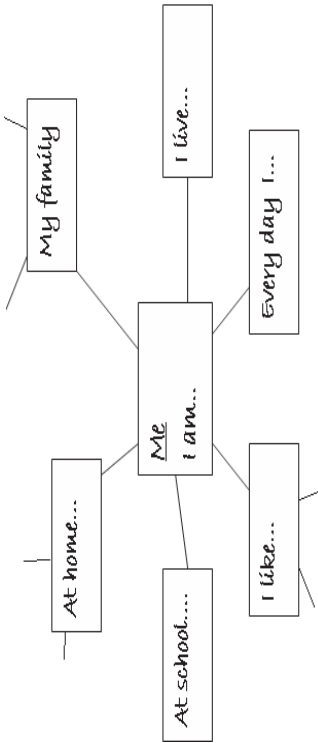
my brother	a book
apples	nobody
John	a pen
Petrus	she

E. Note taking and summarising

<p>Skill and Common Problems: Note taking and summarising</p> <p>→ Some learners find it difficult to find key points in a text on their own</p>	<p>Learning Support Activities for Functional Literacy: For effective comprehension, learners should be able to summarise key points from a text. Different exercises for summarising are:</p> <p>Learners read a paragraph at a time and underline one sentence they think is most important. Learners write a summary including the most important sentence from each paragraph.</p> <p>Learners read one paragraph at a time and come up with a heading for it. Learners write a summary including the heading of each paragraph.</p> <p>Learners draw a cartoon about the story.</p> <p>Learners create a mind map about the text.</p>
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F. Process writing

Skill and Common Problems:	Learning Support Activities for Functional Literacy:
<p>Process writing</p> <p>→ Some learners might have difficulty with writing.</p> <p>→ Some learners have difficulty with constructing a sentence.</p>	<p>Writing a sentence: Often learners need to be helped to form a sentence. This can be done by extending sentences step by step in the following way: The learner gives a word (topic) he wants to write about. The teacher questions the learner: What? How? Where? When? Why?</p> <ol style="list-style-type: none"> 1. What does the dog do? 2. The dog eats. → What does the dog eat? 3. The dog eats food. → How is the food? 4. The food is nice. → Where does the dog eat the food? 5. The dog eats the nice food in the garden. → When does the dog eat the food? 6. The dog eats the nice food in the garden every morning. → Why does the dog eat the food? 7. The dog is so hungry!
<p>→ Some learners have difficulty with writing their own text.</p>	<p>Writing a story or an essay: Often learners have difficulties coming up with ideas and a structure for writing stories or essays. It is important that learners are taught to plan before they start writing. Some learners need to be directed by giving sentence starters and vocabulary.</p> <p>Example writing task: Teachers can prepare a wall display with examples of different types of written text: a message, an invitation, an envelope, a letter, an announcement, a joke, a description, a shopping list, a recipe, an opinion, etc. Assign learners to do similar exercises.</p> <p>Creative writing from a picture: Learners look at a picture, write down familiar words related to the picture, ask the teacher to give them the names of the objects they don't know. Then learners write about what is happening or seen in the picture.</p>

<p>Skill and Common Problems:</p> <p>→ Some learners do not know how to identify their own mistakes.</p>	<p>Learning Support Activities:</p> <p>Drawing a picture or a cartoon: Learners start the writing task by drawing a picture or a cartoon to help them plan their story.</p> <p>Mind mapping: Learners use a mind map for planning their story or factual essay. The mind map technique has to be taught to learners first. A good way of practicing the mind mapping technique is to do a mind map of one self.</p>  <p>The process of writing: Process writing involves the skills of planning, producing text, reading and correcting one's sentences and texts. Process writing is writing with meaning. For learners to be able to write independently they need to be introduced to the steps of process writing.</p> <ol style="list-style-type: none"> 1. Plan: Think of what you want to write. Before you write, say the sentence. 2. Write: Write the sentence. 3. Read: Read your sentence. Think of the content. Are you happy with what you are saying? Do you want to add or change something? 4. Correct: It is important that learners learn to find and correct their own mistakes. Teachers can help learners to correct their mistake by indicating the type of the mistake. Refer to the symbols of the Marking Grid for Languages. These symbols and its meaning should be displayed in the classroom.
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9. English as a Second Language

This section gives you ideas on activities and resources for teaching English as a Second Language. It focuses on ideas for building vocabulary, listening and speaking skills. These skills need to be practised throughout all subjects in all grades. It is especially important that a good working vocabulary and understanding of the structure (grammar) of the English language is built orally before learners are expected to learn to read and write independently. Literacy and ESL (English as a Second Language) activities must be practised together as soon as learners possess basic vocabulary in English.

Vocabulary and structure should be expanded and practised in meaningful contexts. Letting learners repeat: "This is a pencil. This is a pencil. This is a pencil...." will not help learners to build vocabulary and understanding. Teachers must teach new vocabulary in many different contexts to give a word a meaning. For example: This is a pencil. The colour of this pencil is blue. I can write with this pencil. I can draw with this pencil. I can sharpen the pencil. The blue pencil is different from the red pencil. The red pencil is short, but this blue pencil is long. This blue pencil is longer than the red pencil.

Languages are learnt through:

- hearing the language used for a variety of purposes
- listening to the pronunciation of words and
- taking note of the structure (grammar) of the language when someone is speaking or writing

If learners are exposed to examples of wrong grammar, spelling or pronunciation, they will learn these wrong examples. It is essential that teachers model a good example of correct grammar, spelling and pronunciation. Teachers must spend time improving their own English language skills so that they are capable of giving a good example of correct English language to learners.

Skills and Common problems:	Learning Support activities for ESL:
<p>Listening and responding → Learners are unable to answer basic questions about themselves</p> <p>→ Learners are unable to answer questions orally based on spoken information</p>	<ul style="list-style-type: none"> Talking about myself: This kind of activity can be done with groups of learners in mainstream classes or in the Learning Support class. Ask learners to prepare 3 sentences about themselves that they will say out loud to the rest of the group. Give each learner a different picture to help them talk about themselves, e.g. about what they like: ♪ = music 🚗 = car † † = friends <p>Prepare the learners by telling them what 3 pieces of information you want them to listen for (e.g. “1. What activity does the speaker like? 2. Where does he do the activity? 3. With whom does he do it?”). Ask the other learners to listen to one of the learners talk. Ask the learners to give you the answers.</p> <ul style="list-style-type: none"> Pair interview: Say questions such as ‘What is your name?’ ‘How old are you?’ for learners to listen to and repeat. In pairs learners ask and answer each other’s questions. If the learner leaves out a word in the question or does not pronounce the words properly, do not correct the learner then but after they have finished, to avoid breaking the learner’s concentration or embarrassing him. Then repeat the phrase and ask all learners to repeat. Role plays and dialogues practising common basic interactions are useful. Topics such as: My family, my hobbies, asking for help. Learners may need picture prompts to help them and sentence starters, e.g. <ul style="list-style-type: none"> My favourite sport is..... I like because I play on Saturday/ every day <p>Listen and work: This game can be done in pairs or as a whole group activity. Learners are given a series of objects. The teacher or one learner gives instructions and learners are asked to listen so that they can place the objects in a certain order. This is a good exercise for practising instructions as well as prepositions. E.g. give the learners a book, a pen, a ruler and a pencil</p> <p>Say: “Put the book on the floor. Put the pen on top of the book. Take the pencil and put it beside the pen. Place the ruler under the book.”</p>

9.1 Listening and Responding

Skills and Common problems:

→Learners are unable to follow and give spoken instructions

Learning Support activities for ESL:

- Listen and act: One learner asks the rest of the group to do certain actions and the learners follow the instructions e.g. “Simon says”.
- Barrier games: For example to help learners with maths, sit them in pairs with their backs to each other. Learner 1 draws a series of shapes and then tells Learner 2 to draw the shapes using words only.

Do you know what I am thinking of? Give learners objects or pictures of common objects:



and ask them to describe the picture to the other learners. Give them prompts such as: size, colour, used for, living/ non-living, metal/non-metal etc.

- **Mini-presentations:** These presentations can be done in subjects such as Social Studies, Life Science or Life Skills to explain how things work, e.g. lighting a fire. Encourage learners to use pictures or objects to support their speech. While one learner is speaking the other learners need to be listening and thinking of questions to ask etc. (or there could be a mini quiz at the end, to check that learners have understood. The quiz could even be written by the learner who gave the presentation, to help practise question words).
- **Key words:** Whole class activities as well as Learning Support activities are useful in helping learners to develop their ability to listen and discuss topics. Talking about a topic and explaining key words prior to listening to a presentation will help learners think about what they expect to hear. Key words could be written on the writing board during the presentation. Where possible use more able learners to explain and clarify meanings. Diagrams and pictures will also help with understanding.

Skills and Common problems:

→ Learners are unable to ask/answer questions in class discussions

Learning Support activities for ESL:

- **Wh-words:** Teachers can say different examples of questions using the 'wh' words.

E.g. What is the capital of Namibia?

When did Namibia become independent?

Where is Swakopmund situated?

Why is it hot in the Namib?

Which country is to the south of Namibia?

- **Info cards:** In small groups learners can practice asking questions, e.g. the teacher or one learner has the information card which gives information about an event. Learners are told there is going to be a disco. They have to find out the name of the place, the time of the event, the cost etc. by asking 'wh' questions.

- **Open questions:** Teacher can write a question on the chalkboard, e.g. where did the boy go? All learners write a possible answer on a piece of paper. Then all answers are read aloud and learners can hear many possible options.

- **Think what I think:** This activity can be done in a subject class or with the whole class group or as a small group activity, e.g. in science the learner is asked to think about one of the organs in the body that they have been learning about. The other learners then have to ask questions to find out which organ it is.

Speaking

Skills and Common problems:

→ Learners are unable to use English fluently in a variety of situations

Learning Support activities for ESL:

- Some of the activities below can be used as whole class activities. It is often more useful to group learners in mixed ability groups for speaking activities because learners who are more fluent can support learners who are having difficulty with spoken English. Encourage learners to use pictures and objects to support their speaking and to help them to remember the key points.

- Role plays, telling simple stories with pictures, interviewing another learner, reading a poem, telling a joke, stories, making a speech.
- In Learning Support classes learners can practise making a simple speech, welcoming a visitor, making excuses, giving their news etc.

Skills and Common problems:

→ Learners are unable to pronounce words accurately

Learning Support activities for ESL:

- **Pronunciation:** Some of these activities can be done as whole class activities, especially where there are particular words learners have difficulty with. Subject teachers should drill new key words so that all learners have plenty of opportunities to repeat the word as a class, groups, pairs and individually. Words that have more than one syllable should be broken into syllables, e.g. biology = bi/ol/o/gy. Learners should be asked to listen and identify/say how many separate syllables they can hear in the word. Encourage them to clap out the syllables. English words have stresses in different parts of the word. Asking learners to identify which syllable is stressed will help them with saying the word correctly. In biology the stress comes on the 2nd syllable.

Skills and Common problems:

→ Learners vocabulary needs to be expanded

Learning Support activities for ESL:

- **Phrases:** Practise common phrases e.g. I want I am going..... Encourage learners to complete the sentences. Then add questions: What do you want? Where are you going? Learners can make up simple dialogues to practise in pairs. Always revise the phrases you have taught the group before teaching a new phrase.
- **Key words displayed:** In subject classes key words should be displayed. Where possible pictures should be used to illustrate words. This will help all learners. Key words understood: Key words should be explained using simple language. Learners should be encouraged to read and pronounce key words. Matching key words with simple definitions, diagrams or pictures should be used for all learners. Learners can group key words under topics.
- **Key word sentences:** Encourage learners to write sentences of their own using key words.

- **Key words with meaning:** When teaching new words it is important to use the word in a sentence that helps explain the meaning of the word, e.g. 'blood': Blood is a red liquid. Blood flows through our bodies. Blood is pumped through the body by the heart. Our veins carry blood.
- **Key words search:** In Learning Support classes, learners can be asked to read key words and explain their meaning using simple words. Give learners simple sentences that contain the key word and ask them to find these key words in the sentences.
- **Key word flash cards:** Make flash cards with a key word on one side and a picture on the other. In pairs, 1 learner can show the picture side to the other learner and ask what the word is.
- **Group comprehension:** Group learners by ability and ask them to read a story as a group. Learners have to work together to find out information from the text to answer the questions.
- **Opposites and synonyms:** As a whole class activity, ask learners to think of words that have a similar meaning/opposite meaning. Write them down in groups of opposites and synonyms.
- **Abstract key words:** Encourage learners to look at the sentence in which the new word is used and see if they can find any clues to help them with the meaning. Discuss possible meanings with the group, e.g. The new word is 'reluctant' The sentence is: The girl was reluctant to go to the party because she had no dress to wear. Teacher can ask learners questions such as: What do girls like to wear to a party? If you had no dress to wear would you want to go to the party?
- Do you think the girl wants to go to the party? How does the girl feel about going to the party? Pleased / willing/ happy/ not sure/ unwilling / enthusiastic.

9.2 Writing and Spelling

Skills and Common problems:

→ Learners do not know how to spell words

Learning Support activities for ESL:

These are activities that can be done with the whole class as well as a Learning Support activity:

- **Spelling keywords:** Learners need to be able to spell English vocabulary correctly. When learning new vocabulary in any subject it is essential that spelling of the words

in practiced. Apart from an understanding of English spelling rules and grammar new spelling must be learned by repetition. In any subject teachers should give learners the new vocabulary (keywords) to learn as homework so that learners will know that the given 5-10 words must be learned and the teacher will test it at school. A dictation in class is a quick way to assess if learners have mastered the spelling of the keywords. After the dictation you will be able to explain the meaning of the keywords again as revision.

- **Look, cover, write, check:** To help learners to learn spelling (e.g. for a spelling test, as above) teach them the “look, cover, write, check” method:
 1. Look at the word and try to memorise the spelling cover up or hide the word so that you can’t see it.
 2. With the word covered up or hidden, try to write it from memory.
 3. Un-cover the word and have a look at it. Check to see if you spelt it correctly.
 4. If you have spelt it correctly, start the process again with a new word. If you have made a mistake, repeat the process with the same word until you can spell it correctly.

Skills and Common problems:

→ Learners do not know how to construct sentences in English

Learning Support activities for ESL:

- Sentence starters: Learners can be given sentence starters and asked to complete the sentences. This is an activity that can be used in different subject classes, in this example learners are asked to match the correct statement to complete the sentence:

Water boils at
 Water Freezes at

0 ° centigrade 100° centigrade

- In this example learners have to complete the sentence using their own understanding of the topic. Key words should be displayed in the room: melt/boil/freeze
 Ice is formed when.....
 Water turns to steam when.....
 Ice turns to a liquid when.....

9.3 Reading

Skills and Common problems:

→ Learners have difficulty reading texts

Learning Support activities for ESL:

- **Fill the gap:** Gap filling exercises are useful for helping learners choose the correct word or phrase. For example in a Geography lesson learners can be asked to fill in the missing gaps using the correct phrase. To help learners to learn the correct grammar, give learners the word or phrase in a correct form.

Kavango is.....Namibia.
Orange river is.....Namibia.
Walvis Bay is.....Namibia.
The Kalahari desert is.....Namibia.
Gobabis is.....Windhoek.

in the south of in the east of in the north of in the west of north of east of

- **Picture – word –sentence:** These activities can be done as whole class activities/ group activities as well as in Learning Support classes. Show the learners a picture of an animal e.g. a lion. Ask learners to give you some words that can be used to describe the lion and what the lion does. Write down some of these words in a separate box drawn on the board. Ask the learners to write a sentence about the lion. Ask whether it is possible to join some of the ideas together to make one longer sentence.

The lion is fierce. The lion is angry.

There is a big lion. I saw a lion.

Help the learners to begin a sentence like the one below and ask them to complete the sentence:

I saw a fierce, angry lion

Ask learners to read out their sentences and discuss whether the sentences make sense or are interesting etc.

Words given by learners: <i>fierce</i> <i>wild</i> <i>angry</i> <i>hungry</i> <i>hunt</i> <i>chase</i> <i>kill</i> <i>attack</i>
--

- **Clues and Signs:** There are tasks that are useful for learners to do before reading a new text. These help the learners think about what they might expect to read in the text. If it is a story, encourage the learners to look at the pictures, and the title to see what clues this can give them as to the content of the story. Ask the learners if they can find the names of any of the people from the first few pages. At certain points in the story ask them to predict what they think will happen next.

For learners who still have difficulty reading simple texts in English it will be necessary to refer to the examples of early reading activities in the Pre-Literacy section.

Read in pairs: Pair learners to read.

Skills and Common problems:

→ Learners have difficulty finding the topic sentence/ main idea

Learning Support activities for ESL:

Reading aloud: Read a text out loud to the class. Encourage more fluent readers to read out aloud. Ask all learners to follow the text using a finger or a ruler.

- **Simplify texts:** Where possible simplify subject texts for learners with reading difficulties so that they only have to read the key information.
- **Short texts:** Give learners short texts to read and ask them questions like:
 - What is this text about?
 - Which sentence gives you this information?
 - What is the main idea/s? Which words or phrases tell you this?

Cut story: Cut up a simple story into sentences and ask the learners to rearrange them in the correct sequence.

Fast find: Ask learners to scan a text and quickly find out 3 pieces of information about a person or place from the text.

Skills and Common problems:

→ Learners have poor reading habits

Learning Support activities for ESL:

Reading habits: Encourage learners to read and talk about the books they have read.

Encourage the use of library

9.4 Grammar and Usage

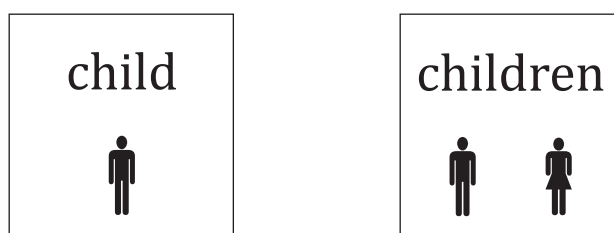
Skills and Common problems:

Learners have difficulty with understanding and using basic grammatical structures

Learning Support activities for ESL:

For many of these activities it would be useful to make games and flash cards so that learners can have plenty of practice of learning the grammar rules that are the basics of English language.

Plural and singular: Many learners have difficulty making nouns plural. Many nouns follow the rule of adding an 's' to the singular noun to make the plural. Learners need to know some of the common irregular plural nouns. Make cards with the singular noun on one side and the plural noun on the other.

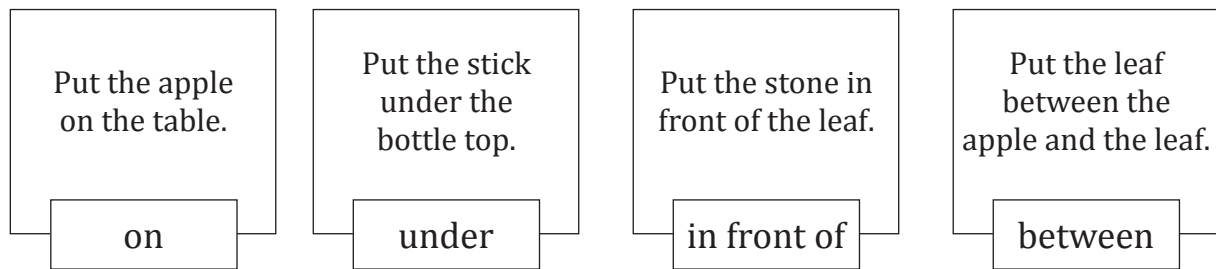


Pronouns and possessive pronouns: Cards can also be made to show the difference between pronouns and possessive pronouns. Give learners pictures of objects and cards with different pronouns and ask them to make sentences using the correct pronoun. **Cards with:**

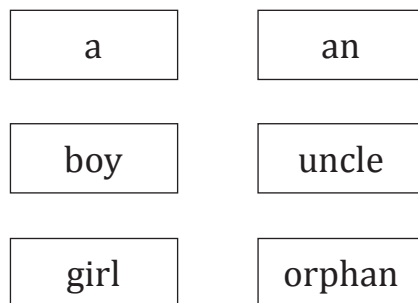
your/yours; his; /her/hers/my/mine etc.



Prepositions: When teaching prepositions it is useful to use objects. Give learners cards with instructions written on them. One learner has to read the instruction to a partner or to one of the learners in a small group. Have some objects ready for the learners to use e.g. apple, leaf, stone, bottle top, stick. Learners can either have cards with instructions for them to read out, or cards with the preposition only written on them. They will have to give their own instructions.



Articles: When teaching the articles 'a' and 'an' make cards with pictures of nouns or the words written on them. Make 1 card with 'a' written on it and 1 card with 'an' written on it. Place these 2 cards on the table and ask learners to place the nouns under one of the 2 cards. Encourage the learners to think what the rule is for using 'a' and 'an' e.g.



Verbs: Many verbs in English are regular but there are some common ones that are irregular and learners need to know how to form these. Make a table with the headings: Present Tense and Past Tense. Make cards with the words: go, come, have, am, run etc. Make another set of cards with the past tense: went, came, had, was, ran etc. Ask the learners to put the words in the right columns. Ask learners to look in books to find examples of the verbs. Ask learners to make up sentences using the correct form. Give them sentence starters:

Yesterday we.....

Today I....

Comparison: Comparisons can be taught in many lessons. In maths learners can be asked to compare different weights, heights, lengths.

10kg

15kg

12kg

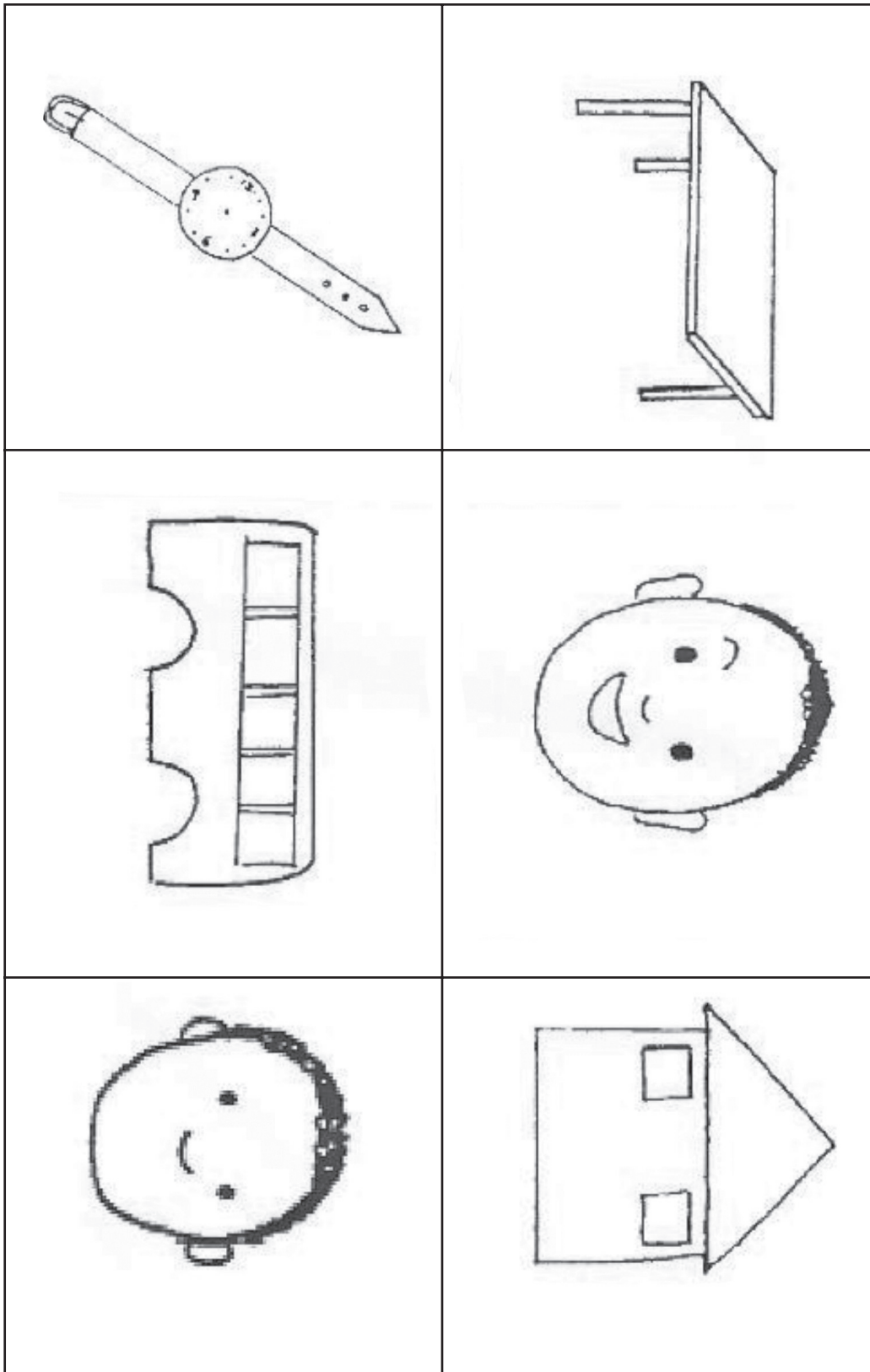
Teacher can demonstrate the questions that learners can ask each other, e.g. which is the heaviest/lightest? Which one is heavier than 12kg? Which one is lighter than 13Kg?

Resource Sheet: Blank Cards

RESOURCE SHEET - 4X4 BINGO

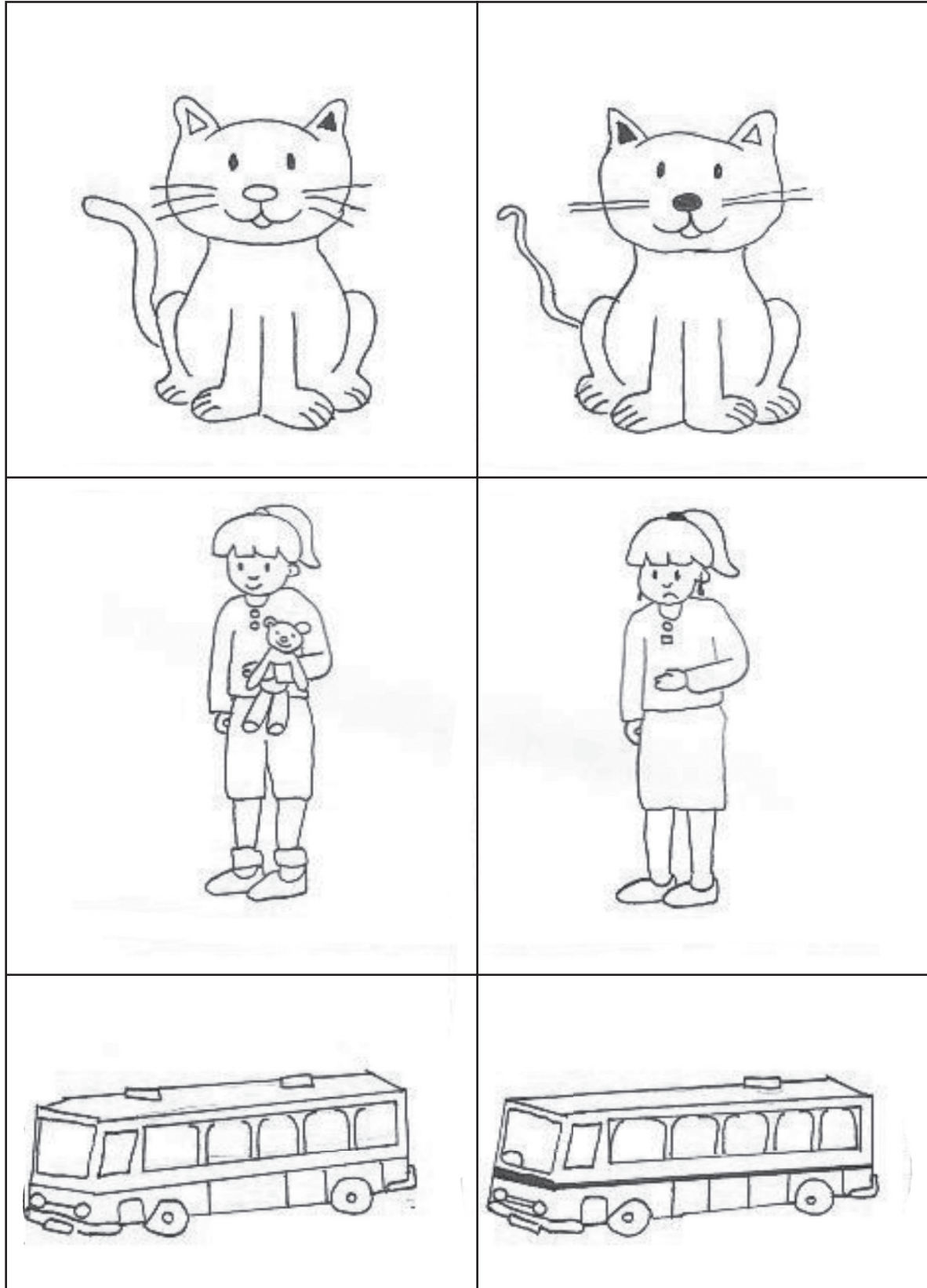
What is missing?

You can cut these pictures and make cards out of them or photocopy the worksheet for learners. Ask learners to find the missing part and show it or draw it.



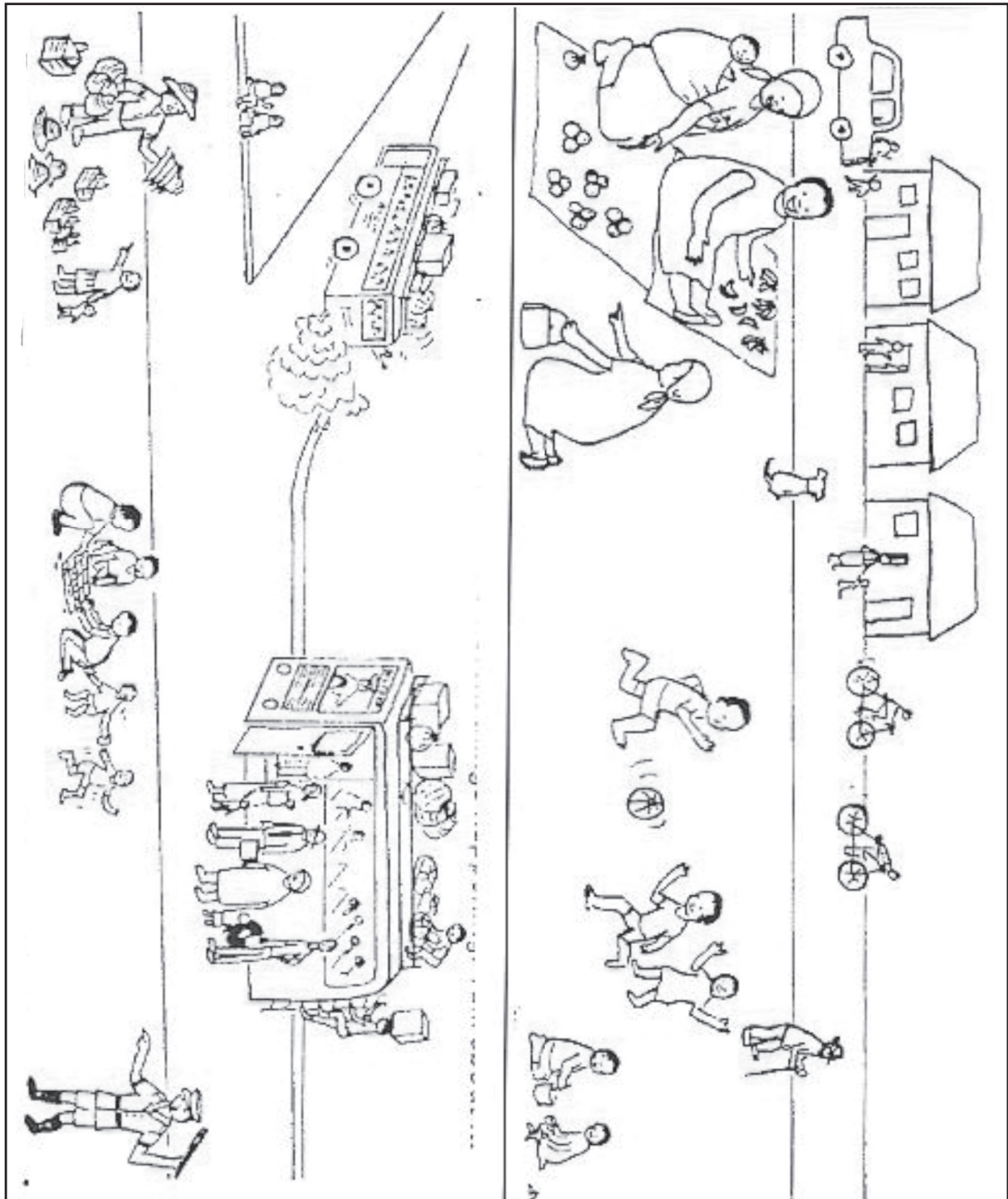
Find the difference

Make cards out of these pictures. Give one pair to the learner at a time and ask the learner to find all differences in the pictures.



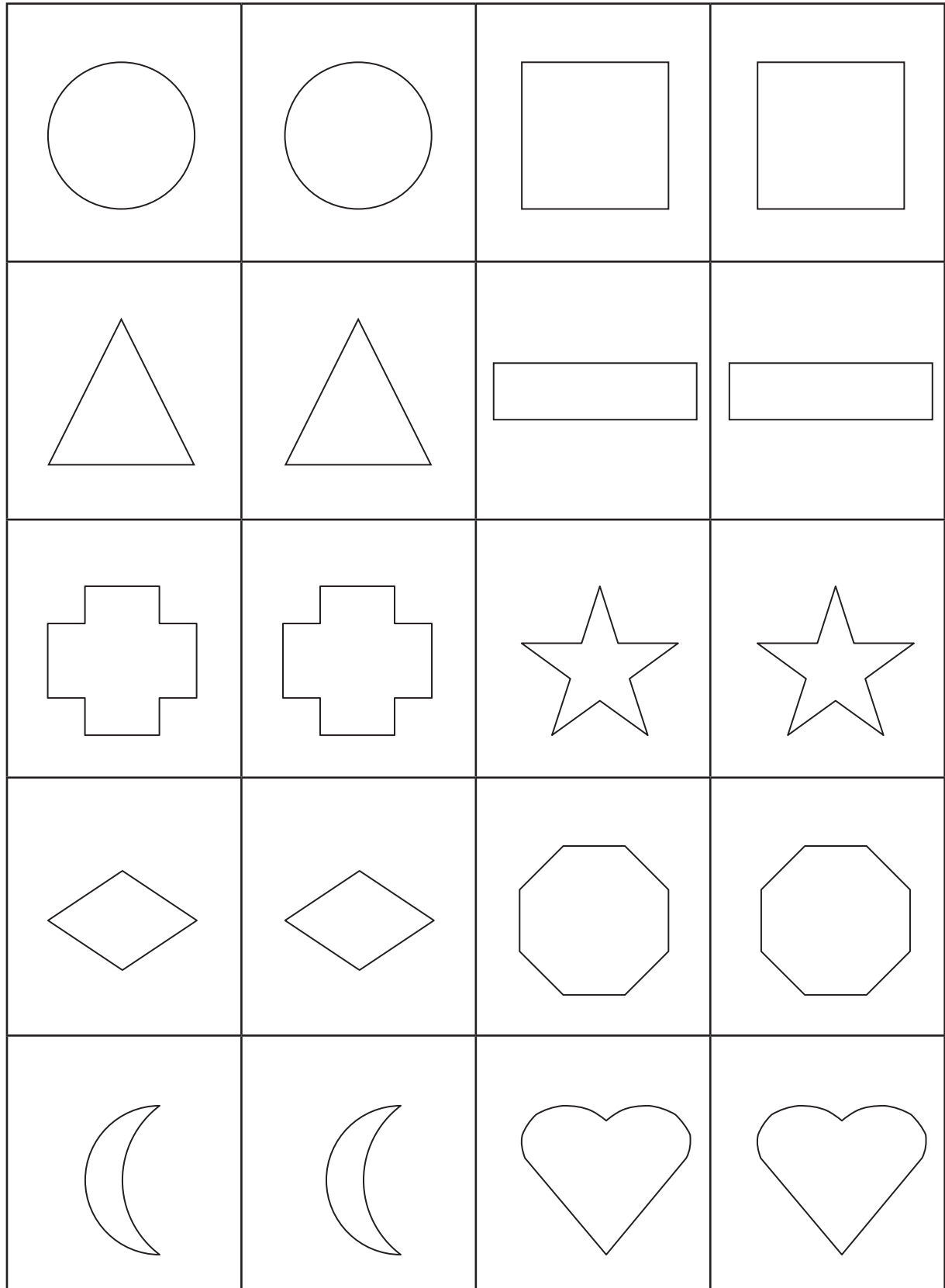
Look at the picture

Make cards out of these two pictures. Ask the learner to look at a picture and tell about everything he /she can see in the picture.































Matching Shapes

Cut out the shapes and make cards out of them. Colour the cards. Ask learners to find the pairs. Start with a few pairs only.



Matching Pictures

Matching Colours

Cut out the cards and colour two cards in the same colour. Ask learners to find the pairs. Start with a few pairs only.

Matching Letters A - N

Cut out the letters and make cards out of them. Ask learners to find the pairs. Start with a few pairs only. After teaching big and small letters learners can match big and small.

<u>A</u>	<u>A</u>	<u>B</u>	<u>B</u>
<u>C</u>	<u>C</u>	<u>D</u>	<u>D</u>
<u>E</u>	<u>E</u>	<u>F</u>	<u>F</u>
<u>G</u>	<u>G</u>	<u>H</u>	<u>H</u>
<u>I</u>	<u>I</u>	<u>J</u>	<u>J</u>
<u>K</u>	<u>K</u>	<u>L</u>	<u>L</u>
<u>M</u>	<u>M</u>	<u>N</u>	<u>N</u>

Matching Letters O - Z

Cut out the letters and make cards out of them. Ask learners to find the pairs. Start with a few pairs only. After teaching big and small letters learners can match big and small.

<u>O</u>	<u>O</u>	<u>P</u>	<u>P</u>
<u>Q</u>	<u>Q</u>	<u>R</u>	<u>R</u>
<u>S</u>	<u>S</u>	<u>T</u>	<u>T</u>
<u>U</u>	<u>U</u>	<u>V</u>	<u>V</u>
<u>W</u>	<u>W</u>	<u>X</u>	<u>X</u>
<u>Y</u>	<u>Y</u>	<u>Z</u>	<u>Z</u>

Matching Letters a-n

Cut out the letters and make cards out of them. Ask learners to find the pairs. Start with a few pairs only. After teaching big and small letters learners can match big and small.

a	a	b	b
c	c	d	d
e	e	f	f
g	g	h	h
i	i	j	j
k	k	l	l
m	m	n	n

Matching Letters o-z

Cut out the letters and make cards out of them. Ask learners to find the pairs. Start with a few pairs only. After teaching big and small letters learners can match big and small.

o	o	p	p
q	q	r	r
s	s	t	t
u	u	v	v
w	w	x	x
y	y	z	z

Matching Letters Aa-Nn

Cut out the letters and make cards out of them. Ask learners to find the pairs. Start with a few pairs only.

<u>Aa</u>	<u>Aa</u>	<u>Bb</u>	<u>Bb</u>
<u>Cc</u>	<u>Cc</u>	<u>Dd</u>	<u>Dd</u>
<u>Ee</u>	<u>Ee</u>	<u>Ff</u>	<u>Ff</u>
<u>Gg</u>	<u>Gg</u>	<u>Hh</u>	<u>Hh</u>
<u>Ii</u>	<u>Ii</u>	<u>Jj</u>	<u>Jj</u>
<u>Kk</u>	<u>Kk</u>	<u>Ll</u>	<u>Ll</u>
<u>Mm</u>	<u>Mm</u>	<u>Nn</u>	<u>Nn</u>

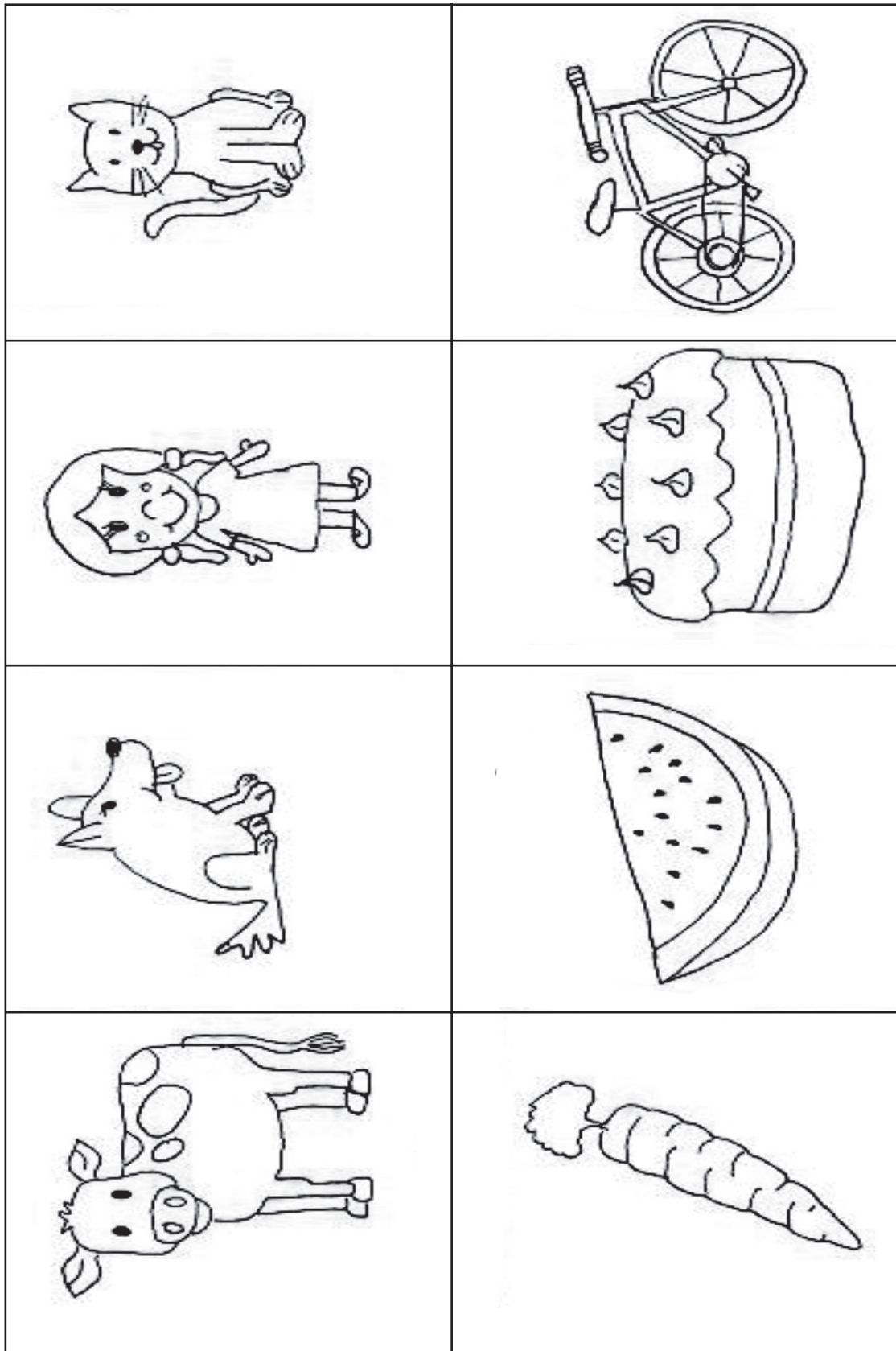
Matching Letters Oo-Zz

Cut out the letters and make cards out of them. Ask learners to find the pairs. Start with a few pairs only.

<u>Oo</u>	<u>Oo</u>	<u>Pp</u>	<u>Pp</u>
<u>Qq</u>	<u>Qq</u>	<u>Rr</u>	<u>Rr</u>
<u>Ss</u>	<u>Ss</u>	<u>Tt</u>	<u>Tt</u>
<u>Uu</u>	<u>Uu</u>	<u>Vv</u>	<u>Vv</u>
<u>Ww</u>	<u>Ww</u>	<u>Xx</u>	<u>Xx</u>
<u>Yy</u>	<u>Yy</u>	<u>Zz</u>	<u>Zz</u>

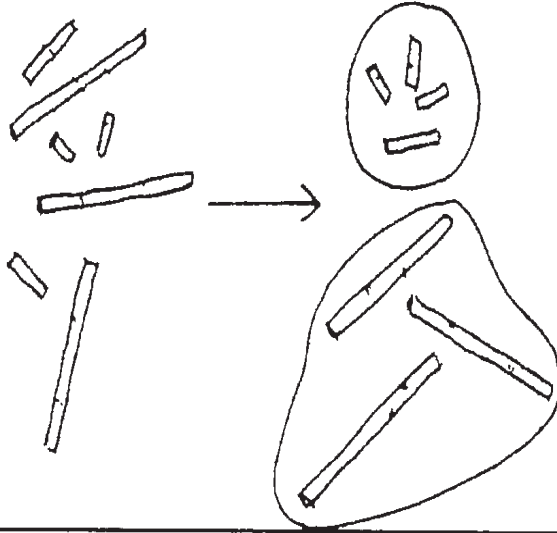
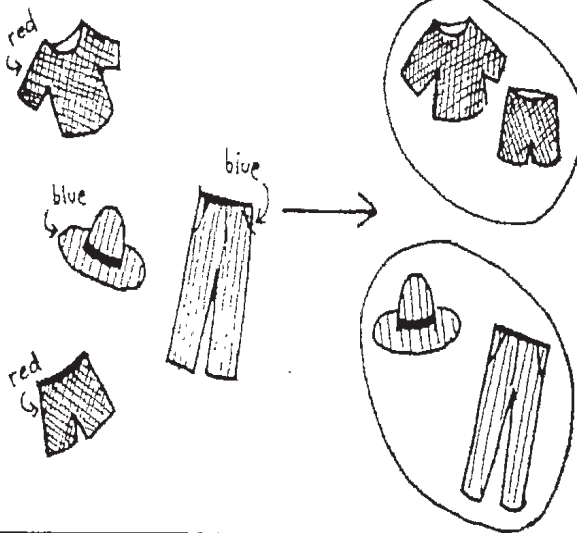
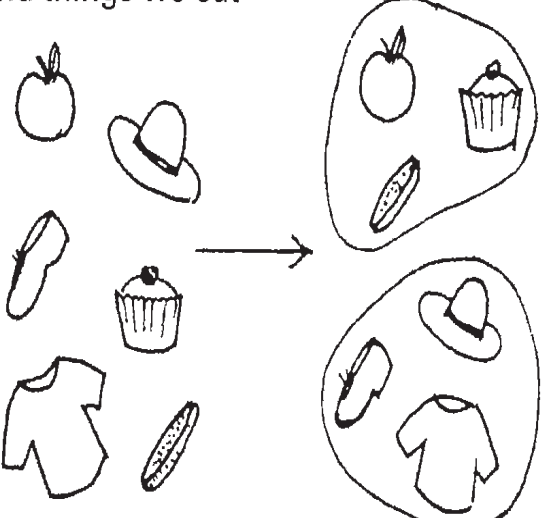
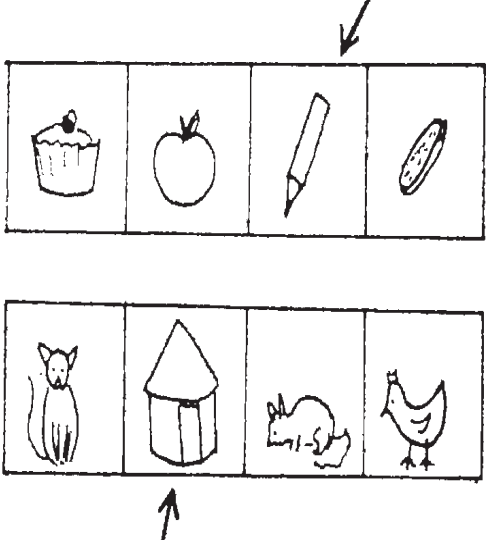
Find the odd one out

Cut the pictures and make cards of them. Give four pictures to the learner at once and ask the learner to identify which picture does not belong to the group.



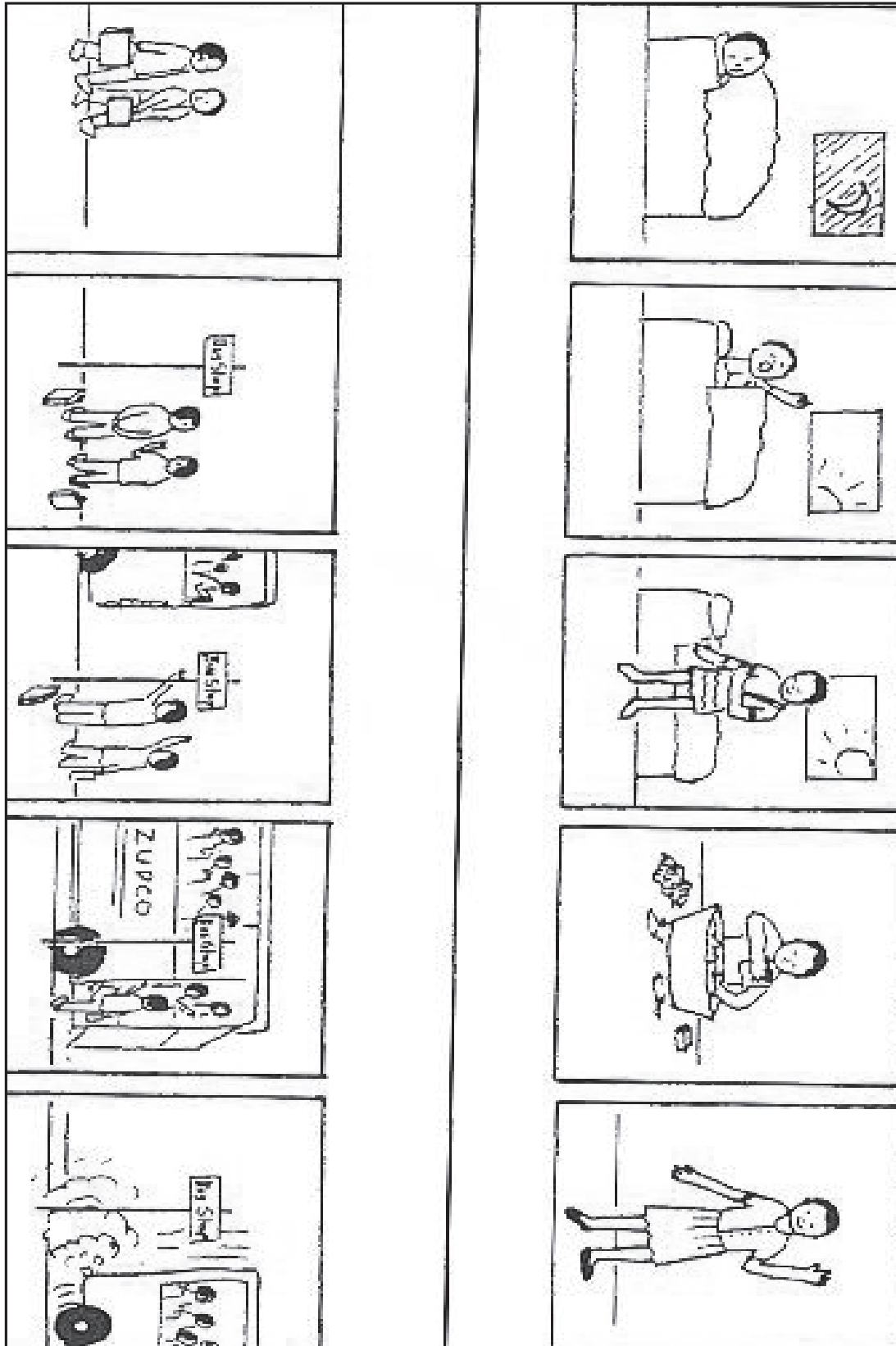
Sorting

Sort into groups (things we wear things we eat) and find the odd one out. Then ask the learner to explain what is happening.

Activities to help sorting skills	
<p>Sort long from short</p>  <p>A collection of sticks of various lengths is shown on the left. An arrow points to two groups on the right: a small circle containing three short sticks and a larger circle containing four long sticks.</p>	<p>Sort the objects into different colours</p>  <p>Four items of clothing are shown: a red shirt, a blue hat, blue pants, and red shorts. Arrows point to two groups: a circle containing the red shirt and red shorts, and another circle containing the blue hat and blue pants.</p>
<p>Sort the objects into things we wear, and things we eat</p>  <p>A collection of items including an apple, a hat, a shoe, a cupcake, a t-shirt, and a sandwich is shown on the left. An arrow points to two groups: a circle containing the apple, cupcake, and sandwich, and another circle containing the hat, shoe, and t-shirt.</p>	<p>Which is the odd one out?</p>  <p>Two rows of four items each are shown in boxes. The top row contains a cupcake, an apple, a pencil, and a cucumber. An arrow points to the pencil. The bottom row contains a cat, a house, a pig, and a chicken. An arrow points to the house.</p>

Sequence

Cut the pictures out and make cards out of them. Mix the cards and ask the learner to put the cards in the right order (sequence). Then ask the learner to explain what is happening.





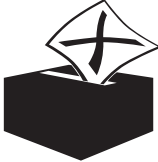




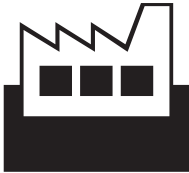
























Worksheet - Visual Discrimination: Pictures

Find and circle the picture on the right that is the one on the left!





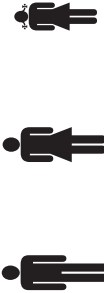
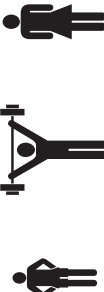






Worksheet - Visual Discrimination: Pictures

Find and circle the picture on the right that is the one on the left!

Worksheet - Visual Discrimination: Sequence of Pictures

Find and circle the sequence on the right that is the same than on the left!

Worksheet - Visual Discrimination: Letters

Find and circle the picture on the right that is the one on the left!

e	n	m	e	o	
s	k	r	s	v	
x	p	x	o	a	
u	n	u	a	e	
t	l	i	t	k	f
k	h	p	k	x	l

Worksheet - Visual Discrimination: Letters

Find and circle the picture on the right that is the one on the left!

b	a	o	p	b
d	p	b	d	a
p	p	q	d	o
q	d	q	a	p
a	o	a	u	n
o	u	a	o	n

Worksheet - Visual Discrimination

Design a worksheet for visual discrimination with the letters, numbers or pictures of your choice.

Worksheet - Visual Discrimination: Sequence of Letters

Find and circle the sequence on the right that is the same than on the left!

Boy	oyB	Boy	yOB
cup	pcu	puc	cup
mat	tam	mat	tma
dog	god	dgo	dog
fan	naf	afn	fan

Worksheet - Visual Discrimination: Sequence of Letters

Design your own worksheet with a letter sequence (word) to match.

Worksheet - Visual Discrimination: d's

Find and circle all letters that look exactly the same as letter d.

d

a	b	d	e
o	p	s	d
d	q	p	d
a	n	d	o
d	d	p	q
o	d	p	a

Letter Sounds and Letter Names – Teaching Sounds – Reading

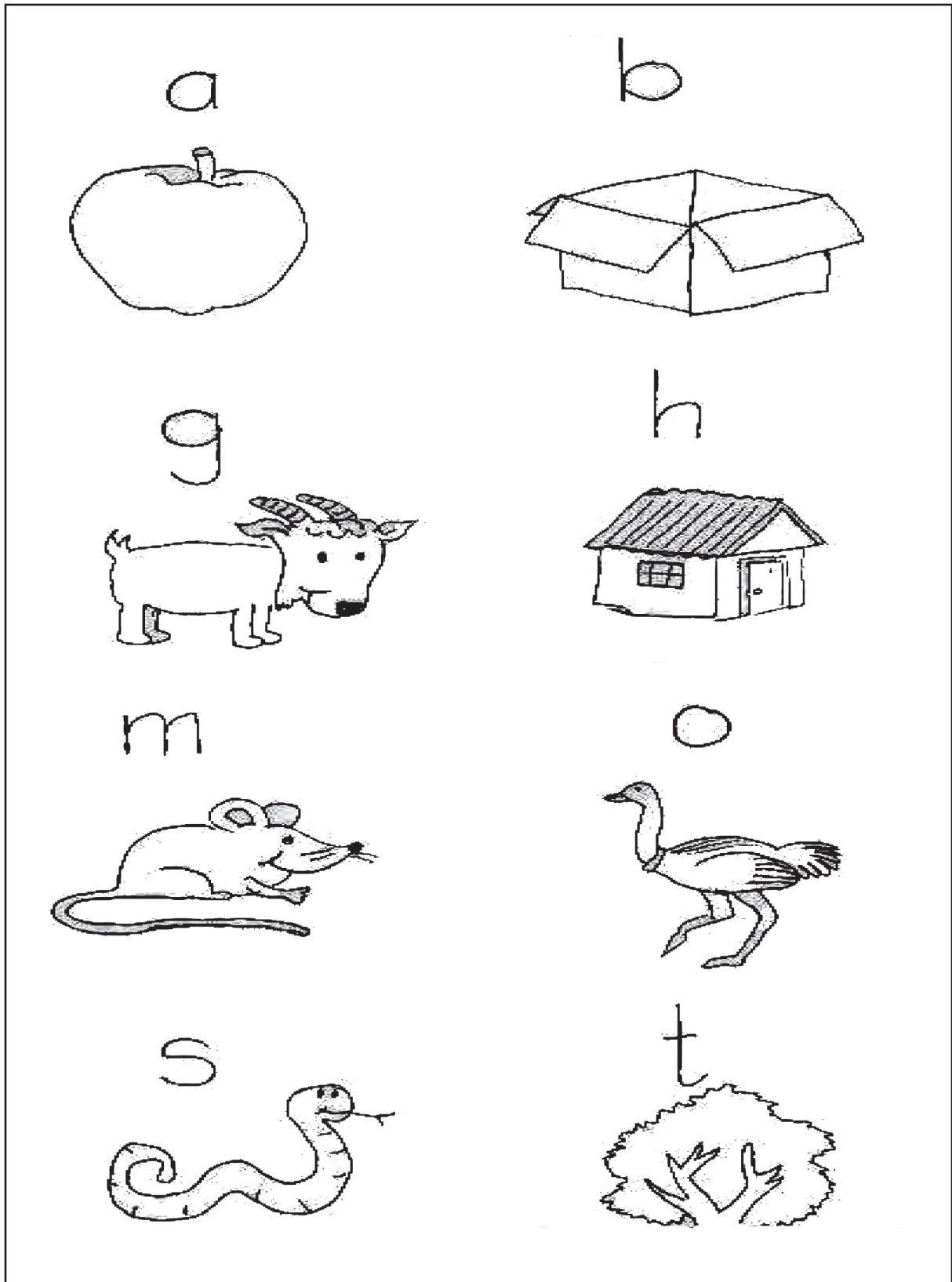
Use this sheet to keep record of letter names and sounds that the learner knows. Test the learner’s knowledge regularly. Show the letters to the learner in big size. The teacher only uses this paper for recording. Tic if the learner knows the letter; leave blank if he/she doesn’t.

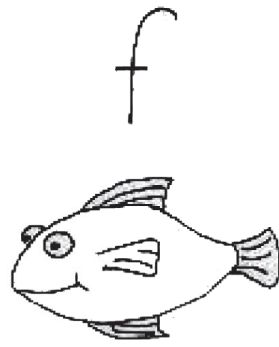
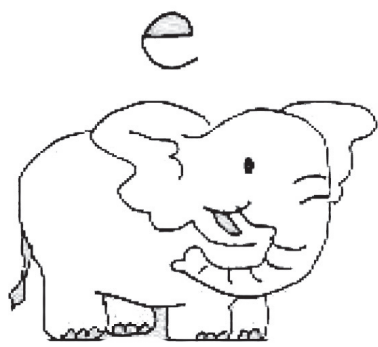
Name: _____

Grade: _____

letter:	read letter name: (learner reads the letter name or sound=both options correct)						write letter sound: (teacher says sound or word beginning with the sound, learner writes sound)					
date →												
a (apple)												
s (sun)												
m (moon)												
t (table)												
d (door)												
r (rain)												
c (cat)												
h (house)												
n (name)												
f (flag)												
b (book)												
e (eagle)												
l (light)												
g (goat)												
o (office)												
i (inside)												
p (pot)												
k (kick)												
w (water)												
u (under)												
y (young)												
q (queen)												
z (zebra)												
v (van)												
j (jump)												

Sounds Memory - Auditory Discrimination - Pre-Literacy Skills





z

zebra

z

oryx

x

yellow

y

yak

y



y

y



a

apple

f

fish

g

goat

l

lion

m

mouse

r

rhino

s

snake

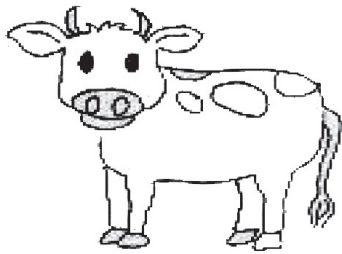
d e
donkey elephant

j k
jam key

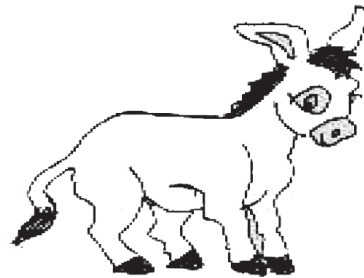
p q
pig question mark

v w
van watermelon

c



d



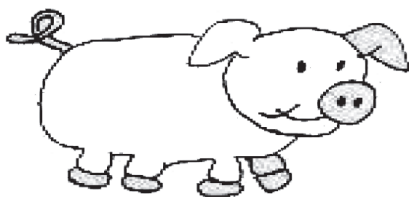
i



k



p



n



u



v



b

box

c

cow

h

house

i

ice cream

n

nest

o

ostrich

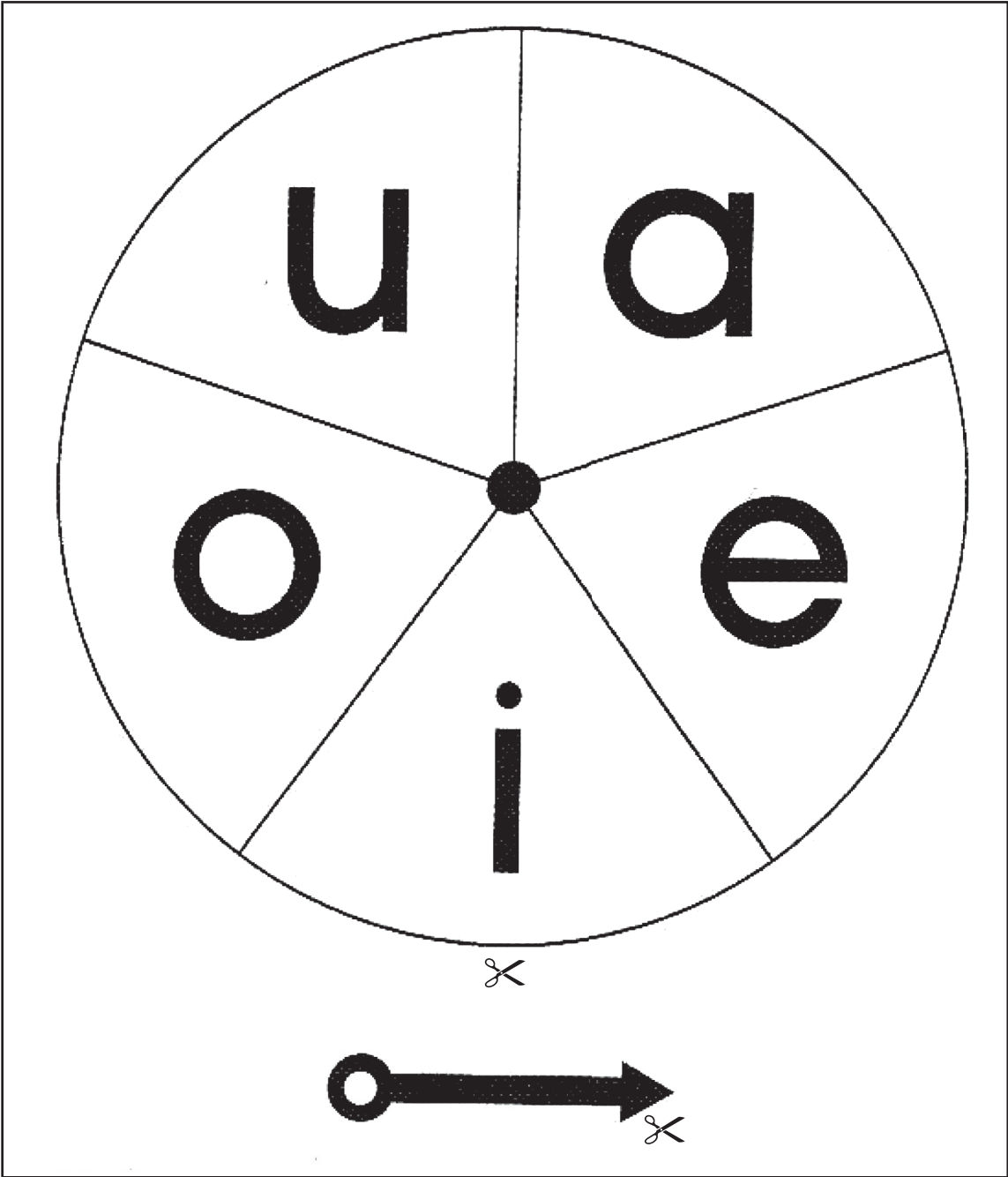
t

tree

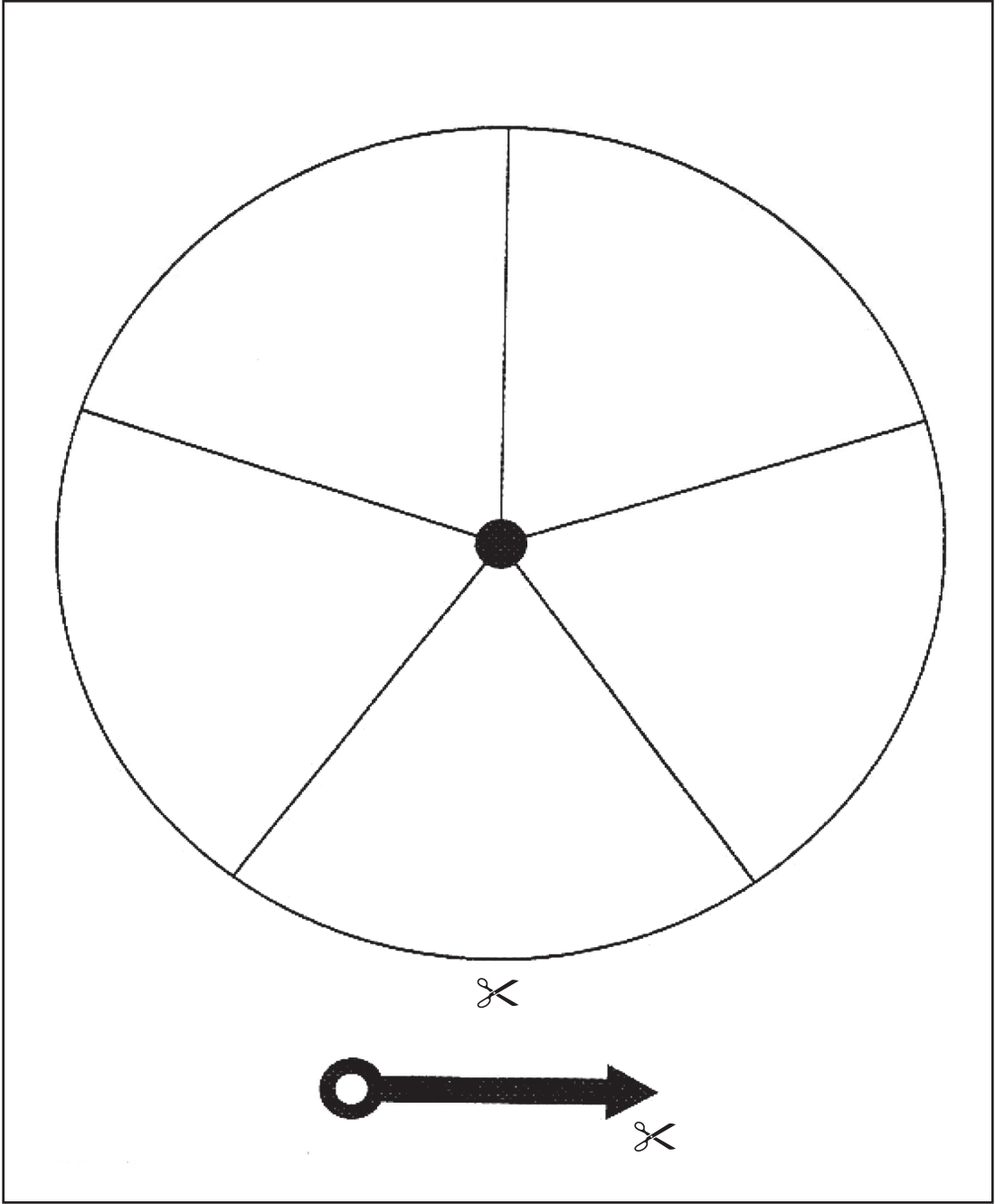
u

umbrella

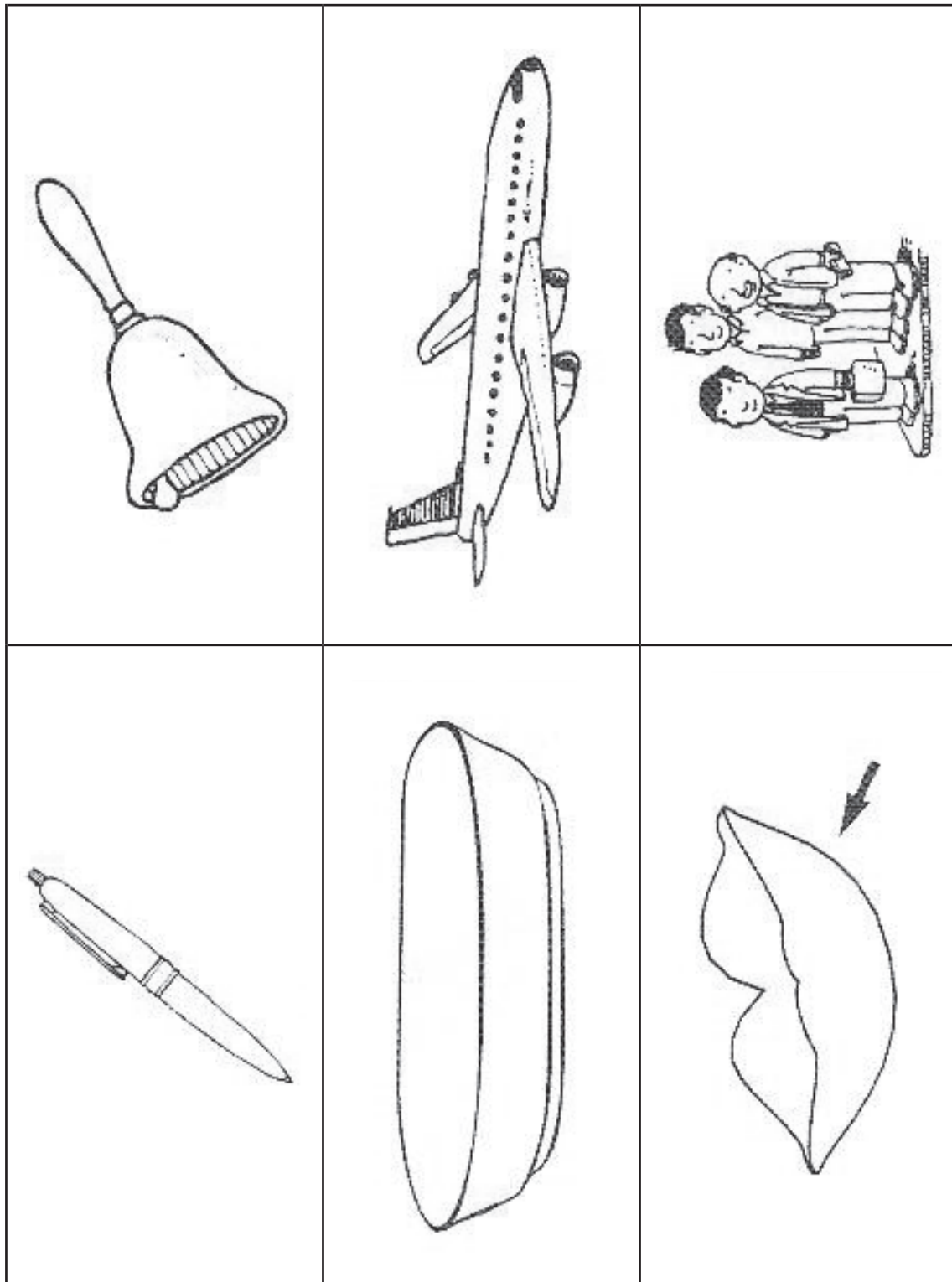
Letter- sound correspondence - Medial Phoneme Spin – Same as Sound Dice – Teaching Reading – Single Sounds



Blank Medial Phoneme Spin



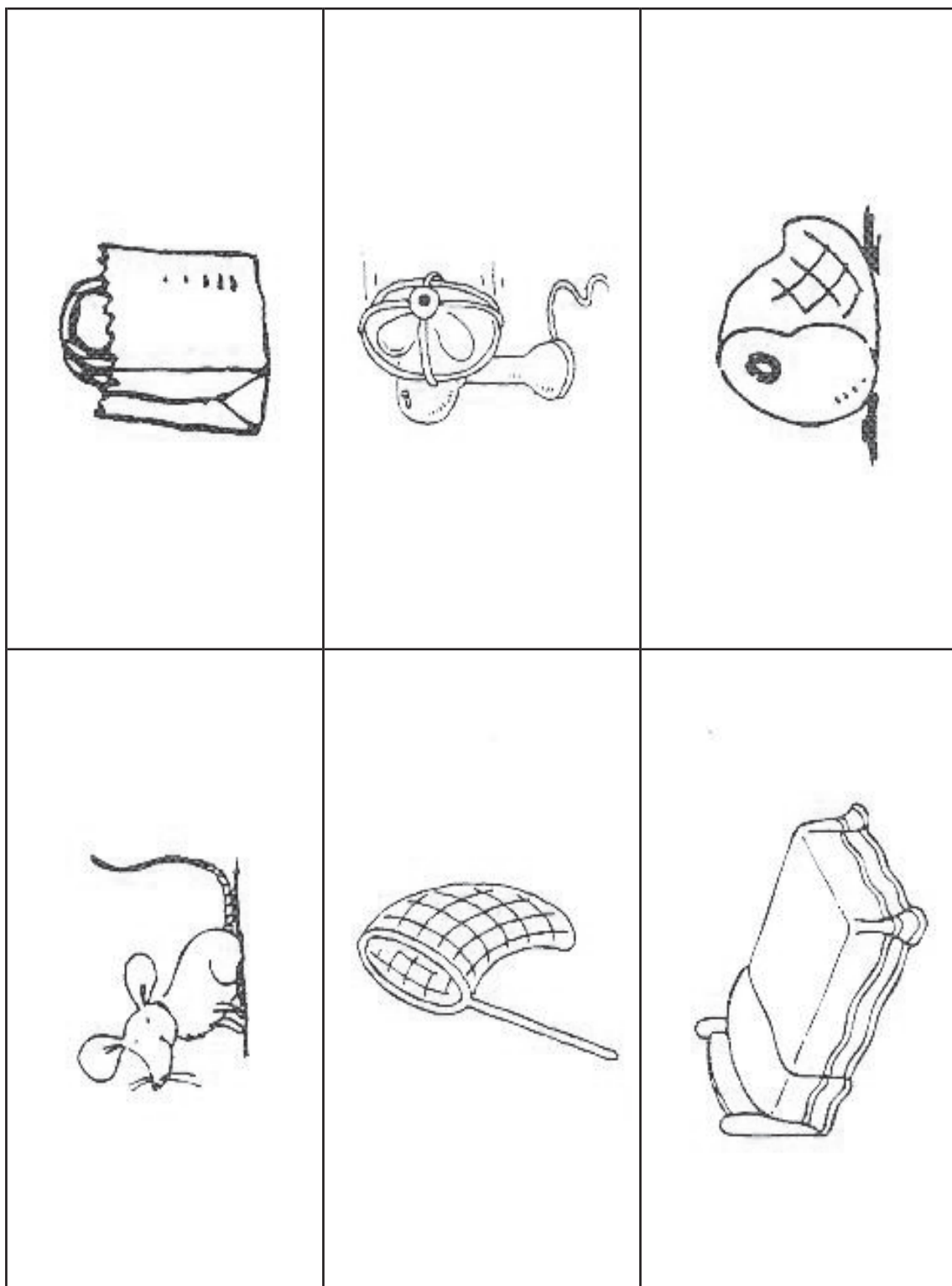
Medial Phoneme Spin



Medial sound picture cards: bell, jet, men, pen, dish, lip



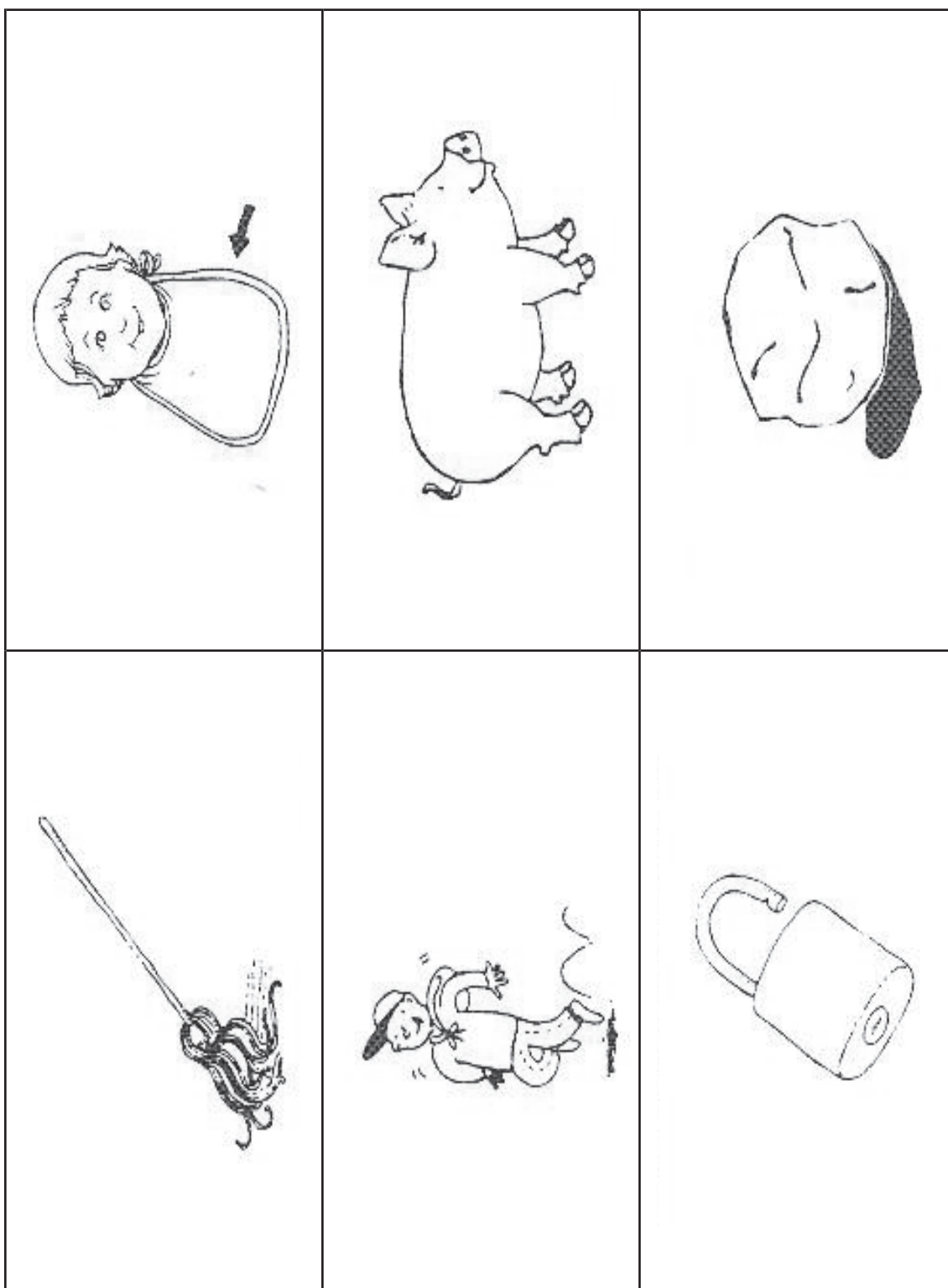
Medial Phoneme Spin



Medial sound picture cards: bag, fan, ham, rat, net, bed



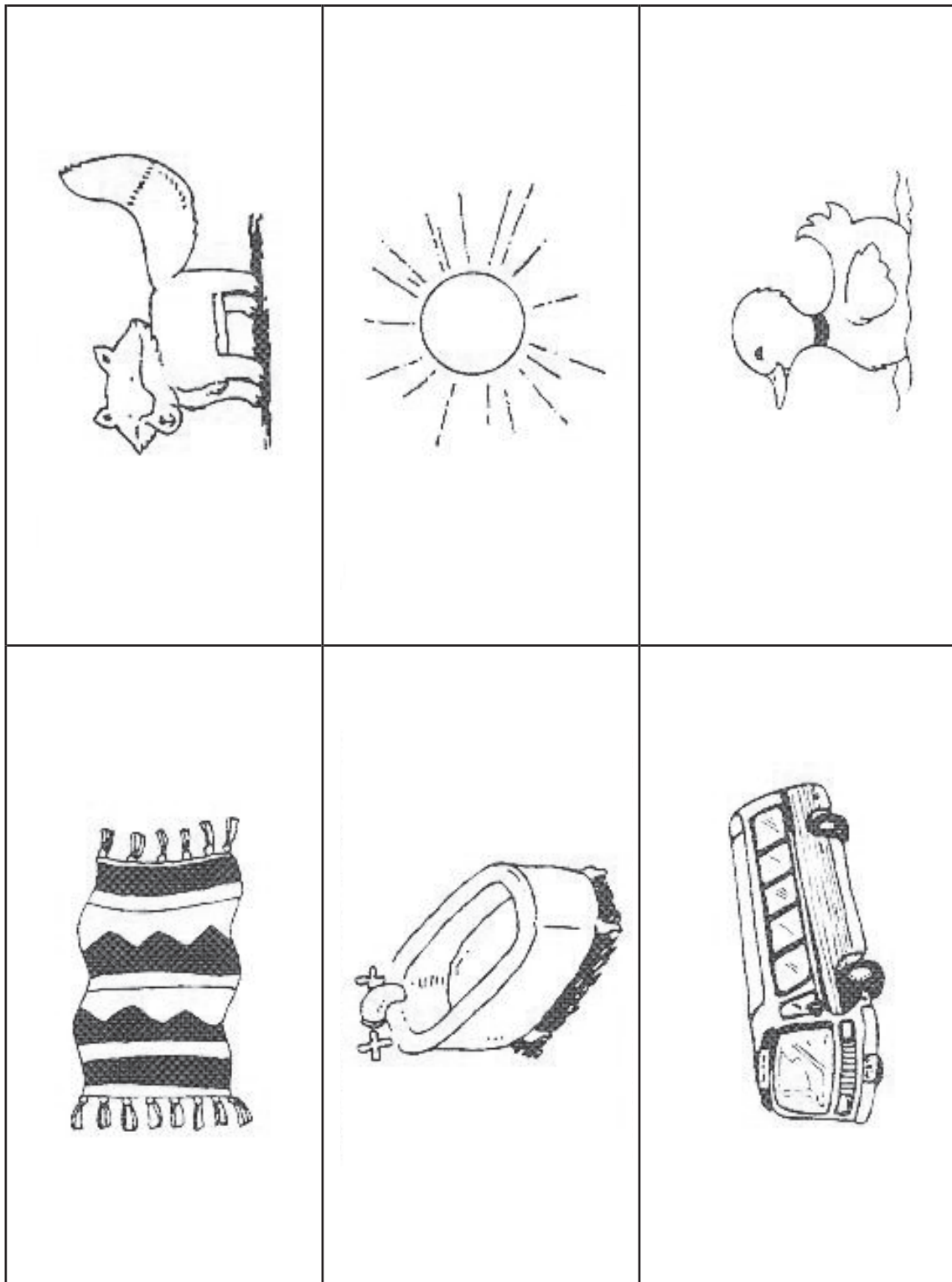
Medial Phoneme Spin



Medial sound picture cards: bib, pig, rock, mop, hop, lock



Medial Phoneme Spin



Medial sound picture cards: fox, sun, duck, rug, tub, bus



Letter Cards for Reading and Spelling Practice – Words – Reading

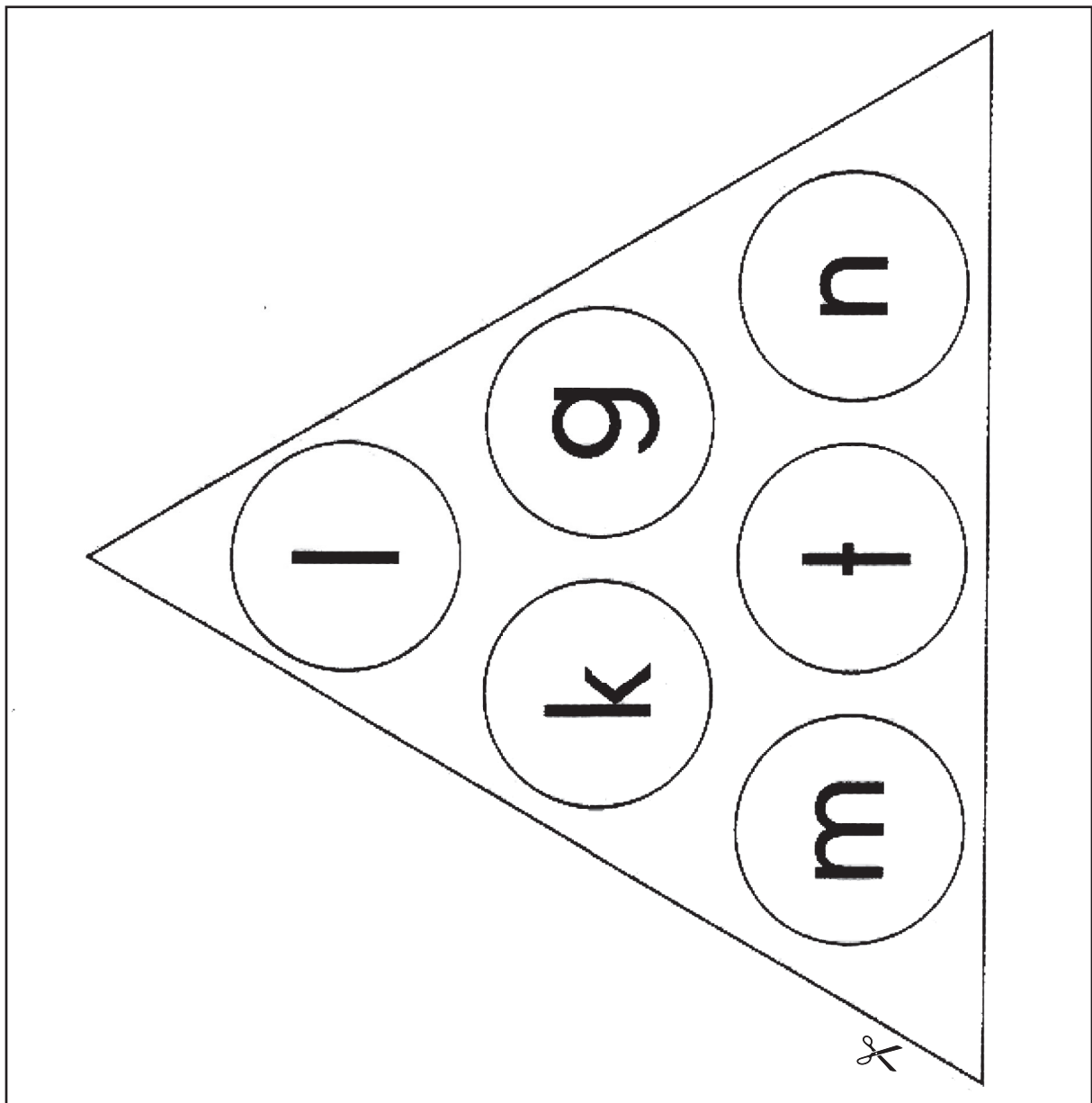
Copy and cut out the cards. Note that you need more copies of some letters than others depending on the language you are teaching.

a	a	a	a	a
m	m	m	m	m
s	s	s	s	s
t	t	t	t	t
i	i	i	i	i
f	f	f	f	f
d	d	d	d	d

r	r	r	r	r
o	o	o	o	o
g	g	g	g	g
h	h	h	h	h
l	l	l	l	l
u	u	u	u	u
c	c	c	c	c
n	n	n	n	n

k	k	k	k	k
b	b	b	b	b
v	v	v	v	v
e	e	e	e	e
p	p	p	p	p
j	j	j	j	j
w	w	w	w	w
y	y	y	y	y

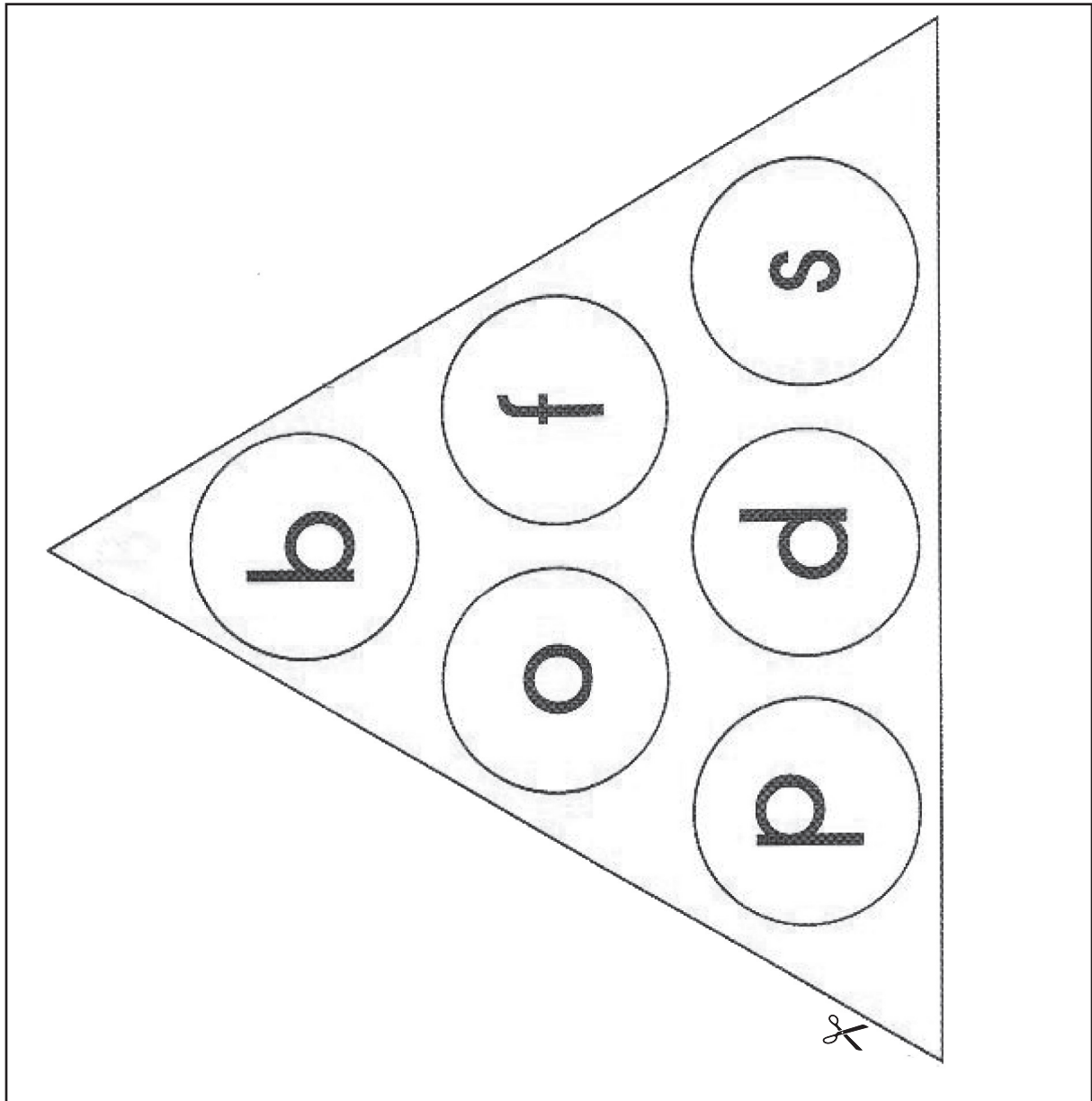
x	x	x	x	x
q	q	q	q	q
z	z	z	z	z



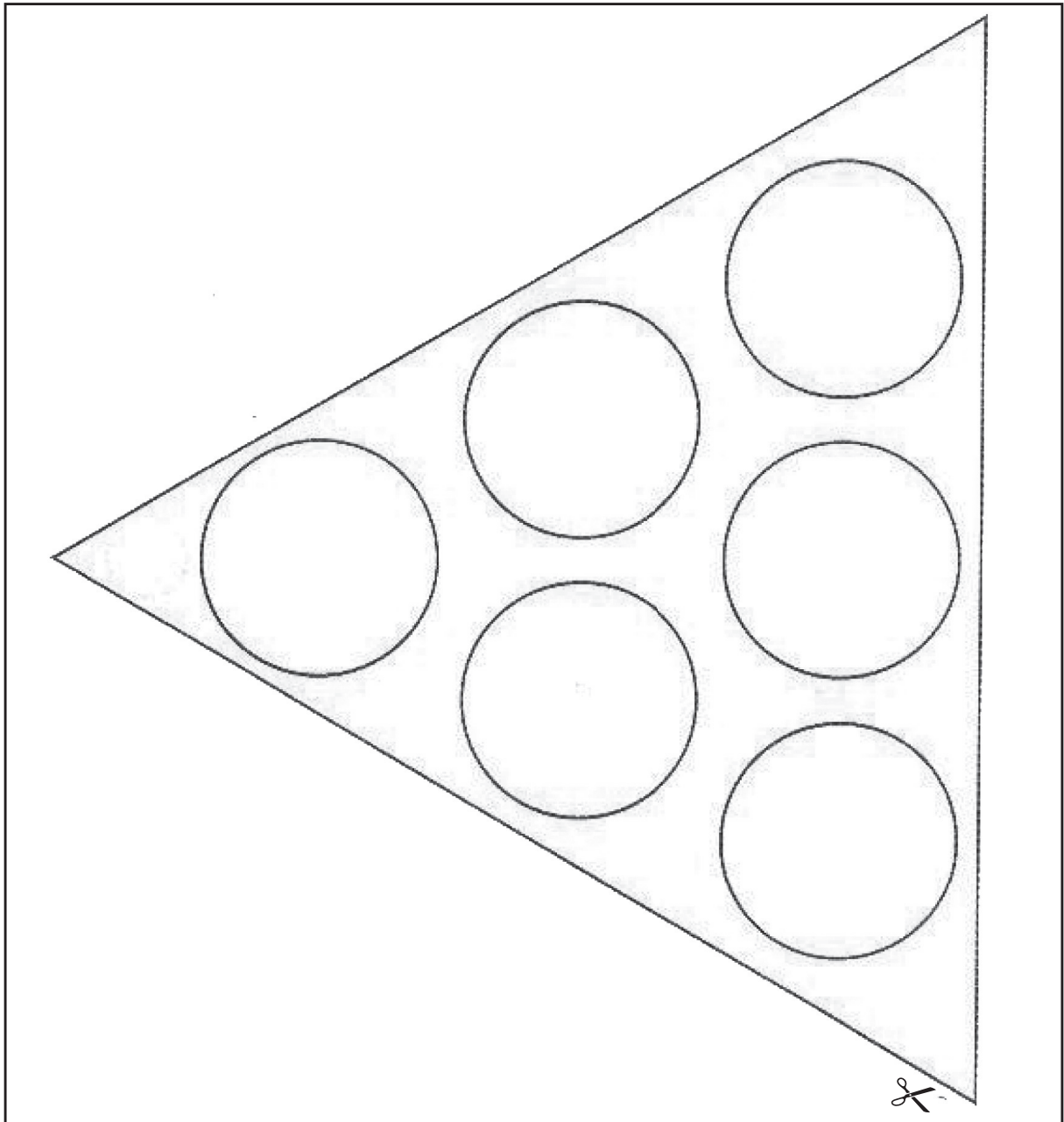
Letter-sound triangle A

Triangle Game

Letter Sound Pyramid

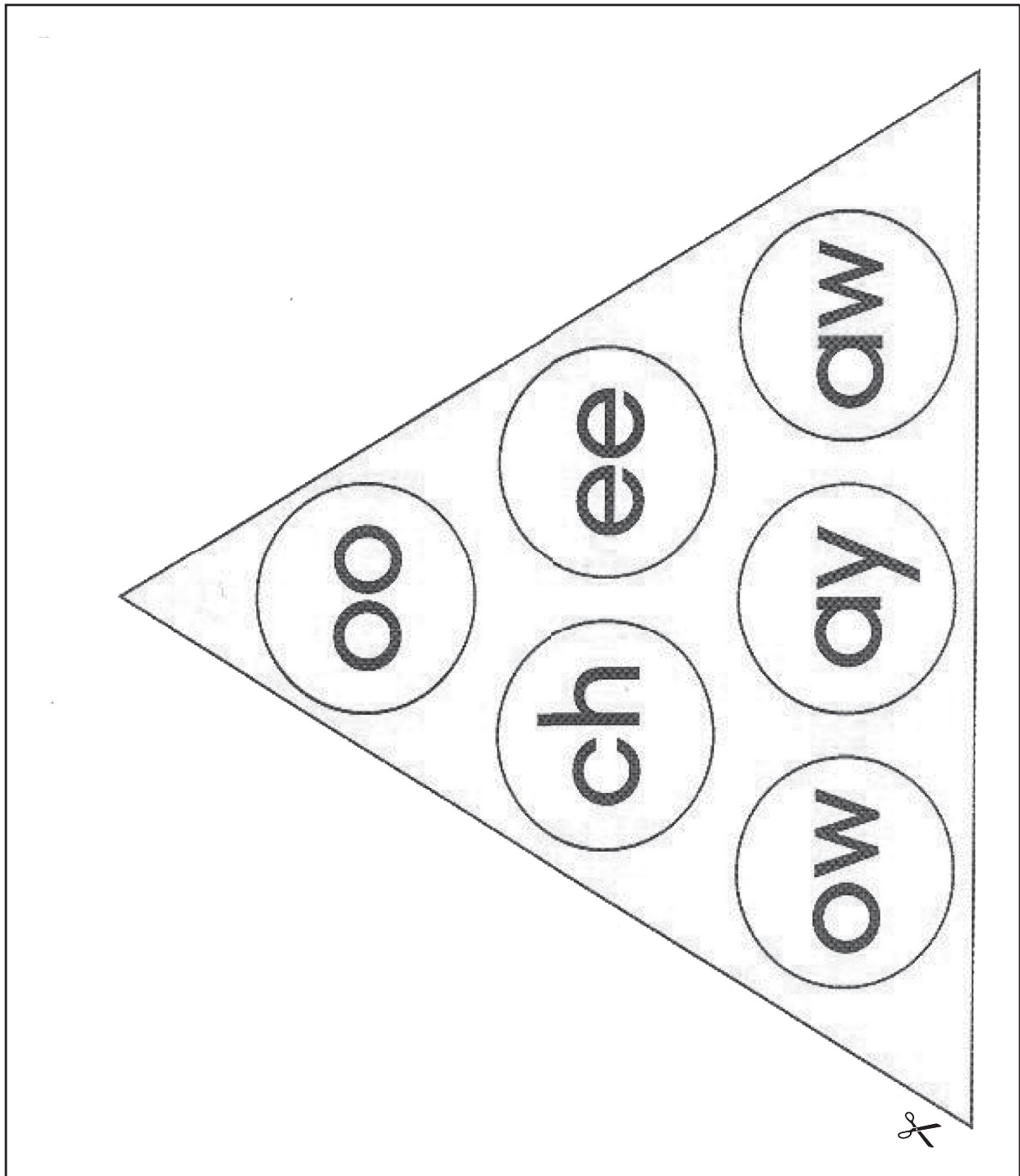


Letter-sound triangle B



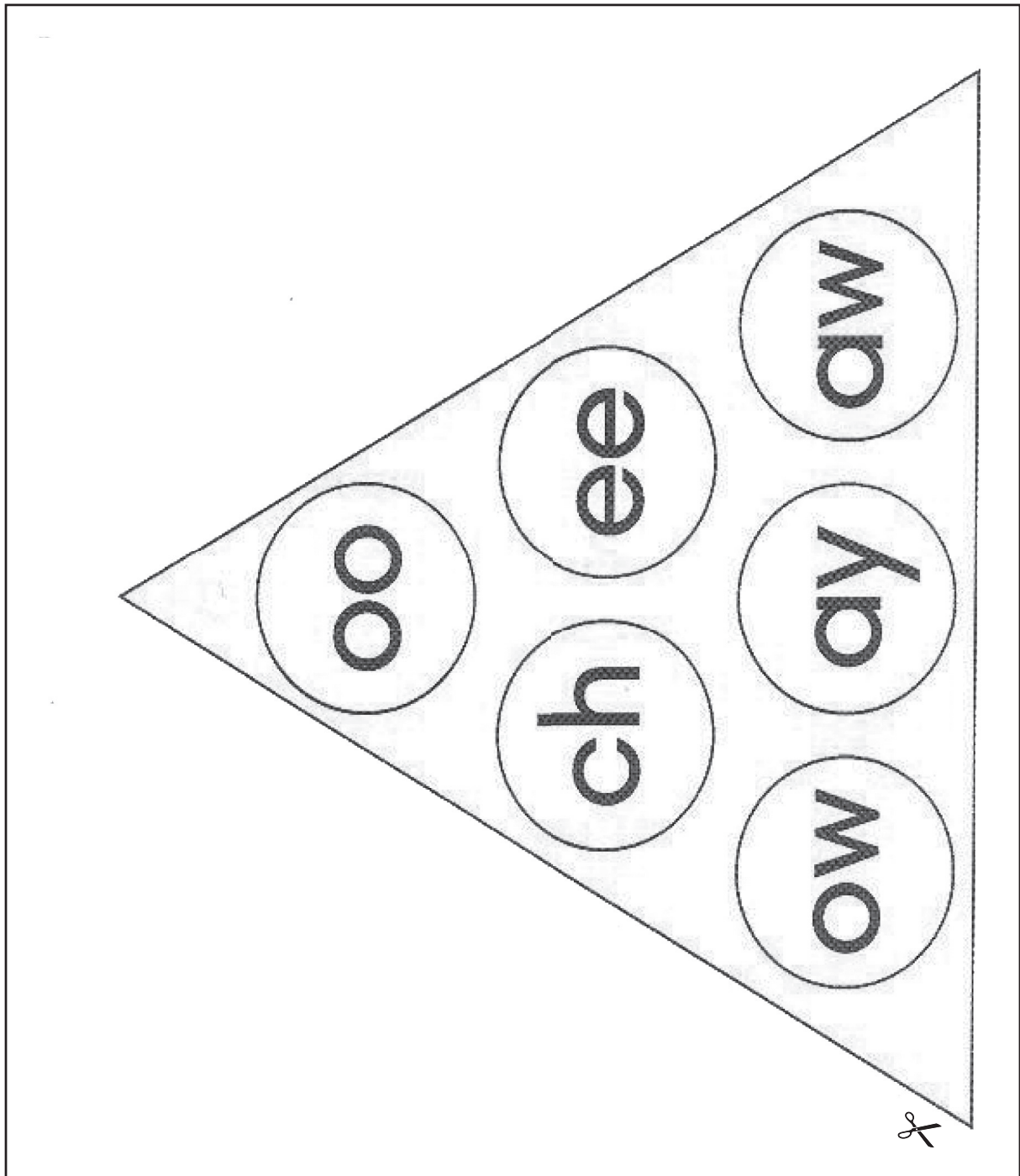
Blank triangle

Letter Sound Pyramid



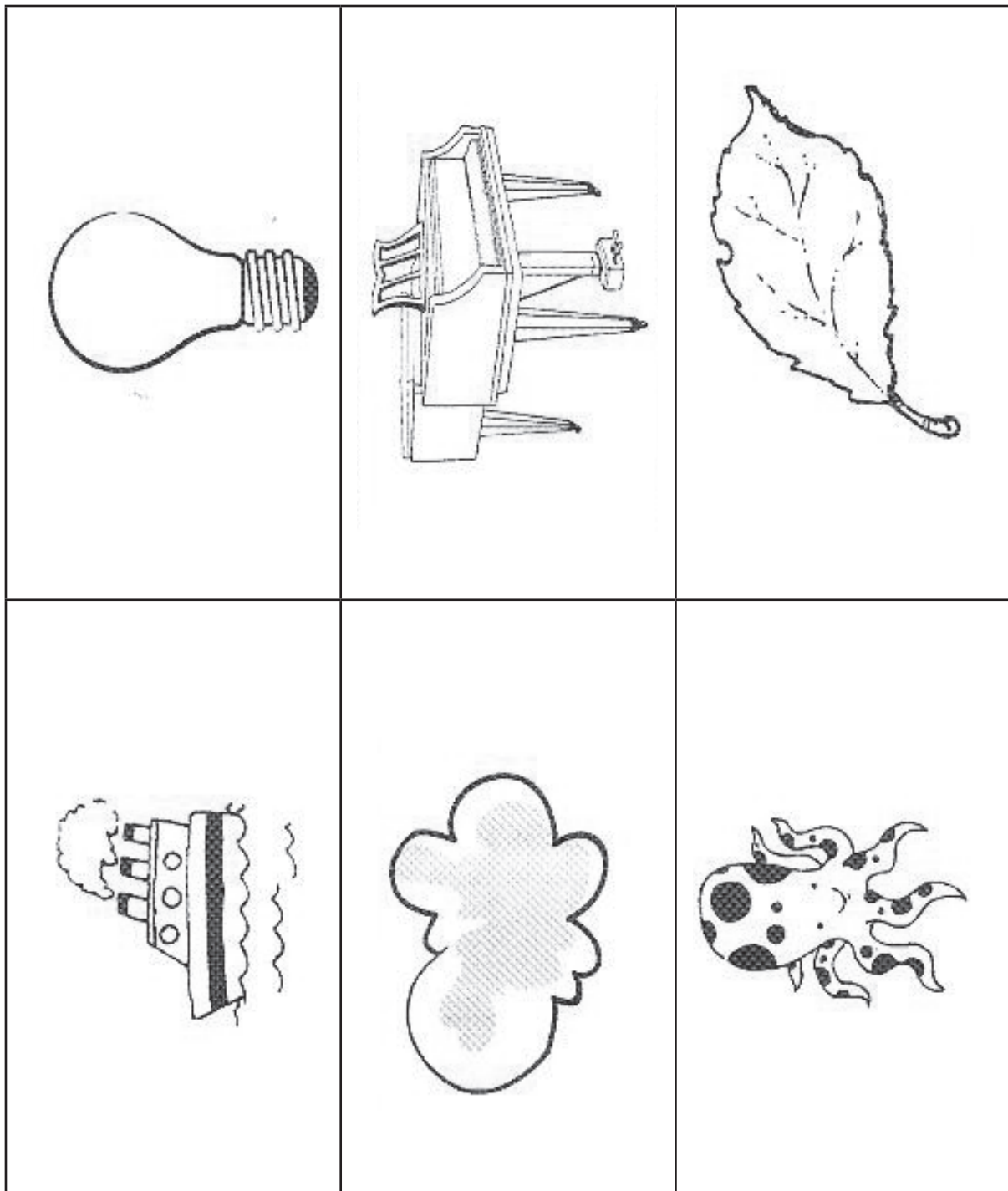
letter sound triangle A

Letter Sound Pyramid



letter sound triangle B

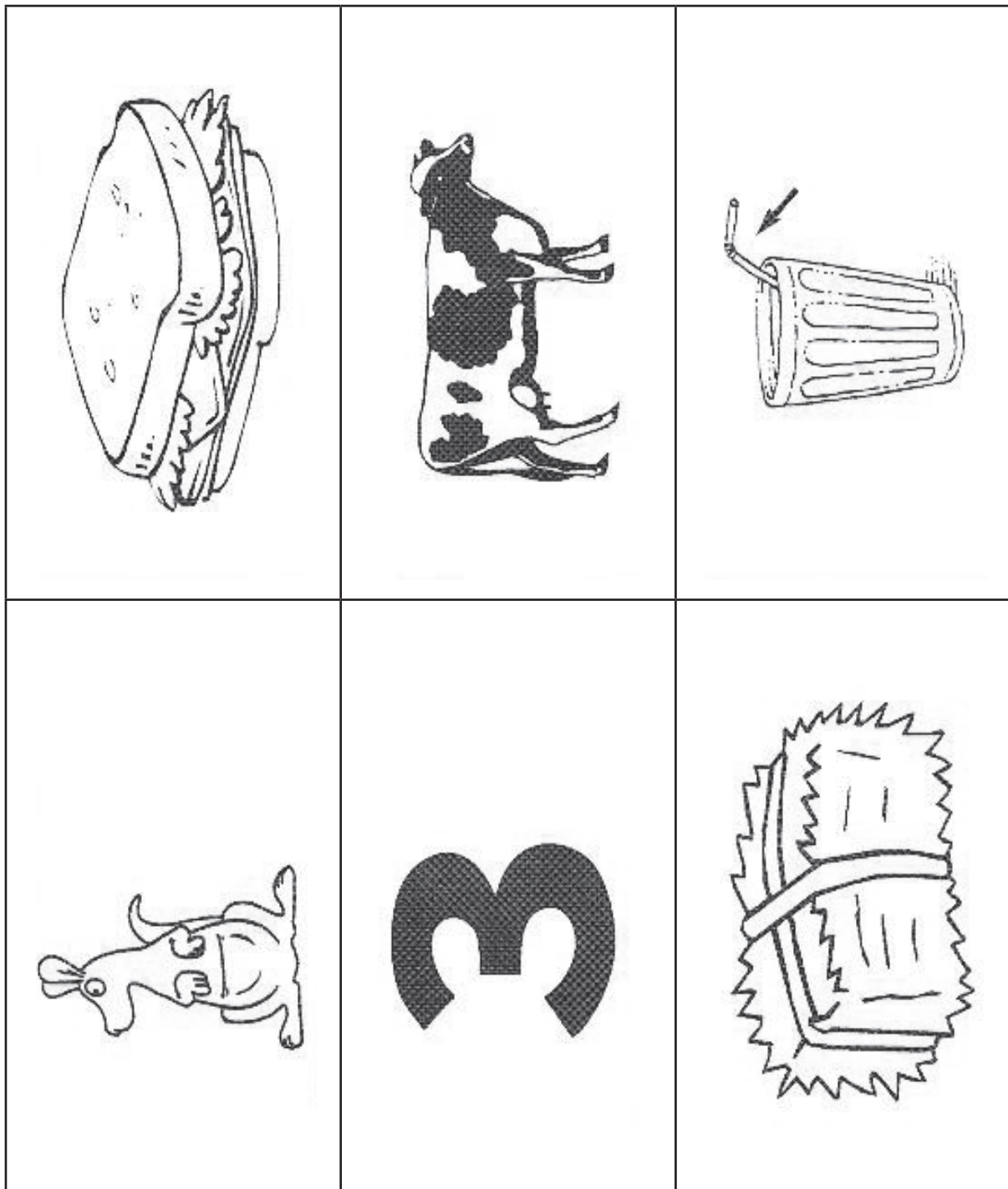
Letter Sound Pyramid



final sound picture cards: bulb, piano, leaf, ship, cloud, octopus



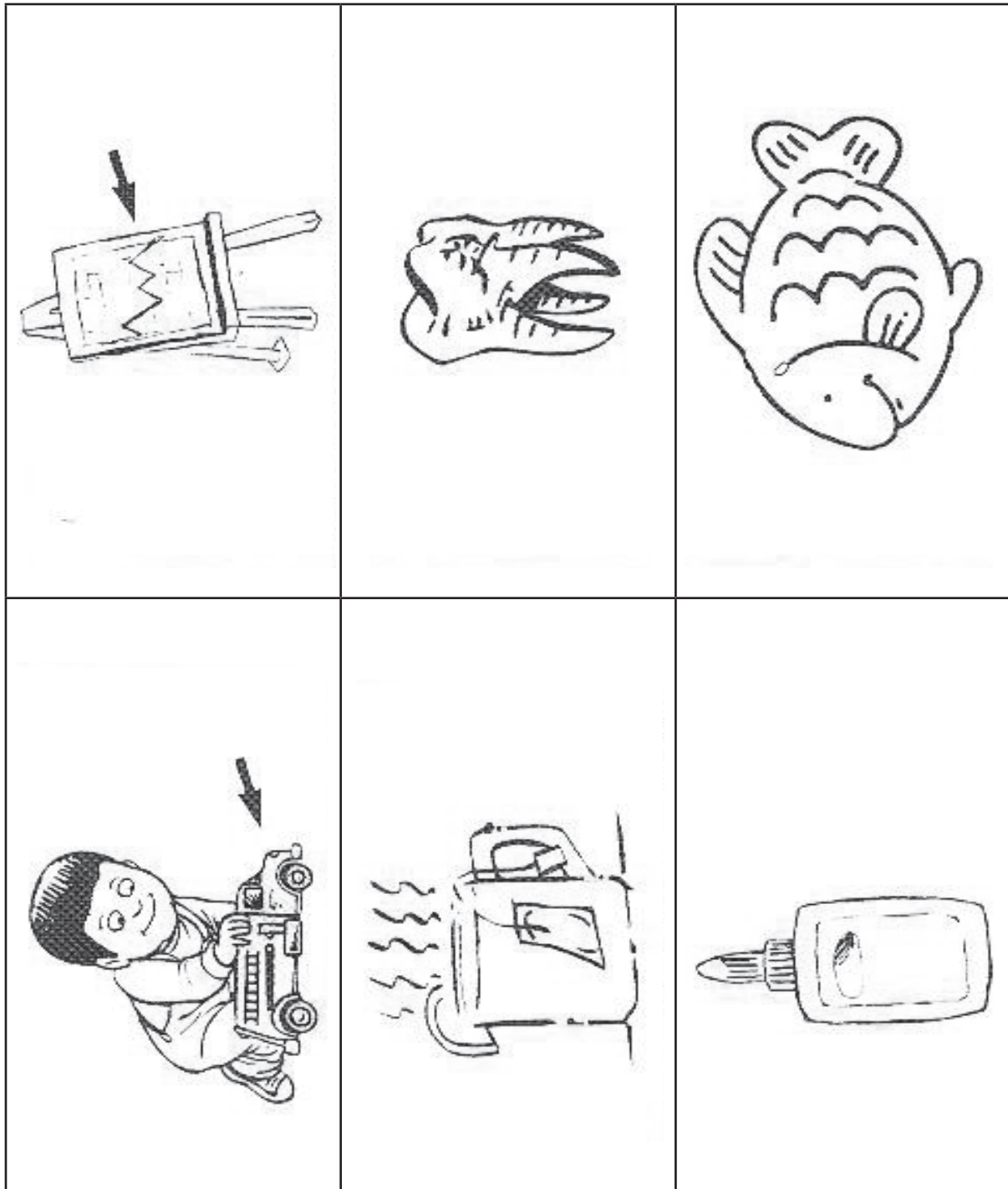
Letter Sound Pyramid



final sound picture cards: sandwich, cow, straw, kangaroo, three, hay



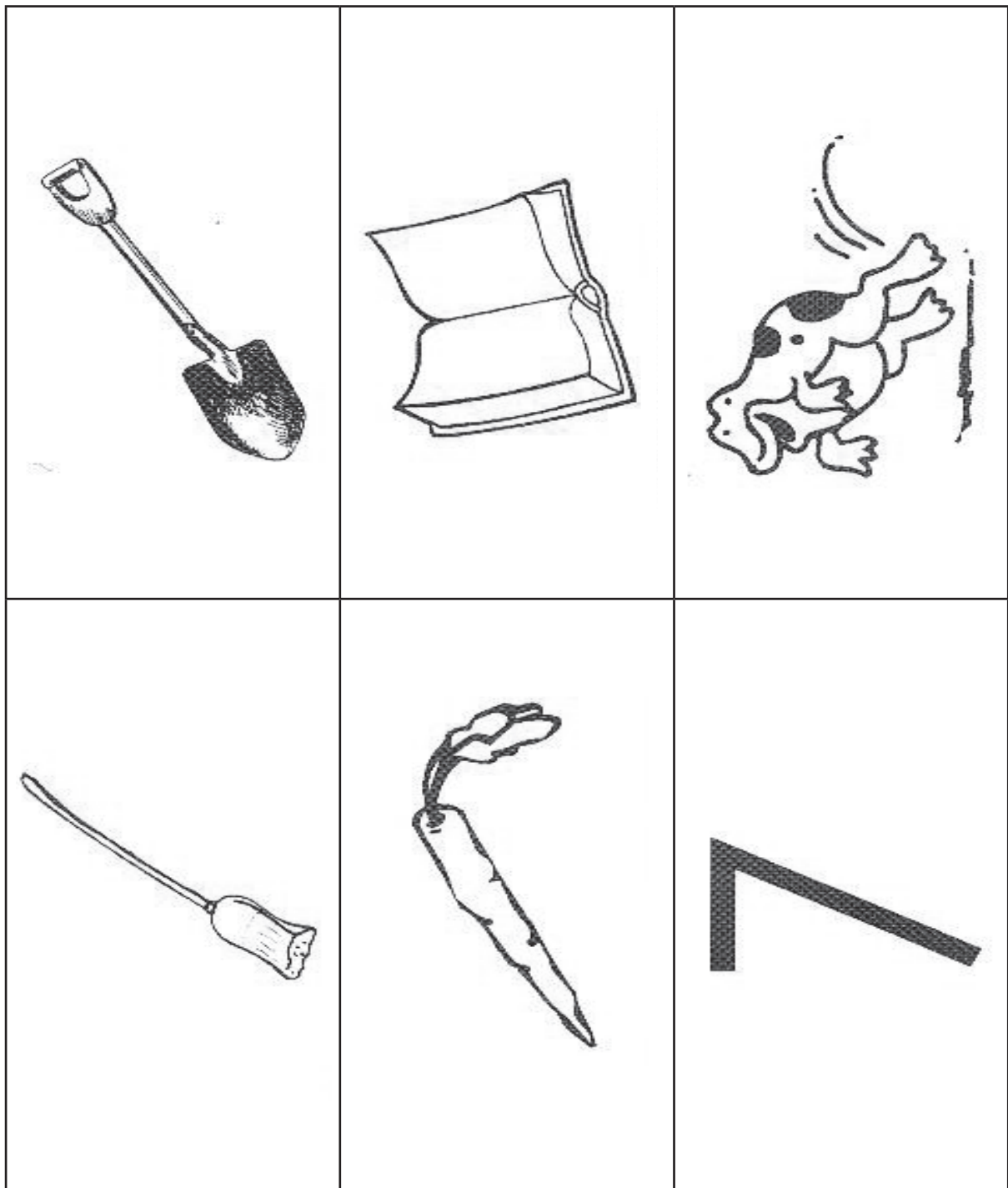
Letter Sound Pyramid



final sound picture cards: graph, tooth, fish, toy, tea, glue



Letter Sound Pyramid

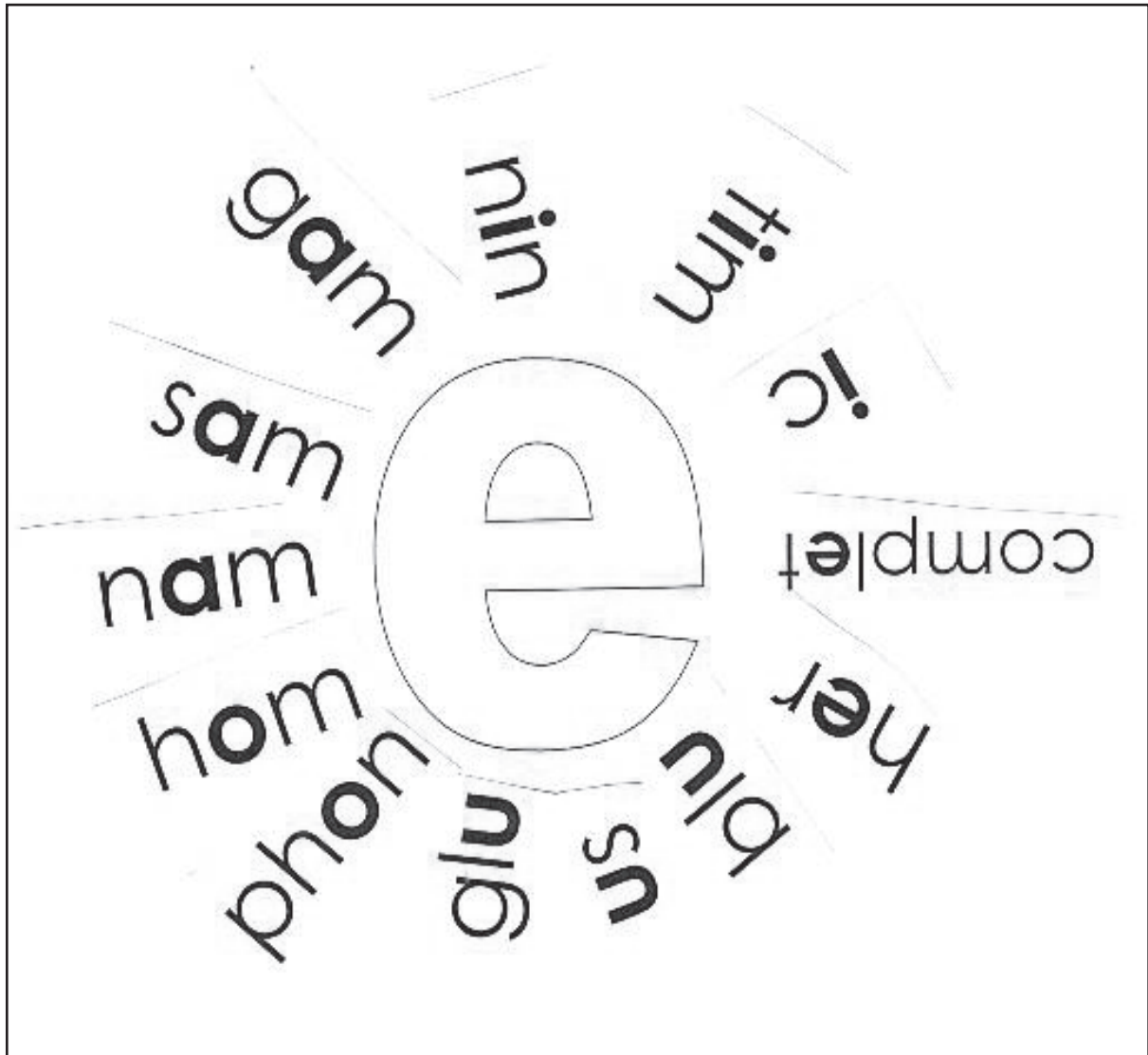


final sound picture cards: shovel, book, frog, broom, carrot, seven



The Magic E

The Magic E makes the vowel say its name but it keeps silent itself:



SECTION B : NUMERACY

The aim of this section is to provide the subject teachers of Mathematics with Learning Support activities in the area of numeracy. These activities can be used within class teaching or within Learning Support groups or for individual practice.

These activities have been designed for learners who need Learning Support in order for them to progress within the Mathematic Curriculum. To meet the needs of these learners, teachers must ensure that learners are working at their own developmental level/stage. This means that a learner must master the skill of number concept of numbers e.g. 0 -9, before he can progress to the next group of numbers e.g. 10 – 19.

1. Number Concepts

1.1 Counting

Skills	Unable to read, write and represent numbers
Difficulties	Learner is unable to recognise, read, write and represent the numbers in the range of 0-9, 10-19, 20-29, etc.

Learning Support activities:

HOW MANY FINGERS

RESOURCES

Concrete material for counting e.g. bottle tops, stones, sticks, counters, number cards

TASK

Learners are given a collection of concrete material. The teacher asks the learners to show a number of fingers e.g. "Show me 3 fingers" Learners show the given number of fingers. If learners are unable to show the required number of fingers, the group counts together up to three. The learners then collect the same number of objects.

As the learners become more competent, the teacher shows the learners a number card e.g. 3. The learners use their fingers to show the number written on the number card and then collect the same number of objects.

NUMBERS 0-9

RESOURCES:

Number line, number cards (1), ordinal number cards (1st), word number cards (one), objects for matching (e.g. beads, counters, bottle tops etc), blanks cards, marker

TASK:

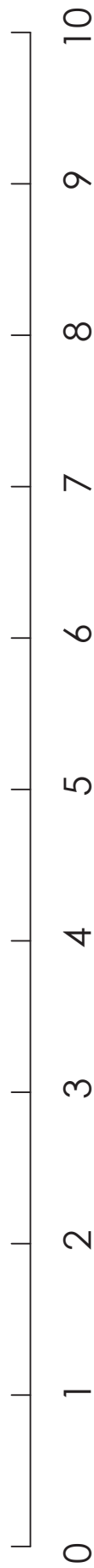
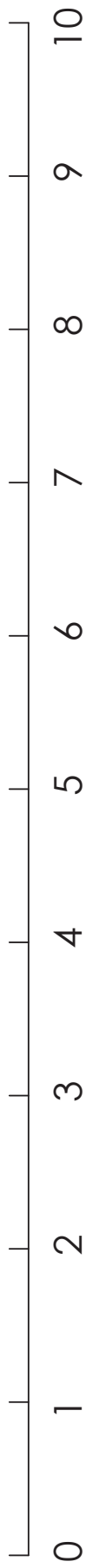
Use a Number Line

1. Count in 1's up to 9.
2. Count backwards in 1's from 9 to 0.
3. Match objects to the numbers.
4. Use number cards and order them from 0 to 9.
5. Match the dot cards to the numbers.
6. Match the ordinals to the numbers.
7. Match the words to the numbers.
8. Write the numbers and words from 0 to 9.
9. Use the same method for numbers 10 – 19.

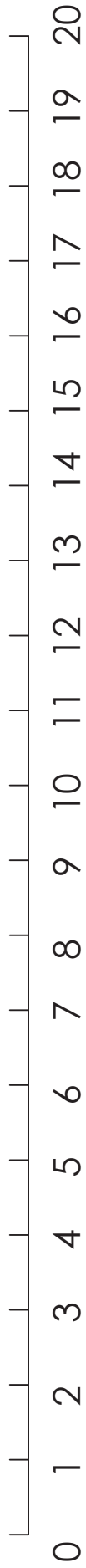
Blank Number Line



Number Line 0 - 10



Number Line 0 – 20



NUMBERS 0 - 20

RESOURCES

Number line, objects like bottle tops, dot cards, sticks, ordinal number cards, word cards and blank number line

TASK

1. Learners count on the number line from 0 – 20 forwards and backwards.
2. Learners count in 2's, 5's and 10's.
3. Each learner receives five numbers.
4. Learners order the numbers from smallest to largest and check their answer on a number line.
5. Learners match dot cards to these numbers.
6. Learners make these numbers using sticks.
7. Learners match ordinal cards to these numbers.
8. Learners match word cards to these numbers.
9. Learners write these numbers as numerals.
10. Learners write these numbers as words.
11. Learners write these numbers as ordinals.
12. Learners write these numbers on the number line.
13. Learners calculate and write the difference between each number, e.g.:

3	7	11	16	19
	4	4	5	3

The learners can complete steps 3 – 13 with a new set of numbers.

Use the same method for numbers 21 – 54.

NUMBERS 0 – 104

RESOURCES

Number line, number cards, elastic bands, sticks (bundle sticks into groups of ten and have 9 extra sticks)

TASK

1. Learners count on the number line from 0 – 104 forwards and backwards.
2. Learners count in 2's, 5's and 10's.
3. Each learner selects 2 single number cards.
4. Use these cards to make a two-digit number e.g.

4	9
---	---

5. Learners write this number.
6. Learners repeat steps 3 to 5 until they have made 5 numbers.
7. Learners are to order from small to large or from large to small and then write these numbers, e.g.,
19 35 38 49 97 or 97 49 38 35 19
8. Learners display these numbers using bundles of 10 and loose sticks.
9. Learners display these numbers in as many ways as they can, e.g. 49
forty nine $10+10+10+10+9=49$ 4 tens and 9 units $40 + 9 = 49$
10. Place it on a number Line.
11. Learners round off each number to the nearest five. Write these new numbers, e.g. 20 35 40 50 100
12. Learners use these rounded off numbers to calculate the difference between each number, e.g.

20	35	40	50	100
----	----	----	----	-----

15

5

10

50

The learners can complete steps 1-8 with a new set of numbers.

WHOLE NUMBERS 0 – 504

RESOURCES

Number cards

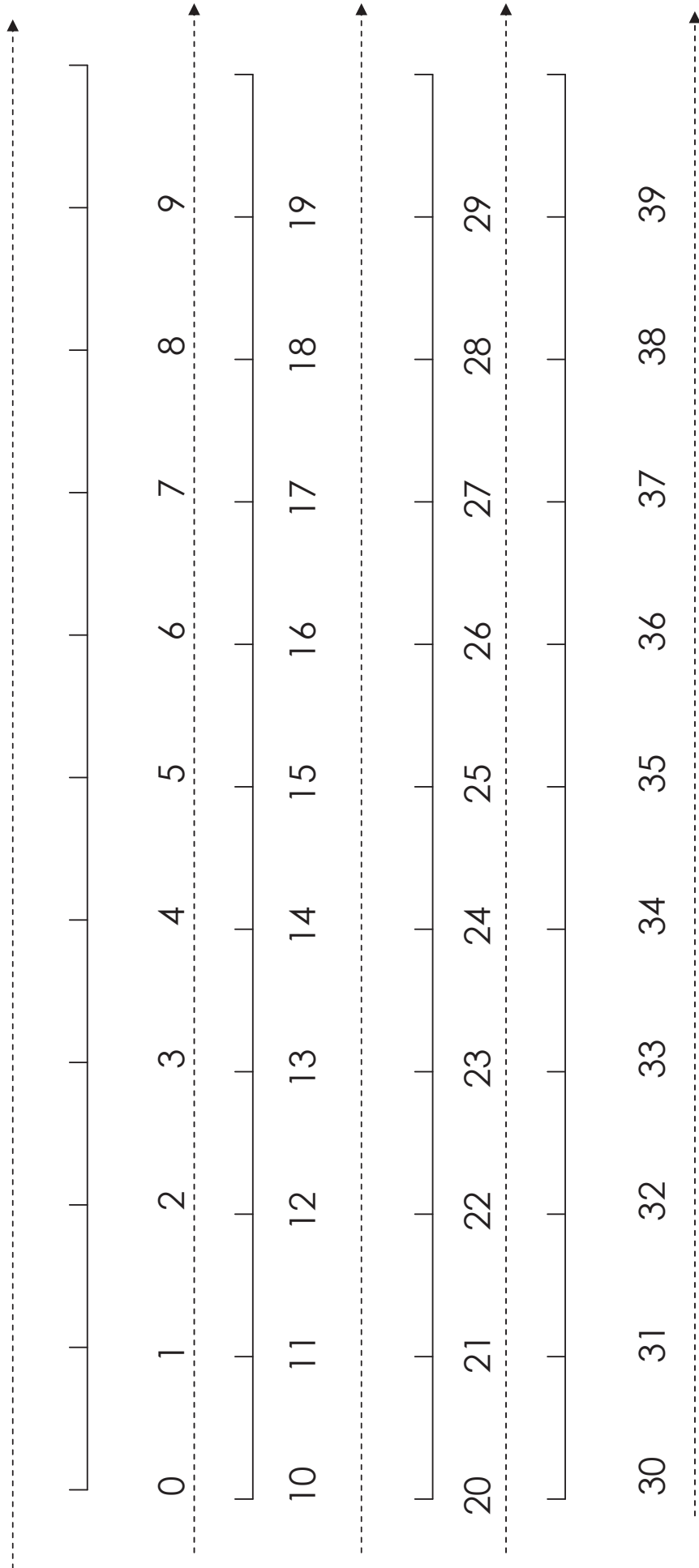
TASK

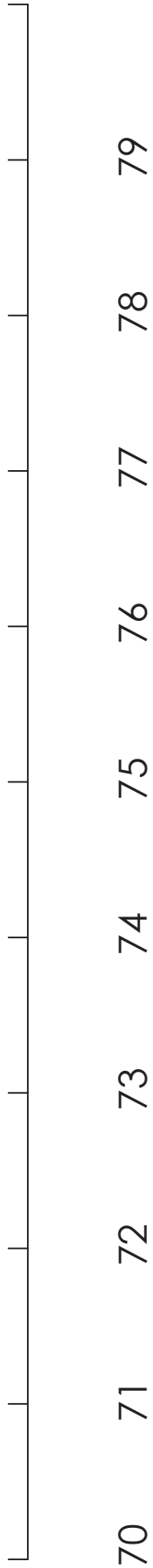
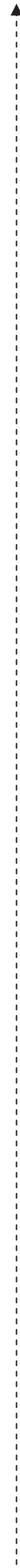
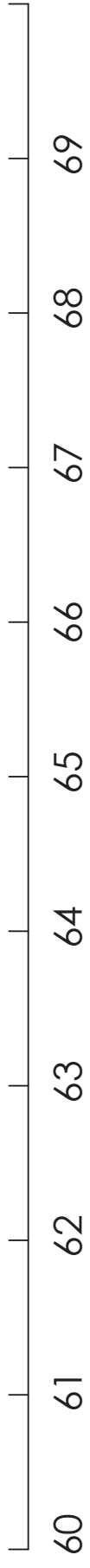
1. Each learner selects 3 single digit number cards.
2. Use these cards to make a three-digit number.
3. Learners write the number.
4. Learners repeat steps 1 to 3 until they have made 5 numbers.
5. Learners write these numbers in ascending order, e.g.
213 367 413 427 451
6. Learners display these numbers in as many ways as they can, e.g.
7. Two hundred and thirteen $100+100+10+3=213$
2 hundreds and 1 ten and 3 units $200 + 10 + 3 = 213$
8. Learners choose one of their numbers and make as many new numbers as they can that are smaller than 505, e.g. 427 247 274 472
9. Learners round off these numbers to the nearest ten. Write these new numbers in ascending order, e.g. 250 270 470
10. Learners use these rounded off numbers and calculate the difference between each, e.g.

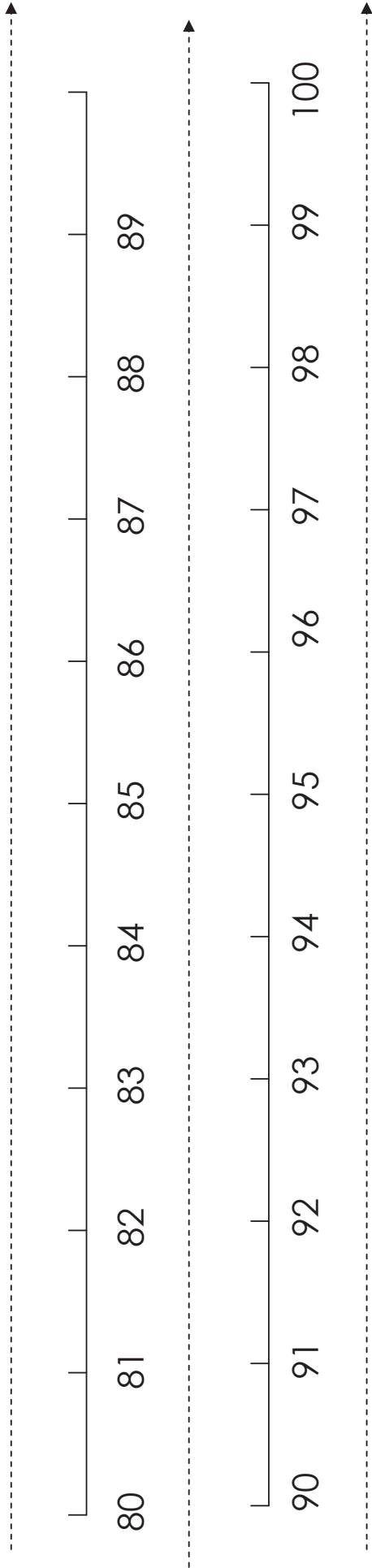
250	270	470
20	200	

The learners can complete the above steps with a new set of numbers.

Number Line 0 – 100







To create the number line:

1. Cut long the dotted line to cut the page into strips.
2. Glue the strips together ensuring the numbers connect together correctly.

NUMBERS MATCHING BOARD

RESOURCES

Picture number boards, number cards, objects such as bottle tops for matching. The number range in all resources used should match.

TASK

1. Each learner receives a picture number board, number cards and objects for matching.
2. Learners place their number cards in order from the smallest to biggest number or biggest to smallest number.
3. Learners count the pictures on their picture number board and match the number card to the pictures.
4. The learners match all the number cards to the picture number board.
5. Learners match the concrete materials to the number cards.

NUMBER MEMORY

RESOURCES

Number cards, dot cards/ picture cards the cards should be in the learners' ability range for example 1-5 or 1-9 or 10-20

TASK

1. Place the number cards and picture/dot cards face down on the table.
2. The first learner turns over any two cards and reads what is printed on the cards
3. If the cards MATCH, e.g. the number 3 on one card and 3 dots on the other card, the learner wins the cards. If the cards DO NOT match the learner turns the cards back over and it is the next learners turn.
4. The learners keep taking turn until all the cards have been matched and the table is clear.
5. The learner with the most cards wins the game.

0

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

zero

one

two

three

four

five

six

seven

eight

nine

ten

eleven

twelve

thirteen

fourteen

fifteen

sixteen

seventeen

eighteen

nineteen

NUMBER BINGO

RESOURCES

Bingo boards for each learner bottle tops or counters, calling cards

TASK

1. Each learner takes a bingo board and bottle tops for covering the numbers.
2. The teacher or another learner needs to be the caller. The caller has a full set of number cards that corresponds with the bingo board. The caller calls out a number.
3. The learners then check their bingo board; if they have the number that was called they cover it with a bottle top, if they do not have that number they wait for the next number.
4. The caller then calls out the next number.
5. Again each learner checks their bingo board, if they have the number they cover it with a bottle top, if they don't have it they wait for the next number.
6. Learners continue to play until all the numbers on their bingo board are covered. The first learner to cover his bingo board shouts out "BINGO" and is the winner.

FIVE TO WIN

RESOURCES

The teacher prepares a blank strip with five spaces for each learner. one dice per four learners and five counters per learner.

TASK

1. The learner pastes five collected pictures onto his strip.
2. Learners form groups of four.
3. The first learner rolls the dice and calls the number shown on the dice e.g. 4
4. The learner to his left says '5', the next learner says '6' and so on until the count reaches 10.
5. The learner who says 10 places a counter on one of his pictures.
6. The learner to the left of the first player rolls the dice to start the next round.
7. The winner is the first learner to cover all five pictures on his picture strip.

NUMBER BOOK

RESOURCES

Magazines/news paper, paper for each learner, glue

TASK

1. Each learner is given 10 blank A-4 recycled papers.
2. Learners write the number “1” and the word “one” on one page. Learners then cut one picture from a magazine/newspaper and paste it on that page.
3. Learners repeat the task until they have a page for numbers 1 – 10. Remember that on each page the number, the number name and the number of pictures should correspond.
4. The learners then have their own number book to practice counting.

TACTILE NUMBER BOARDS

RESOURCES

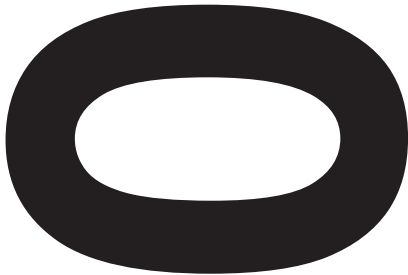
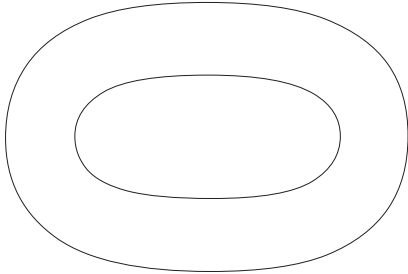
To make the tactile number boards you will need some card board (this can be a cereal box), wood glue, sand, and a permanent marker on how to make boards), pencil/crayon and objects to use as counters.



TASK


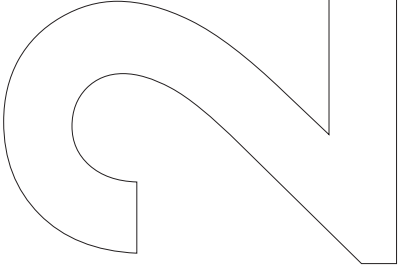
1. Learners first touch the numbers with their fingers.
2. Then the learner traces the numbers with a pencil/crayon.
3. Next the learner writes the number.
4. Finally the learners find the same amount of objects as the number and place them on the board.


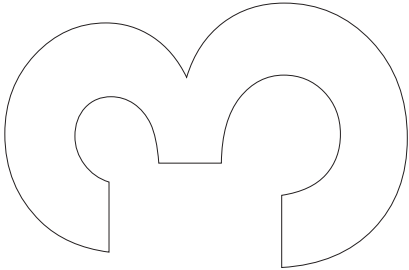
How to Make Tactile Number Boards


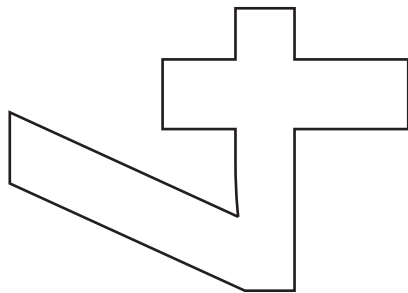
1. Photocopy the tactile number boards on pages or draw your own boards.
2. Mount the boards on cardboard for example an old cereal box.
3. In the first box “touch” cover the numeral with wood glue.
4. Sprinkle sand over the wood glue and set aside to dry.


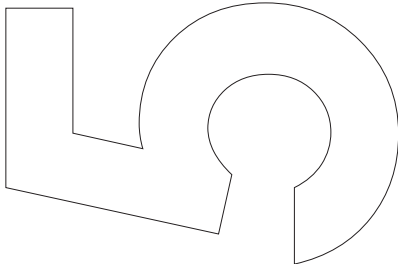
<p>touch</p> <p>Use your finger to trace the numeral.</p>	<p>trace</p> <p>Use a pencil to trace the numeral.</p>	<p>write</p> <p>Use a pencil to write the numeral.</p>	<p>find</p> <p>Find 0 things and place them in the box.</p>
			


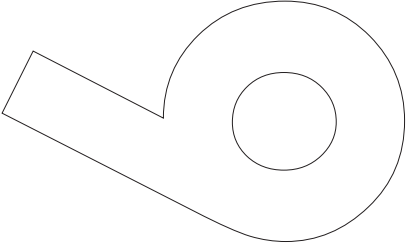
<p>touch</p> <p>Use your finger to trace the numeral.</p>	<p>trace</p> <p>Use a pencil to trace the numeral.</p>	<p>write</p> <p>Use a pencil to write the numeral.</p>	<p>find</p> <p>Find 1 things and place them in the box.</p>
			


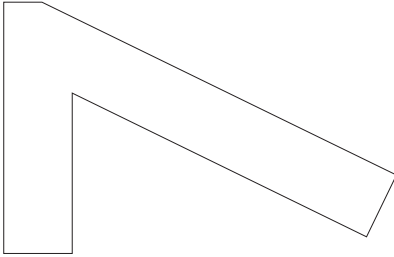
<p>touch</p> <p>Use your finger to trace the numeral.</p>	
<p>trace</p> <p>Use a pencil to trace the numeral.</p>	
<p>write</p> <p>Use a pencil to write the numeral.</p>	
<p>find</p> <p>Find 2 things and place them in the box.</p>	

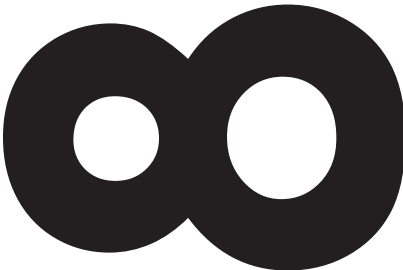
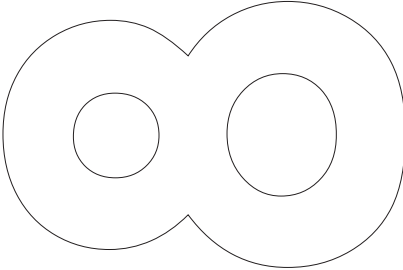
<p>touch</p> <p>Use your finger to trace the numeral.</p>	<p>trace</p> <p>Use a pencil to trace the numeral.</p>	<p>write</p> <p>Use a pencil to write the numeral.</p>	<p>find</p> <p>Find 3 things and place them in the box.</p>
			


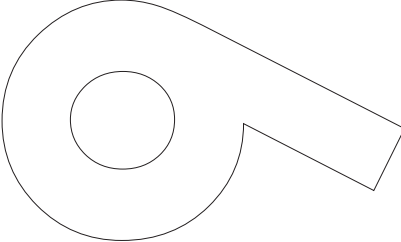
<p>touch</p> <p>Use your finger to trace the numeral.</p>	
<p>trace</p> <p>Use a pencil to trace the numeral.</p>	
<p>write</p> <p>Use a pencil to write the numeral.</p>	
<p>find</p> <p>Find 4 things and place them in the box.</p>	

<p>touch</p> <p>Use your finger to trace the numeral.</p>	
<p>trace</p> <p>Use a pencil to trace the numeral.</p>	
<p>write</p> <p>Use a pencil to write the numeral.</p>	
<p>find</p> <p>Find 5 things and place them in the box.</p>	

<p>touch</p> <p>Use your finger to trace the numeral.</p>	
<p>trace</p> <p>Use a pencil to trace the numeral.</p>	
<p>write</p> <p>Use a pencil to write the numeral.</p>	
<p>find</p> <p>Find 6 things and place them in the box.</p>	

<p>touch</p> <p>Use your finger to trace the numeral.</p>	
<p>trace</p> <p>Use a pencil to trace the numeral.</p>	
<p>write</p> <p>Use a pencil to write the numeral.</p>	
<p>find</p> <p>Find 7 things and place them in the box.</p>	

<p>touch</p> <p>Use your finger to trace the numeral.</p>	
<p>trace</p> <p>Use a pencil to trace the numeral.</p>	
<p>write</p> <p>Use a pencil to write the numeral.</p>	
<p>find</p> <p>Find 8 things and place them in the box.</p>	

<p>touch</p> <p>Use your finger to trace the numeral.</p>	
<p>trace</p> <p>Use a pencil to trace the numeral.</p>	
<p>write</p> <p>Use a pencil to write the numeral.</p>	
<p>find</p> <p>Find 9 things and place them in the box.</p>	

touch

Use your finger to trace the numeral.

10

trace

Use a pencil to trace the numeral.

10

write

Use a pencil to write the numeral.

find

Find 10 things and place them in the box.

1.2 Difficulty in counting concrete objects

Skills	Difficulty in counting concrete objects
Difficulties	Learner has difficulty counts out concrete objects and grouping concrete objects.

Learning Support activities:

MYSTERY CARD

RESOURCES

Number cards in learners' ability range e.g. 1-10, 11-20 etc.

TASK

1. The learner is given nine cards in random order face up and one card face down. This is the mystery card.
2. The learner must put the cards in numerical order, leaving space for the mystery card.
3. The learner then predicts what the mystery number will be.
4. Then the learner turns over the card to see if he is correct.

STICKS AND CUPS

RESOURCES

10 – 20 cups, enough sticks or bottle tops to match the corresponding number on the cup

TASK

1. Learners receive a collection of cups with the numbers 0-9 or 10-20.
2. Learners order the cups from either the biggest to smallest number or the smallest to biggest number.
3. After the cups are placed in order, the learner places the corresponding number of sticks or other objects in the cup e.g. if the cup has the number 5 on the front the learner puts five sticks in the cup.

MULTIPLES

RESOURCES

21 objects (bottle tops, sticks, etc) per learner and a dice

As the learner becomes more competent they can be given more objects to group.

TASK

1. Each learner is given 21 objects and a dice.
2. The learner rolls the dice.
3. The learner calls out the number on the dice e.g. "3" and groups his objects in groups of 3.
4. The learner counts and says the number of complete groups formed.
5. In the case of numbers that cannot be grouped equally, the remainder should be placed aside.

Multiples should be practised with objects, as long as learners cannot do multiplication with numbers only. Rote learning has a significant place in the learning of multiplication tables, but it is important that the learner should first understand the concept of grouping.

FREE PLAY

RESOURCES

Wooden and plastic beads of various sizes, thread, sticks, stones, bottle tops, etc.

TASK

1. Learners should use the material in any way they choose to.
2. They will engage in sorting, selecting, arranging and threading.
3. Learners with limited fine motor skills need to be given beads that are easy to thread.
4. Learners are encouraged to explain what they are making to their peers.
5. When learners are ready for more structured tasks, let them complete a pattern, they have started.
6. Ask them to make another threading pattern and challenge their friend to complete their pattern.

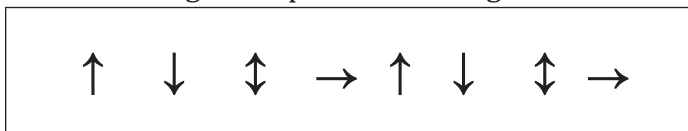
STRUCTURED PLAY

RESOURCES

Wooden and plastic beads of various sizes, thread, sticks, stones, bottle tops, pattern cards, etc.

TASK

1. Learners are given a pattern card e.g.



2. The learner counts the objects on the pattern card.
3. Learners copy the pattern from the pattern card.

If the learner copies the pattern correctly, he can continue the pattern on his own.

1.3 Difficulty in identifying and creating number patterns

Skills	Difficulty in identifying and creating number patterns
Difficulties	Learner has difficulty identifying and creating number patterns.

Learning Support activities:

BEGINNING TO MAKE PATTERNS

RESOURCES

Any material suitable for forming patterns

TASK

1. Learners are given a set of counters/bottle tops of two colours and are asked to put the counters in a row.
2. Some learners may create a repeating pattern. The intention of this activity is to distinguish between those arrangements that are repeating patterns.
3. Possible questions include:

Where do we see patterns?

What comes next in this pattern? How do you know?

Can you describe how to make this pattern?

4. The teacher models putting a small collection of counters/bottle tops in a row, making sure that they make a repeating pattern.

5. The teacher then questions the learners about the pattern e.g.

Can you describe your pattern?

Can you describe my pattern?

Can you make the same pattern as mine?

Can you make a different pattern?

In pairs, learners make new patterns. Describe the patterns to each other and record the patterns.

CONNECTING REPEATING PATTERNS WITH COUNTING

RESOURCES

Number cards or number line

TASK

1. Learners are shown a large strip of paper with the numbers from 1 to 30.
2. The paper is placed on the floor.
3. Using materials, the teacher starts a pattern with each new element of the pattern positioned above a number on the strip of paper, e.g.

Δ O Δ O Δ O Δ O Δ
1 2 3 4 5 6 7 8 9

4. The teacher questions the learners about the pattern, e.g.
Can you describe the pattern I have made?
What part of the pattern repeats?
What will the next shape be? How do you know?
5. Learners imagine that the pattern continues up to 20. The following questions can be asked:
What shape will be above the number 10? How do you know?
What shape will be above the number 15? How do you know?
6. Extension: Learners could be asked:
If we read out all of the numbers that have a circle above them, what do we know about these numbers?
If we continue the pattern up to the number 20, how many triangles will there be?

In pairs, learners are given a number strip and a collection of objects to create a pattern. They ask each other questions about the pattern.

COUNTING PATTERNS

RESOURCES

Hundreds chart

TASK

1. The learners are divided into two groups. A hundreds chart is displayed.
2. The groups count in fives, referring to the hundreds chart.
3. As they count, the groups take turns to name the next number in the sequence e.g. 5, 10, 15, 20, 25, 30 (where Group B says the bold numbers and Group A says the numbers in between).
4. The teacher then questions the learners about the numbers they have been counting and the patterns they can see e.g.
What do you notice about the numbers you are saying?
What do you notice about the numbers the other group is saying?
Look at all the numbers you are saying on the hundreds chart. What pattern do you notice?
Did we count number 35, ...51, ...85? How do you know?
5. Learners count in other multiples e.g. tens, two's...

Hundreds Chart - Counting patters

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

FROG JUMPS

RESOURCES

Number cards, picture of a frog as a frog counter

TASK

1. A set of number cards are placed face down in order from 1 to 30. (Or in the ability range of the learner).
2. The teacher turns over cards 3, 6 and 9, and places the frog counter on number 9.
3. The teacher explains that Freddo, the frog, has jumped on some of the cards to make a number pattern.
4. The teacher then asks the learners:
What numbers can you see?
How many numbers is Freddo jumping over each time?
What numbers has Freddo jumped over? How do you know?
What number will Freddo jump on next? How do you know?
Will Freddo jump on number 14? How do you know?
5. The activity could be adapted by:
Using other number patterns.
Placing the cards in descending order, removing the first few number cards to create a pattern that begins from a number other than 1.

Frog Counters – Frog Jumps



COUNTING ALIENS

RESOURCES

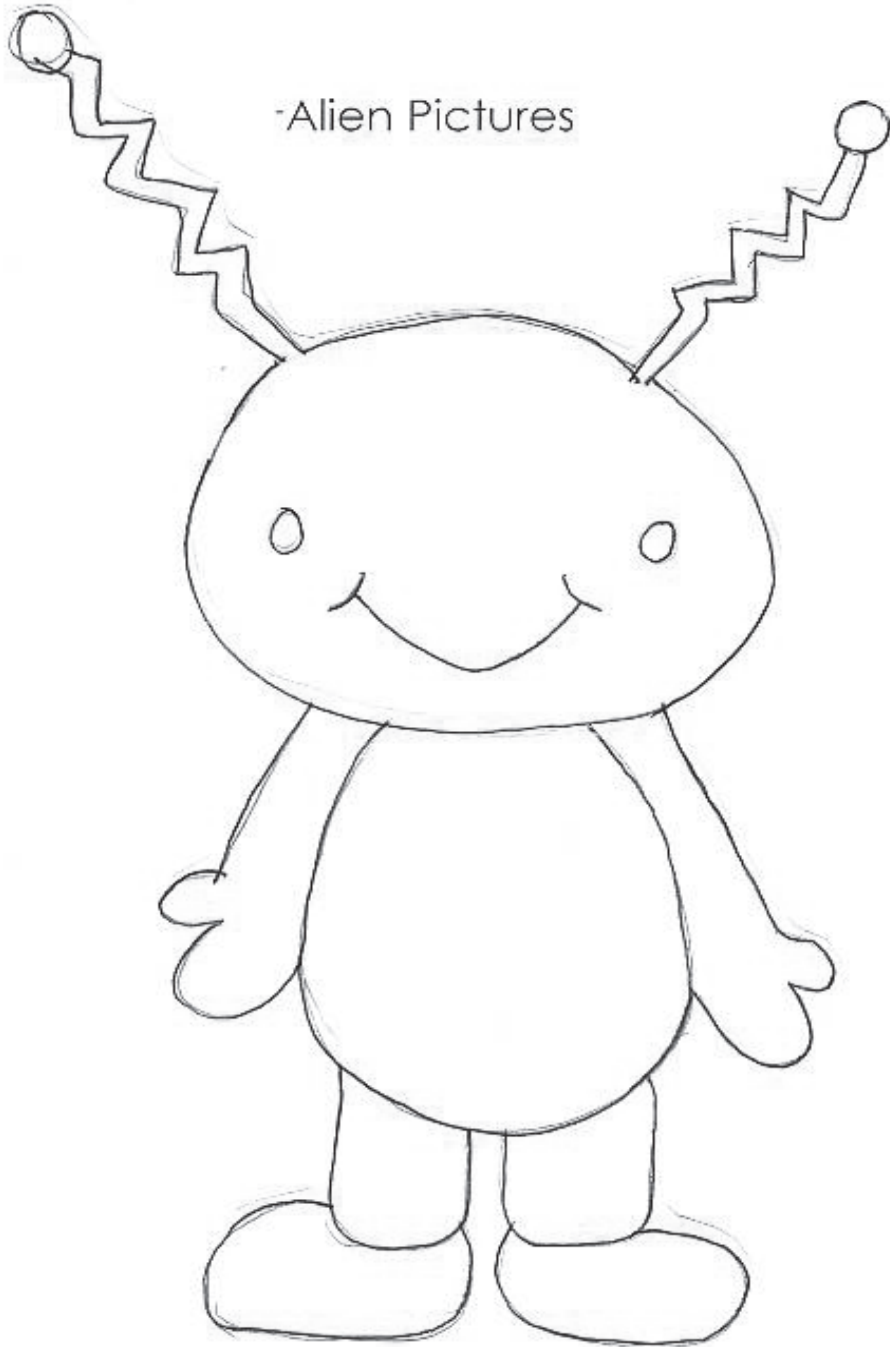
Flip chart paper, permanent markers, counters, alien pictures

TASK

1. Learners are shown a drawing of an alien with two eyes and are asked 'How many eyes does this alien have?' The number of eyes is recorded on the flip chart.
2. Add pictures of aliens. Learners are then asked:
How many eyes do two aliens have? How did you work it out?
How many eyes do three aliens have?four aliens?...five aliens?.... How did you work it out?
3. After each question, the new information is added to the chart. Questions for the learner include:
What pattern do you notice in the pictures?
What pattern do you notice in the numbers?
Can you use these patterns to work out how many eyes 6 aliens have?...9 aliens?
4. The activity could be changed by saying: "There are 10 aliens on earth. Record the total number of eyes. One alien (at a time) goes back to the spaceship. Now ask: "How many eyes do the remaining aliens have?"
5. You can also change the number of eyes the alien has.

Counting Aliens

-Alien Pictures



REPEATING PATTERNS = NUMBER PATTERNS

RESOURCES

Hundreds chart

TASK

1. Learners are asked to choose counters in three different colours/shapes and create a pattern. They are asked to assign a counting number to the last counter in each group and discuss. e.g.

◇ □ △ ◇ □ △ ◇ □ △ ◇ □ △

3 6 9 12

2. Learners create a pattern with two, four or five different colours/shapes. They assign counting numbers, record their patterns and discuss their results.
3. Learners are asked to record their pattern on a blank hundreds chart. They continue their pattern to complete the chart. Learners assign a number to the last counter in each group.

		3			6			9	
	12			15			18		
21			24			27			30
		33			36			39	
	42			45			48		
51			54			57			60
		63			66			69	
	72			75			78		
81			84			87			90
		93			96			99	

4. Questions to the learners include:
Look at the numbers, what pattern do you see?
Can you tell me about the numbers you have recorded?
Who can see a pattern in the numbers? What is the pattern?
What is the fourth number you have recorded?
When you count in threes, do you say the number?
25?...36?....30?....100?

RESOURCES

Place value chart, sticks/straws, a dice marked 4, 5, 6, 7, 8, 9, number cards 0 -9(two copies), elastic bands or string to bundle sticks/straws

TASK

1. Show the learner the place value chart e.g.

Hundreds	Tens	Units
6	5	1

2. Ask the learner to roll the dice and collect that number of sticks/ straws and place them in the Units column. Explain to the learner that they cannot have more than 9 sticks/straws in the Units column.
3. The learner then rolls the dice again and collects that number of sticks/straws. Ask the learner to count how many sticks/straws he now has altogether.
4. If the learner has more than 10 sticks he must make a bundle with 10 sticks and place the bundle in the Tens column on the place value chart.
5. If the learner is going up to 100, remind the learner that he cannot have more than 9 bundles in the Tens column and if he has 10 bundles, he must move the 10th bundle to the Hundreds column.

Place Value Chart

Tens	Ones/Units

Thousands	Hundreds	Tens	Ones/Units

Place Value Board – Numeracy

2. Multiplication And Division

Skills	Learner has difficulty with multiplication or division.
Difficulty	Difficulty with multiplication and division

Learning Support activities

1. SORTING OBJECTS

RESOURCES

Different-coloured shapes

TASK

1. Learners are given a collection of different-coloured shapes to sort into groups. - -
 - Questions for the learners:
 - Do the groups have the same shapes?
 - Do the shapes in the groups have the same colour?
 - Do the groups have the same number of shapes?
 - Can you find a way to make each group equal in number? Why?
2. Learners use drawings and numerals to record their groups.

2. SHARING

RESOURCES

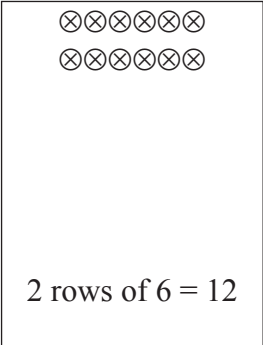
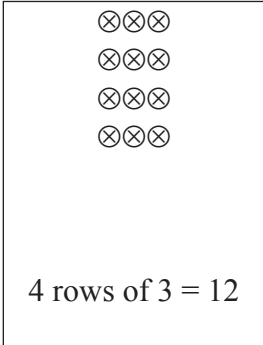
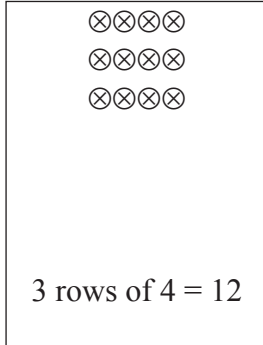
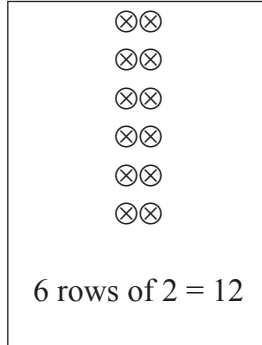
A collection of 30 objects (bottle caps, sticks, etc) in a bag for each group

TASK

1. Each group receives a bag of 30 objects.
2. Ask the learners to discuss what “sharing” means and to explain how they would share the objects amongst themselves.
3. Learners in the group then share the objects equally between them and discuss the outcome.

Learners record their findings.

3. ROWS

 <p>2 rows of 6 = 12</p>	 <p>4 rows of 3 = 12</p>	 <p>3 rows of 4 = 12</p>	 <p>6 rows of 2 = 12</p>
---	---	--	---

RESOURCES

12 buttons (bottle tops)

TASK

1. Learners are given 12 plastic buttons or other small objects to complete the activity.
2. Learners arrange the buttons/counters into equal rows.
3. Learners discuss the different ways in which they have arranged the buttons/counters.
4. Learners record their answers.
5. This activity could be repeated with smaller or larger collections of objects.

4. SPOTTY OTTY

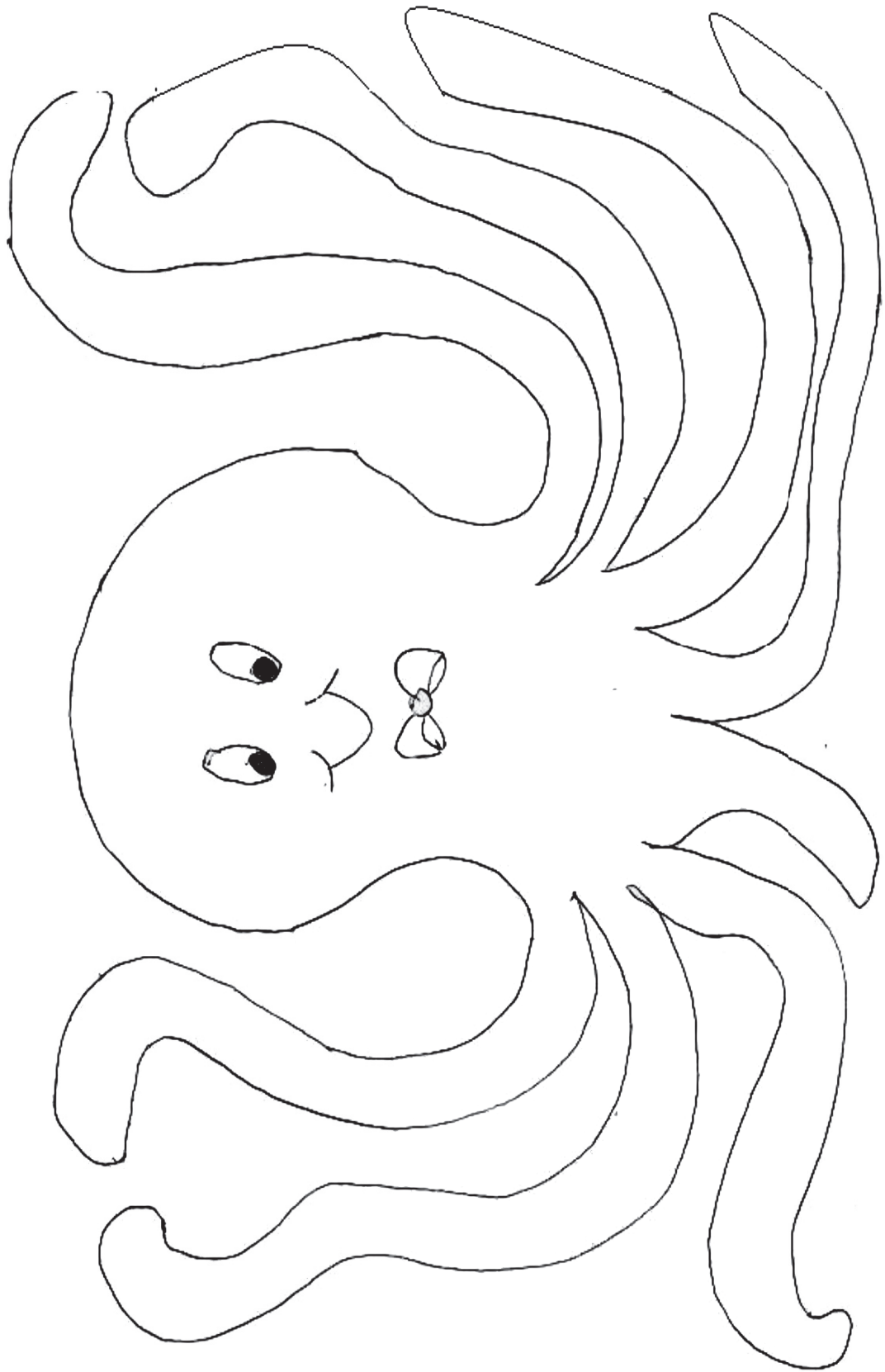
RESOURCES

Octopus work mat, counters

TASK

1. The teacher tells the story: 'Down in the dark, deep, blue sea lives a spotted octopus, called Spotty Otty. Spotty Otty has 8 legs. Spotty Otty has very funny spots, which keep changing. On Monday, Spotty Otty has 2 spots on each leg. On Wednesday, Spotty Otty has 3 spots on each leg. On Friday, Spotty Otty has 5 spots on each leg. How many spots does Spotty Otty have on Monday, Wednesday and Friday?'
2. Divide the class in groups. Give the groups an Octopus work mat and counters. Assign Monday, Wednesday or Friday to different groups. Learners determine how many spots Spotty Otty has on that specific day, by placing the counters on the legs.
3. Learners record their findings.
4. Groups exchange days.

Spotty Otty



5. MULTIPLE COUNTING

RESOURCES

Enlarged hundreds chart

TASK

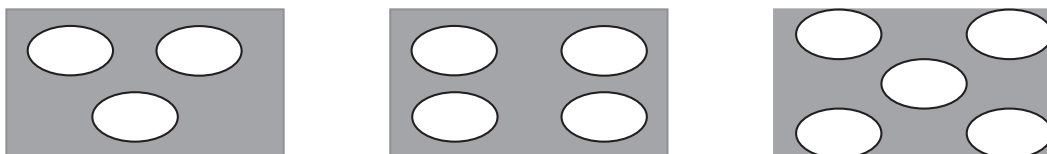
1. Count forwards or backwards in 1s from different starting numbers. On a given multiple, e.g. 5 perform an action e.g. hands on head, clap hands, turn around, etc.
2. Variation: Don't say the number, just perform the action. Increase the level of difficulty by including two actions e.g. claps on multiples of 5 and stand up on multiples of 10. Note that there are numbers where two actions will be performed at once.
3. After completing this activity, learners look at the hundreds chart to see if they can see the patterns.
4. Provide learners with their own hundreds charts to colour or circle the numbers.

6. GRAZING FIELDS

RESOURCES

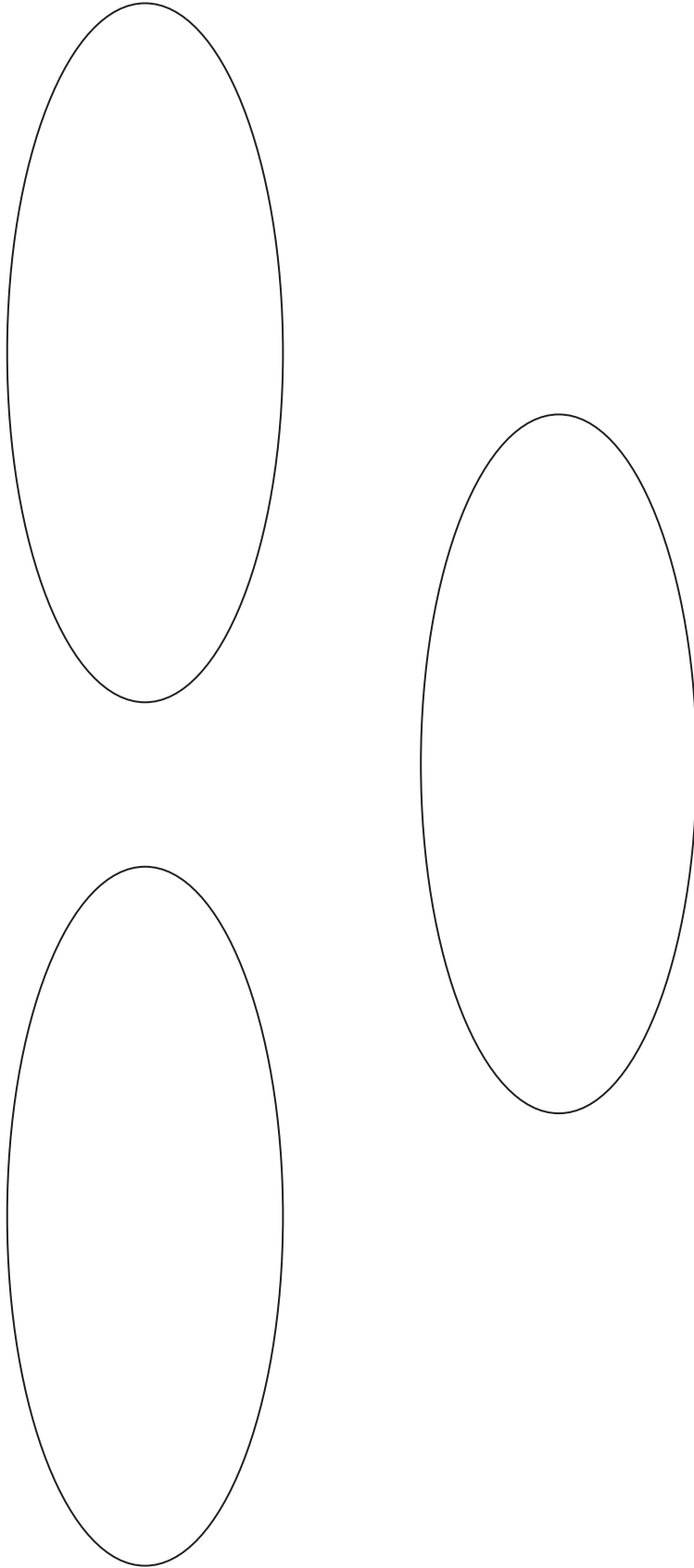
Place mat with three, four or five ovals to represent fields, counters to represent animals

TASK

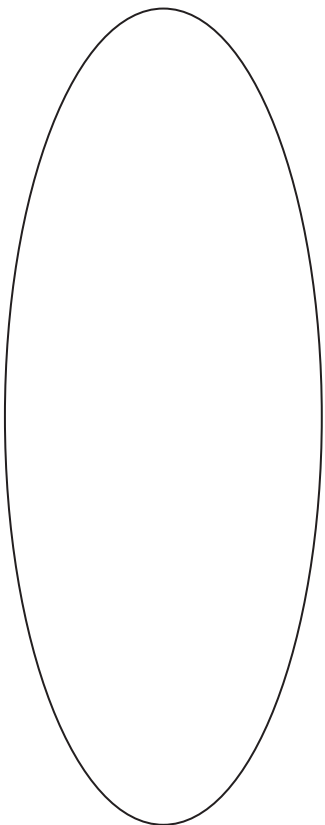
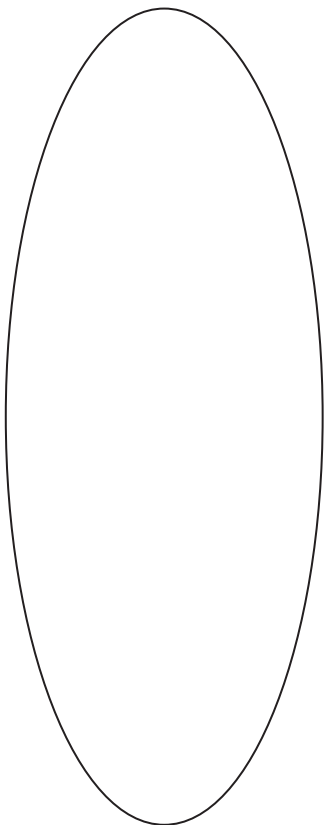
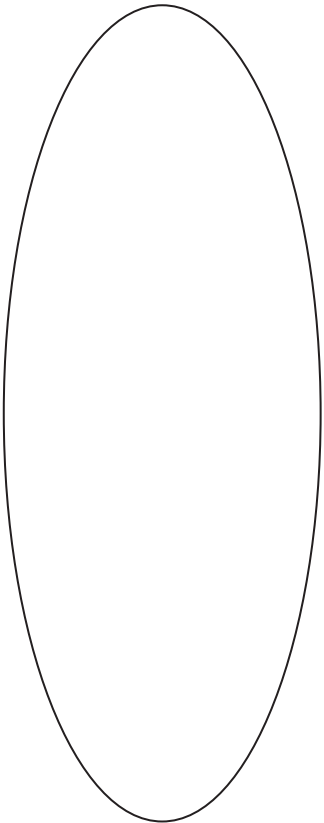
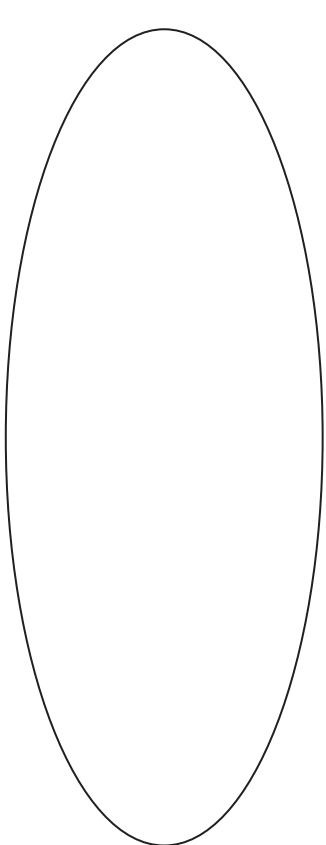


1. Divide learners in groups of four, learners are given a place mat with three or four or five ovals. They are also given counters to represent "animals".
2. Learner A rolls a dice and the learners in the group place that number of "animals" in each paddock (oval) on their place mat.
3. Each learner is asked to describe his farm and is encouraged to use numbers in his description. E.g. Learner B: My farm has 5 fields with 4 animals in each paddock which is 20 animals in total. Learner C: My farm has 3 fields with 4 animals in each paddock which is 12 animals in total. Learner D: My farm has 4 fields with 4 animals in each paddock which is 16 animals in total.
4. Learners record their findings, rotate roles and repeat the same process.

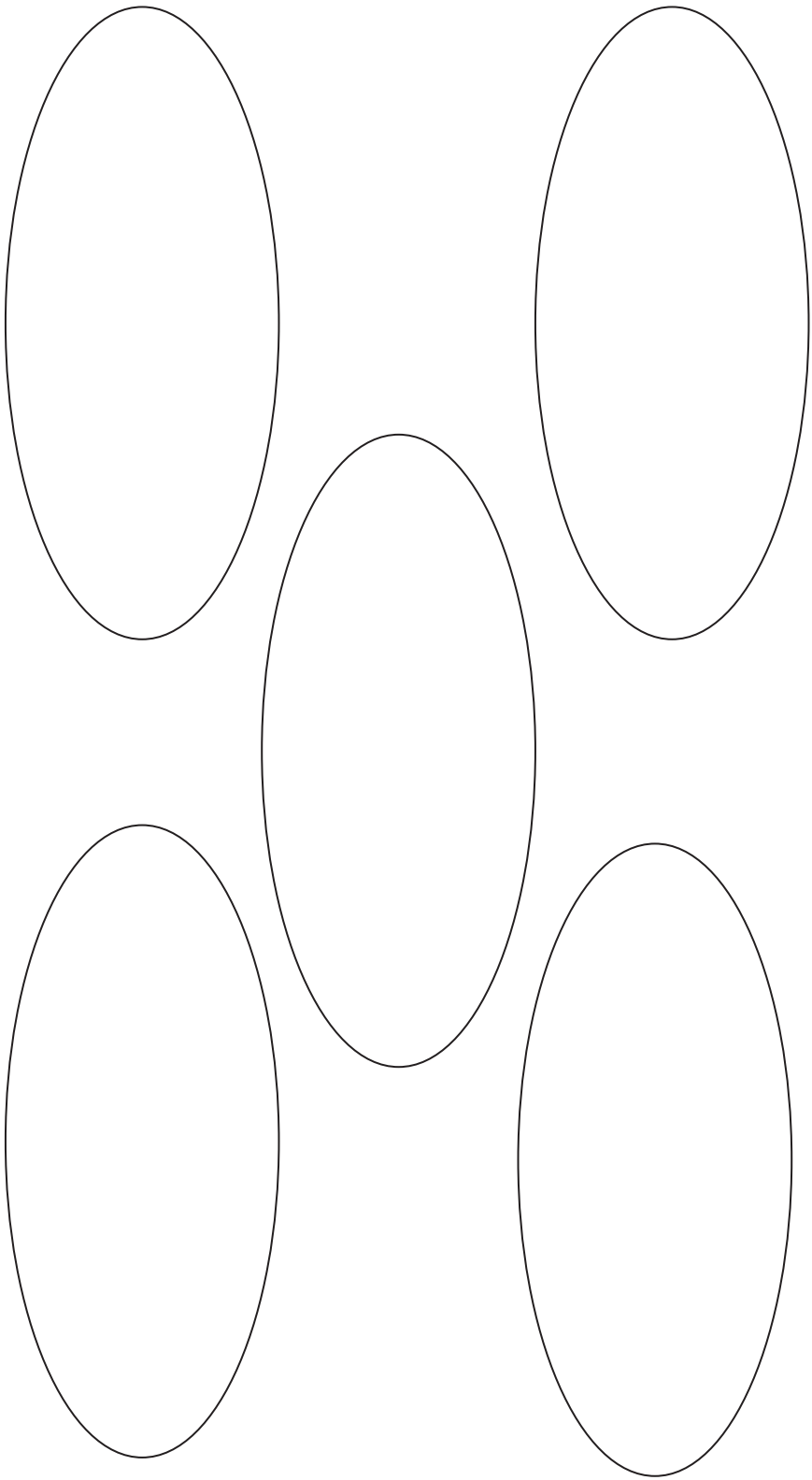
Grazing Fields Mat 3



Grazing Field Mat 4



Grazing Field Mat 5



7. DOUBLES AND HALVES

RESOURCES

Number cards up to 20

TASK

1. Learners take a card from the pile and double and half the number.
2. Variation: Use number cards up to 100.

RESOURCE SHEET - DOUBLES AND HALVES

1	2
3	4
5	6
7	8
9	10

Numeracy

RESOURCE SHEET - DOUBLES AND HALVES

2

4

6

8

10

12

14

16

18

20

8. HUNDREDS CHART MULTIPLICATION

RESOURCES

Hundreds chart

TASK

1. Using a hundreds chart, count in 2s, 5s or 10s on a multiple, e.g. 'two, four, six, eight ...', pointing to each number as you say it.
2. Variation: Count in multiples of 3, 4, 6, etc.
3. Provide learners with a 100's chart and allow them to colour the multiples. Discuss the pattern.

10 x 10 Multiplication Grid

X									

9. STICKS IN CUPS

RESOURCES

Plastic cups (old tins) sticks, number cards

TASK

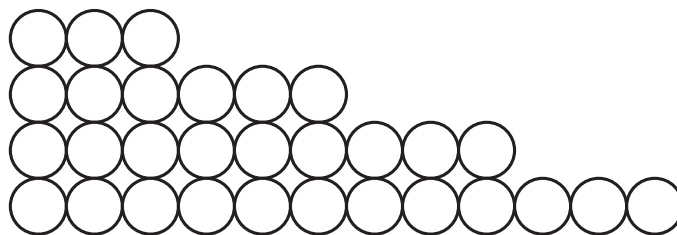
1. In pairs, learners place five cups on a table and put an equal number of sticks in each cup.
2. Ask questions:
 - How many cups are there?
 - How many sticks in each cup?
 - How many sticks did you use altogether? How did you work it out?
3. Learners are asked to record their answers using drawings, numbers, symbols and/or words. The teacher may need to model some methods of recording to learners.
4. Repeat the activity with a different number of cups and sticks.

10. MULTIPLICATION STEPS

RESOURCES

Counters, staircase chart (use the circle board), colour pencils, crayons

TASK



1. Learners build a staircase from the top to the bottom with counters e.g. with 3 counters on the top step, 6 counters on the second step, etc. to represent the multiples of 3.
2. Learners draw their staircase on a staircase chart.
3. Learners write the multiplication and division tables, e.g.



$$3 \times 4 = 12$$

$$12 \div 3 = 4$$

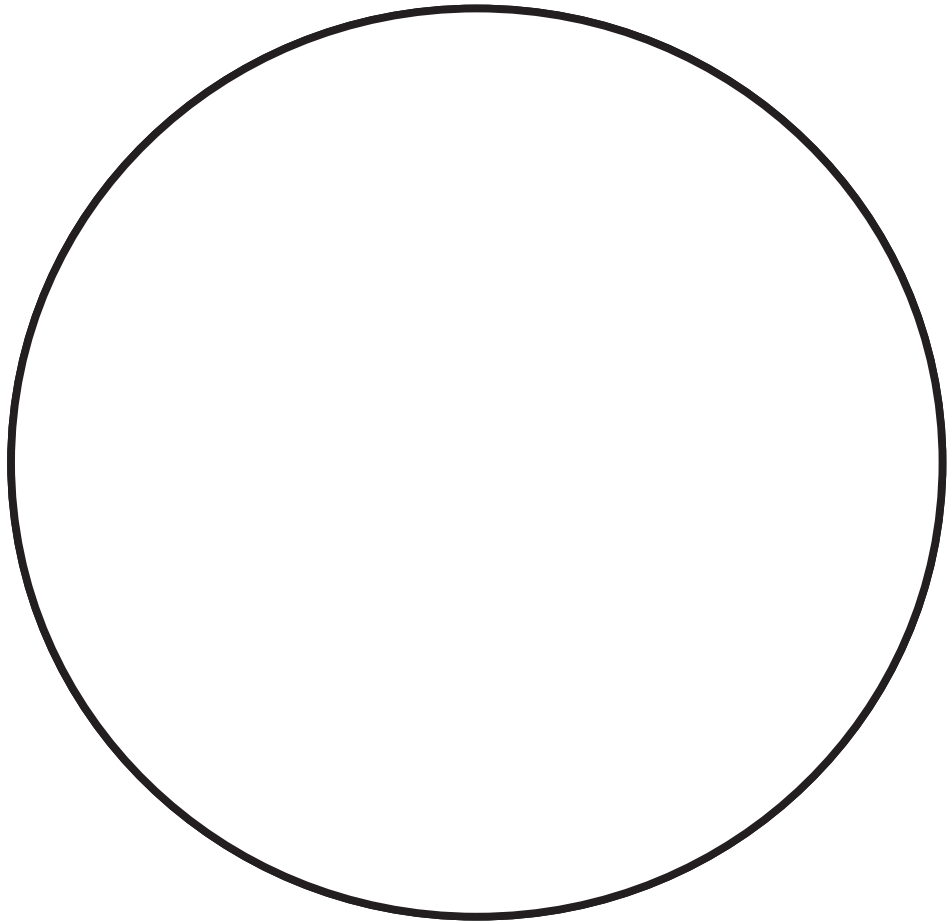
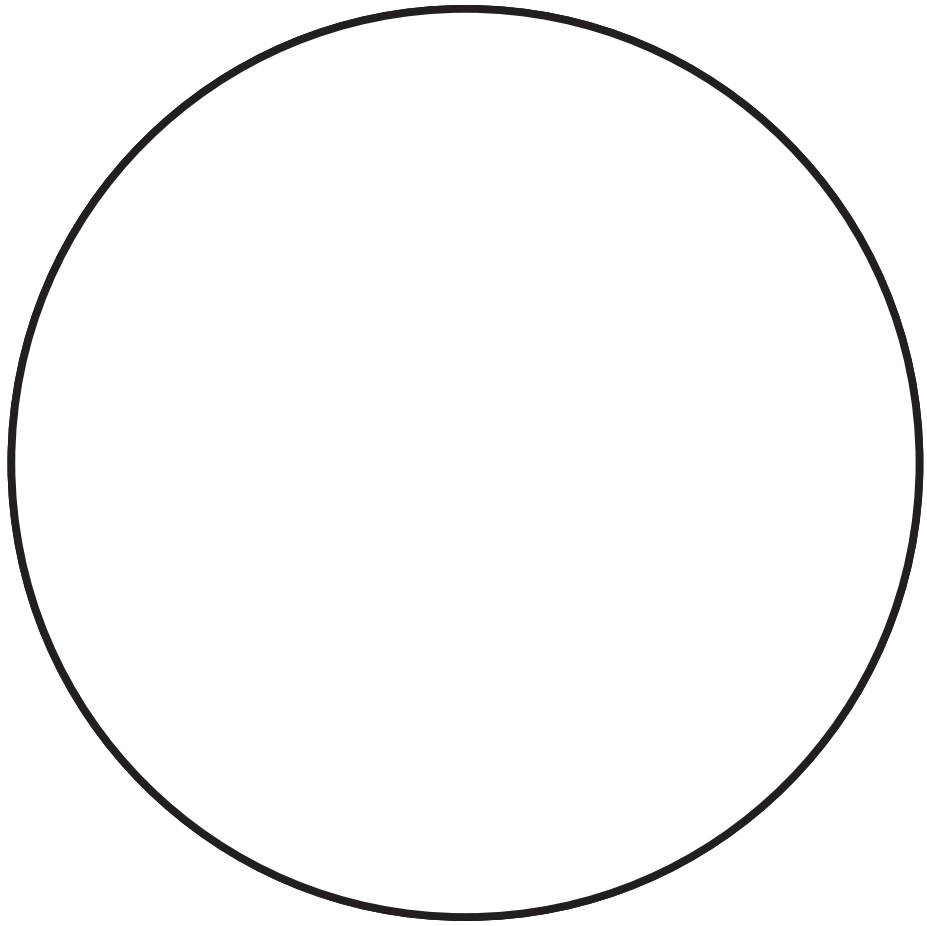


$$4 \times 3 = 12$$

$$12 \div 4 = 3$$



Circle Board



11. TABLES RACES

RESOURCES

Multiplication answer cards or blank cards

TASK

1. Learners shuffle cards of a particular multiplication table and put them into an envelope e.g.

4	8	12	16	20
24	28	32	36	40

2. In groups, learners are given an envelope of cards. Learners race each other to put the cards into order, skip counting aloud. Learners state which multiplication table their cards represent.

Variation: Learners write numbers in descending order.

Tables Races - 2 x FACT CARD

2

4

6

8

10

12

14

16

18

20

Tables Races - 3 x FACT CARD

3

6

9

12

15

18

21

24

27

30

Tables Races - 4 x FACT CARD

4

8

12

16

20

24

28

32

36

40

Tables Races - 5 x FACT CARD

5

10

15

20

25

30

35

40

45

50

12. DOMINOES

RESOURCES

Multiplication/ division dominoes

TASKS

1. The teacher provides learners with a set of dominoes for practicing multiplication tables. Half of the domino has an answer, while the other half has two numbers to be multiplied, to obtain a different answer, e.g.

56	4x5	20	4x8
----	-----	----	-----

2. The learners try and match the multiplication with its answer. They follow the normal domino rules.

Variation: Learners could use division facts.

5x Multiplication Dominoes

5	$5 \times 10 =$
---	-----------------

20	$5 \times 5 =$
----	----------------

50	$5 \times 9 =$
----	----------------

45	$5 \times 4 =$
----	----------------

15	$5 \times 8 =$
----	----------------

25	$5 \times 3 =$
----	----------------

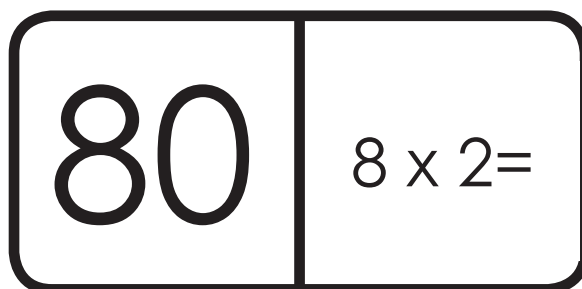
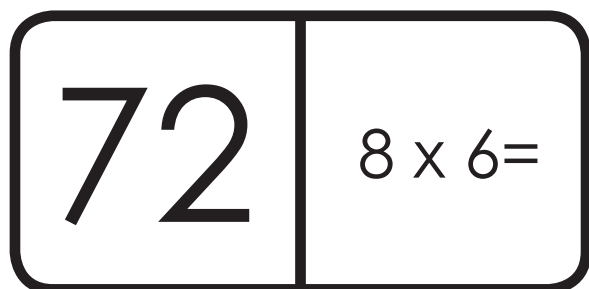
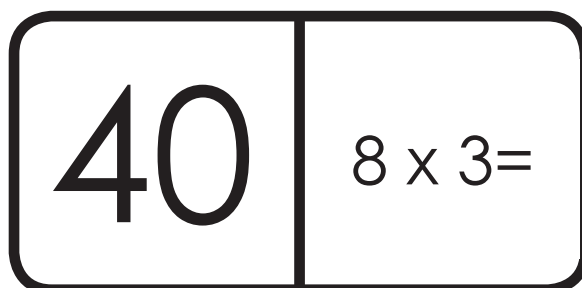
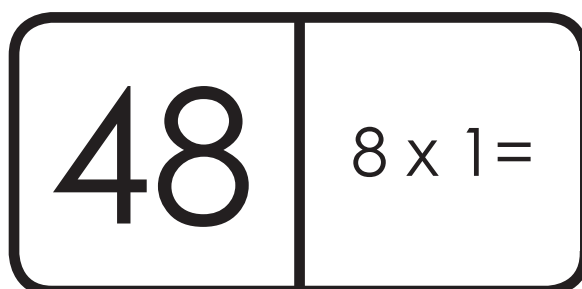
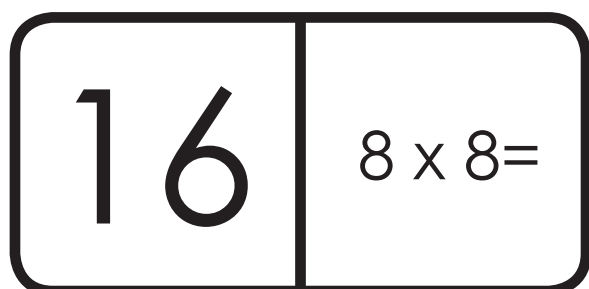
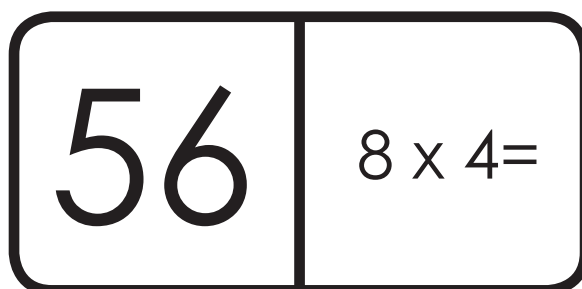
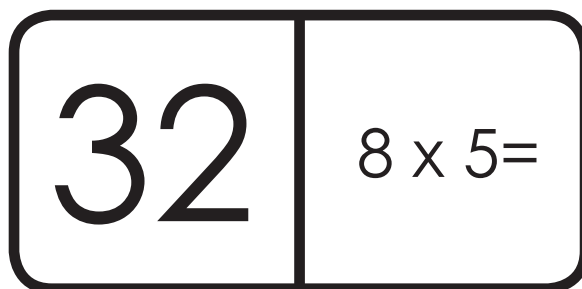
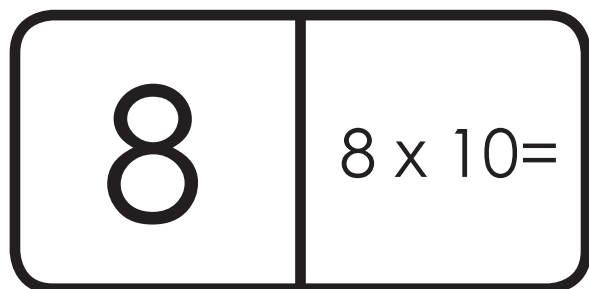
30	$5 \times 7 =$
----	----------------

35	$5 \times 2 =$
----	----------------

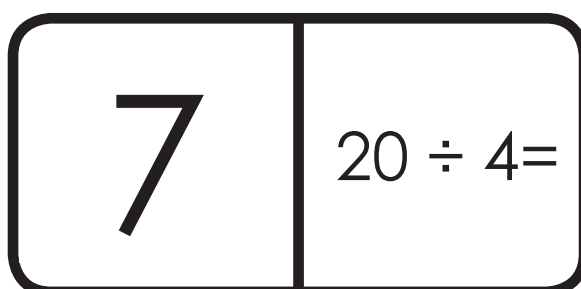
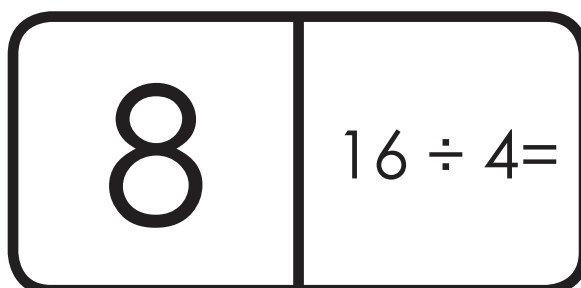
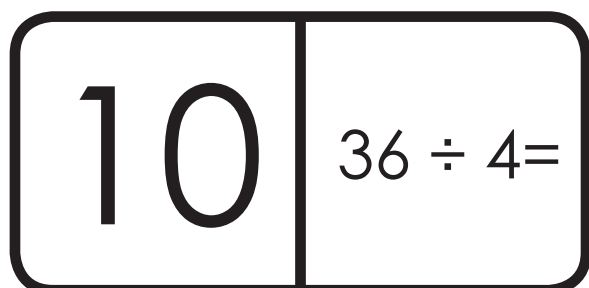
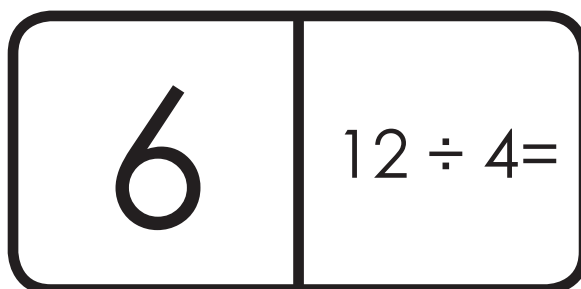
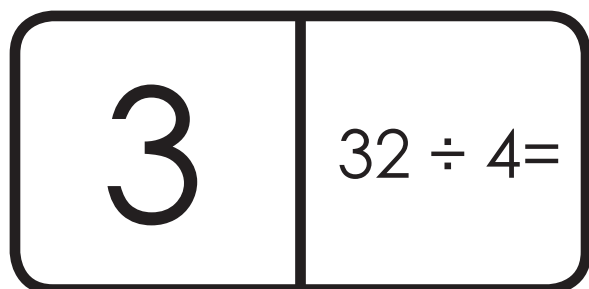
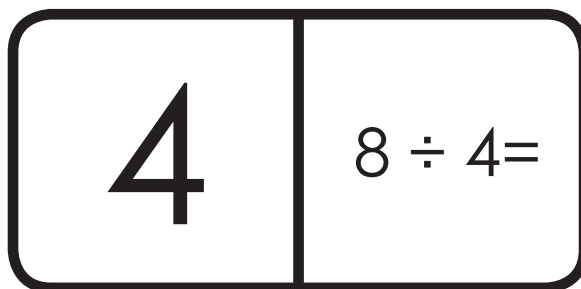
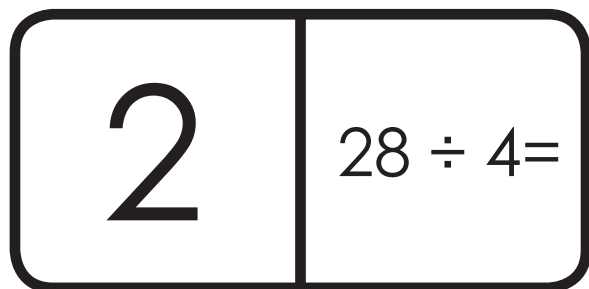
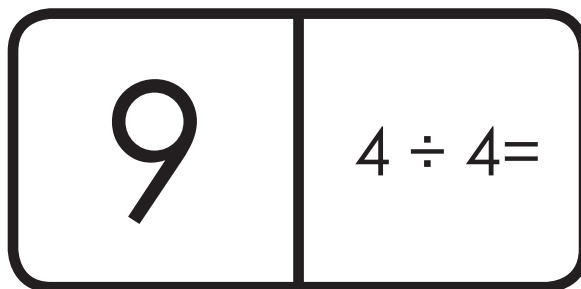
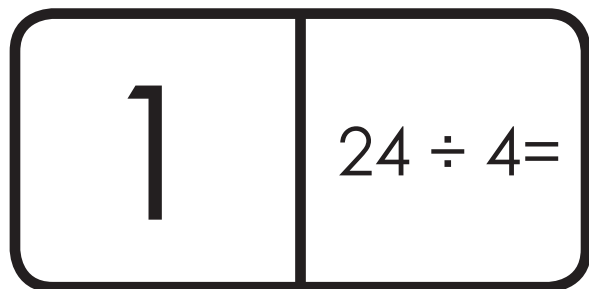
40	$5 \times 6 =$
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10	$5 \times 1 =$
----	----------------

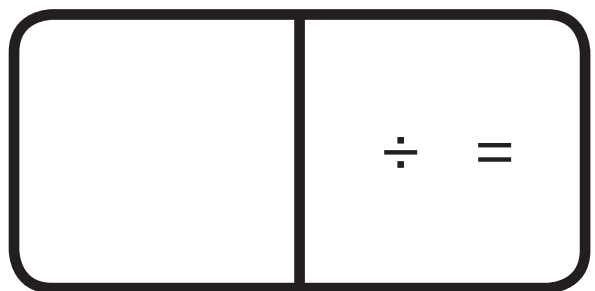
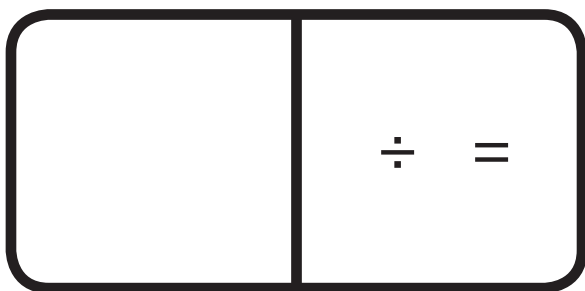
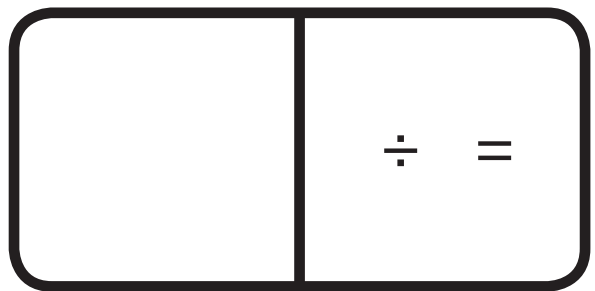
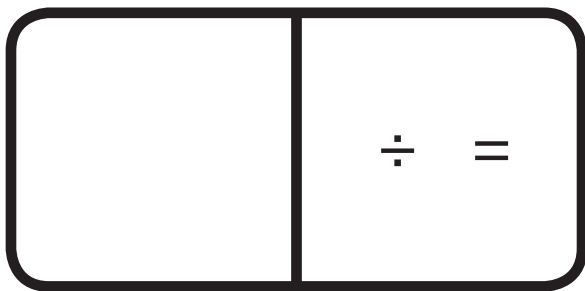
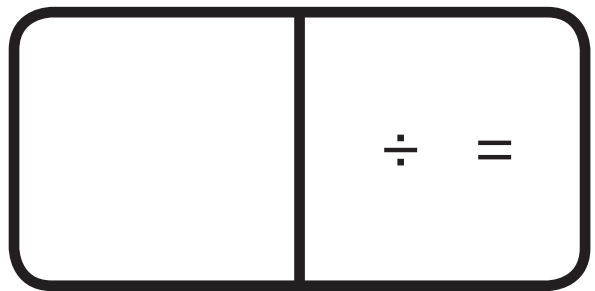
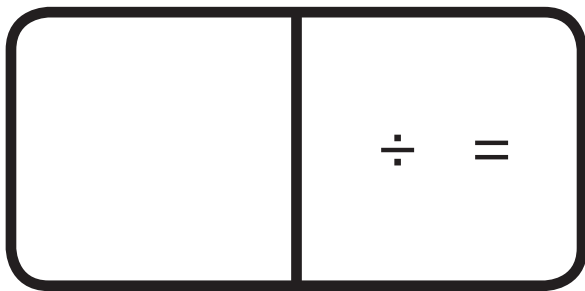
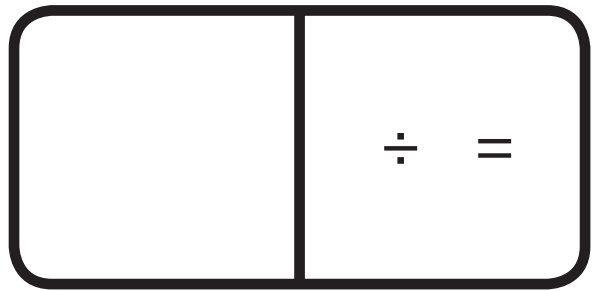
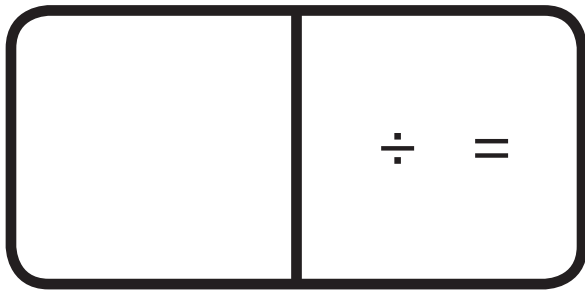
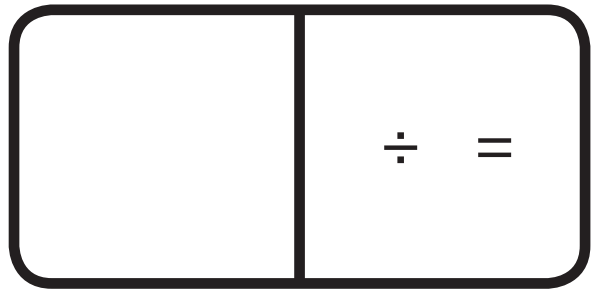
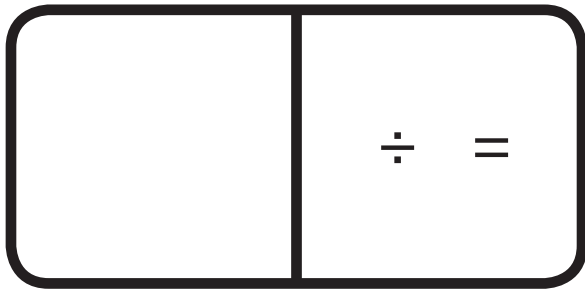
8x Multiplication Dominoes



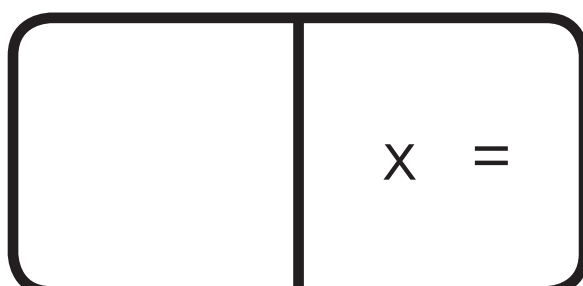
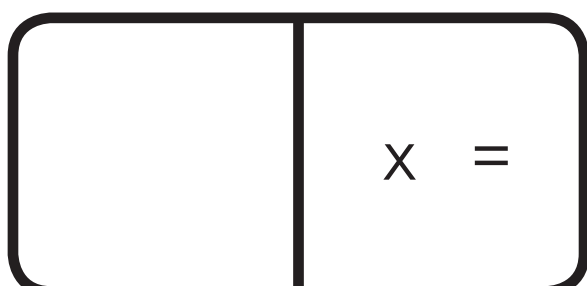
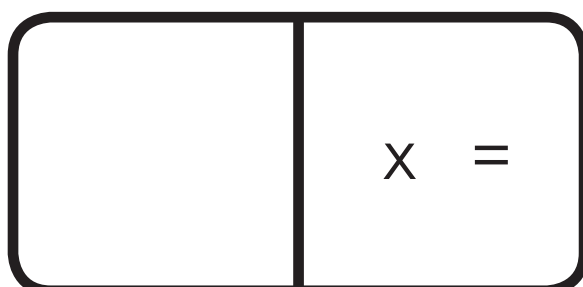
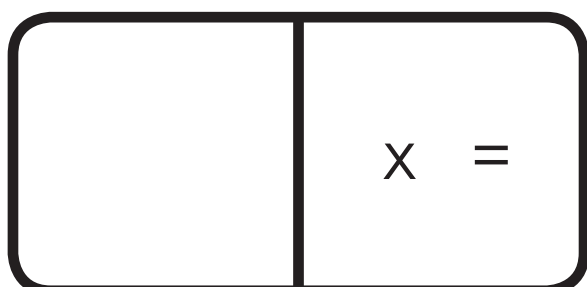
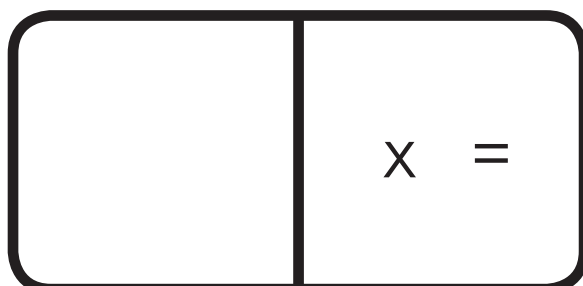
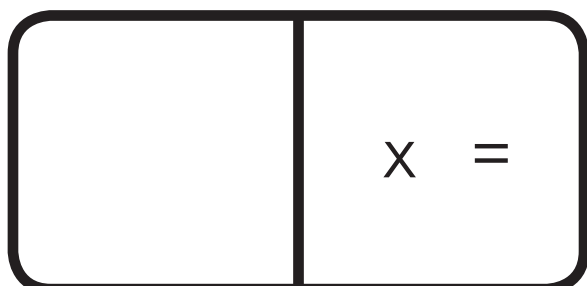
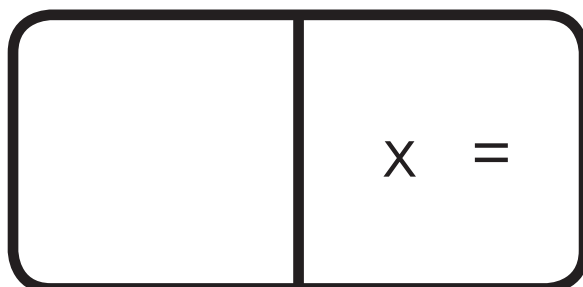
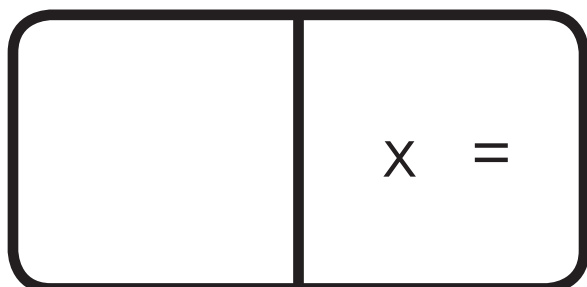
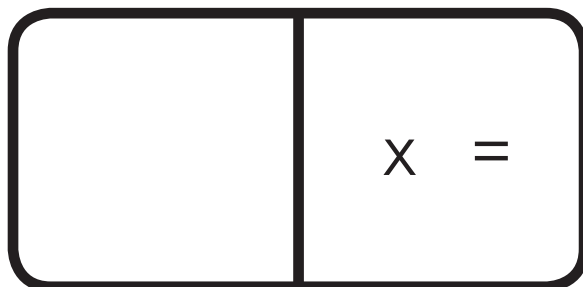
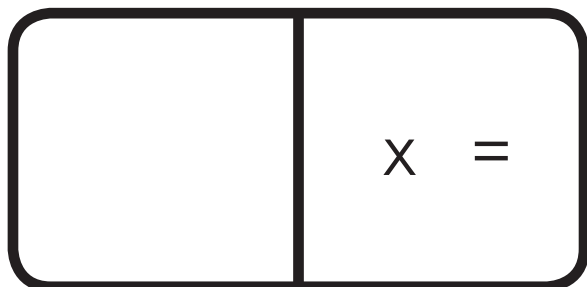
Division Dominoes $\div 4$



Blank Division Dominoes



Blank Multiplication Dominoes –



13. CALCULATING POINTS

RESOURCES

Dice, marked $\times 10$, $\times 10$, $\times 10$, $\div 10$, $\div 10$, $\div 10$, cards showing multiples of 10 up to 100

TASK

1. Discuss with the learners the effect of multiplying and dividing numbers by 10. It is important to stress that when multiplying by 10 each digit in a number is made 10 times bigger and will therefore move one place to the left on the place value chart. E.g. when multiplying 25 by 10 the 20 becomes 200 and the 5 becomes 50. The reverse happens when dividing by 10 e.g. $250 \div 10$, 200 divided by 10 becomes 20 and 50 divided by 10 becomes 5, $20 + 5 = 25$. Thus $250 \div 10 = 25$.
 2. Two learners play a game where they will have to divide or multiply a number by 10. Shuffle the multiples of 10 cards and place them face down in a pile.
 3. Learner 1 takes the top card to give the starting number. The same learner then rolls the dice and multiplies or divides the number on the card. The answer is recorded.
 4. Learner 2 uses the answer of Learner 1 as the starting number and rolls the dice as above.
 5. Play continues until one player reaches 1 000 or more to score one point.
 6. Learner 2 takes the top card to start the next round.
- The winner is the player with the most points when all the cards have been used.

3. Fractions

Difficulty	Learner has difficulties with basic fractions.
-------------------	--

Learning Support activities:

Talk about fractions (e.g. halves, quarters, etc.) whenever possible!

1. SHARING THE WHOLE

RESOURCES

Bread/fruit, knife, paper, scissors

TASK

1. In pairs (or groups of four), learners share a slice of bread so that each learner receives an equal share. Learners discuss the way of sharing.
2. The teacher demonstrates cutting a piece of fruit into two or four pieces.
Learners:
 - count the pieces
 - describe how the pieces are alike
 - describe the pieces as 'halves' or 'quarters'.
3. In small groups, learners cut paper shapes into halves and quarters. They discuss whether the parts are equal and share the pieces.

2. HALVE/QUARTER DIFFERENT OBJECTS

RESOURCES

A collection of objects e.g. string, clay, fruit, cup, pictures

TASK

1. Learners investigate a variety of objects, e.g. length of string, ball of clay, fruit, and cup of water, muesli bar and symmetrical pictures. They discuss:
 - how they would divide each object into halves/quarters
 - how they would check if the two/four parts are equal.
2. Learners handle each object, divide them into two/four equal parts, check the size of the halves/quarters and describe the parts.
3. Learners reflect on whether their method of checking that the halves/quarters were equal was different for each of the objects, e.g. checking the two halves of a length of string compared to checking the two halves of an apple.

3. HALVE/QUARTER THE PAPER

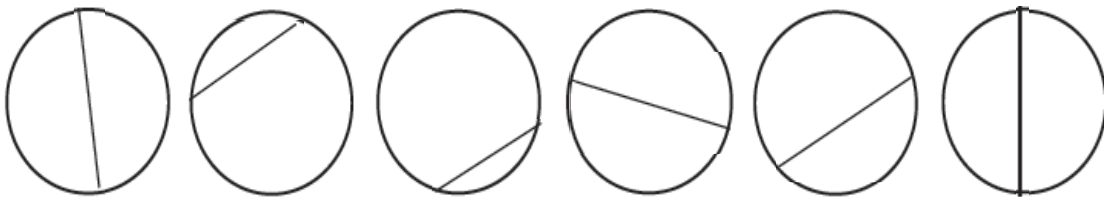
RESOURCES

Paper, scissors

TASK

1. Learners discuss the important characteristics of halves/quarters:
 - divide into two/four parts
 - checking whether they are the same size.
2. Using a paper square, learners discuss:
 - how to cut it into halves/quarters
 - how to check if the two/four parts are equal
 - different ways of sharing
3. Learners cut a variety of paper shapes into halves/quarters.
Describe the parts and compare their responses with others.

4. SHAPE ACTIVITY



RESOURCES

Collection of shape, some showing equal parts and some showing unequal parts

TASK

1. Learners are shown a collection of shapes e.g. circles. The collection should include some that show two equal parts and some that show two unequal parts.
2. Questions for learners include:
 - Do the shapes show two equal parts?
 - How do you know?
3. The activity should be repeated for quarters.

5. SHARING A NUMBER IN HALVES AND QUARTERS

RESOURCES

Counters (sweets)

TASK

1. The teacher displays eight counters and says: 'I am going to share these eight counters between two learners.'
2. Two learners are selected to both hold out one hand for the teacher to share the counters, one at a time. Possible questions include:
 - Did each learners get an equal amount?
 - How many counters did each learner get?
3. The teacher says: 'We have shared the eight counters into two equal amounts. Each learner received a half of eight.'
4. The activity is repeated using the scenario: 'I am going to share the eight counters among four learners.'
5. Learners predict how many counters each learner will receive.
6. The teacher says 'We have shared the eight counters into four equal amounts. Each learner received one-quarter of eight.'

Difficulty with converting or finding equivalent fractions

Difficulty	Learner has difficulty with converting or finding equivalent fractions.
-------------------	---

Learning Support activities:

1. SPLIT THEM

RESOURCES

16 or more counters per learner

TASK

1. Learners are given 16 counters to split into 8 equal groups, 4 equal groups, 2 equal groups.
2. When learners have split the counters, ask the learners to determine how many counters they have in each group
3. Learners draw and record their findings in their books. They repeat the activity with a different number of counters.
4. Explain to learners that when they split 16 counters into 2 groups, 1 group of 8 is a half ($\frac{1}{2}$) and can be expressed as 1 over 2.
5. When the learners have split the counters into four equal groups go through the same process. How many counters do you have in each group? Explain to the learners that 1 group of four is a quarter ($\frac{1}{4}$), which can be expressed as 1 over 4.

2. EQUIVALENT ACTIVITY

RESOURCES

4 different pieces of coloured paper cut into strips (exactly the same length and width)

TASK

1. Learners are given four strips of paper in different colours e.g. red, blue, yellow, and white.
2. Instruct learners to fold the yellow strip into 12 equal sections, label each section $\frac{1}{12}$ and then put it aside.
3. Instruct the learners to fold the red strip into 6 equal sections, label each section as $\frac{1}{6}$ and put it aside.
4. Instruct the learners to fold the blue strip into 3 equal sections, label each section as $\frac{1}{3}$ and put it aside.
5. The white strip is not folded and represents a whole.
6. The learners place the three pieces of paper on the desk in front of them so that they can compare the fractions e.g.



$$\frac{1}{3} = \frac{2}{6} = \frac{4}{12}$$

7. Learners then use these strips to determine the equivalent fraction e.g. Repeat the activity using different fractions e.g. halves, quarters, twelfths, etc.

3. FRACTIONS MEMORY

RESOURCES

Memory cards (photocopy and stick onto old card board such as a cereal box)

TASK

1. Learners get a copy of the fractions memory cards.
2. Learners shuffle the cards and place all the cards face down on the table.
3. Learner A turns over 2 cards, if the cards match the learner collects and keeps the two cards. If the cards do not match the learner must turn them back over.
4. Then it is Learner B's turn. Learner B turns over 2 cards; if the cards match the learner collects and keeps the two cards. If the cards do not match the learner must turn them back over.

Play continues until all the cards have been matched.

The learner with the most cards wins.

Fraction Cards – Fractions Memory

$$\frac{1}{2}$$

$$\frac{2}{8}$$

$$\frac{1}{3}$$

$$\frac{2}{10}$$

$$\frac{1}{4}$$

$$\frac{2}{3}$$

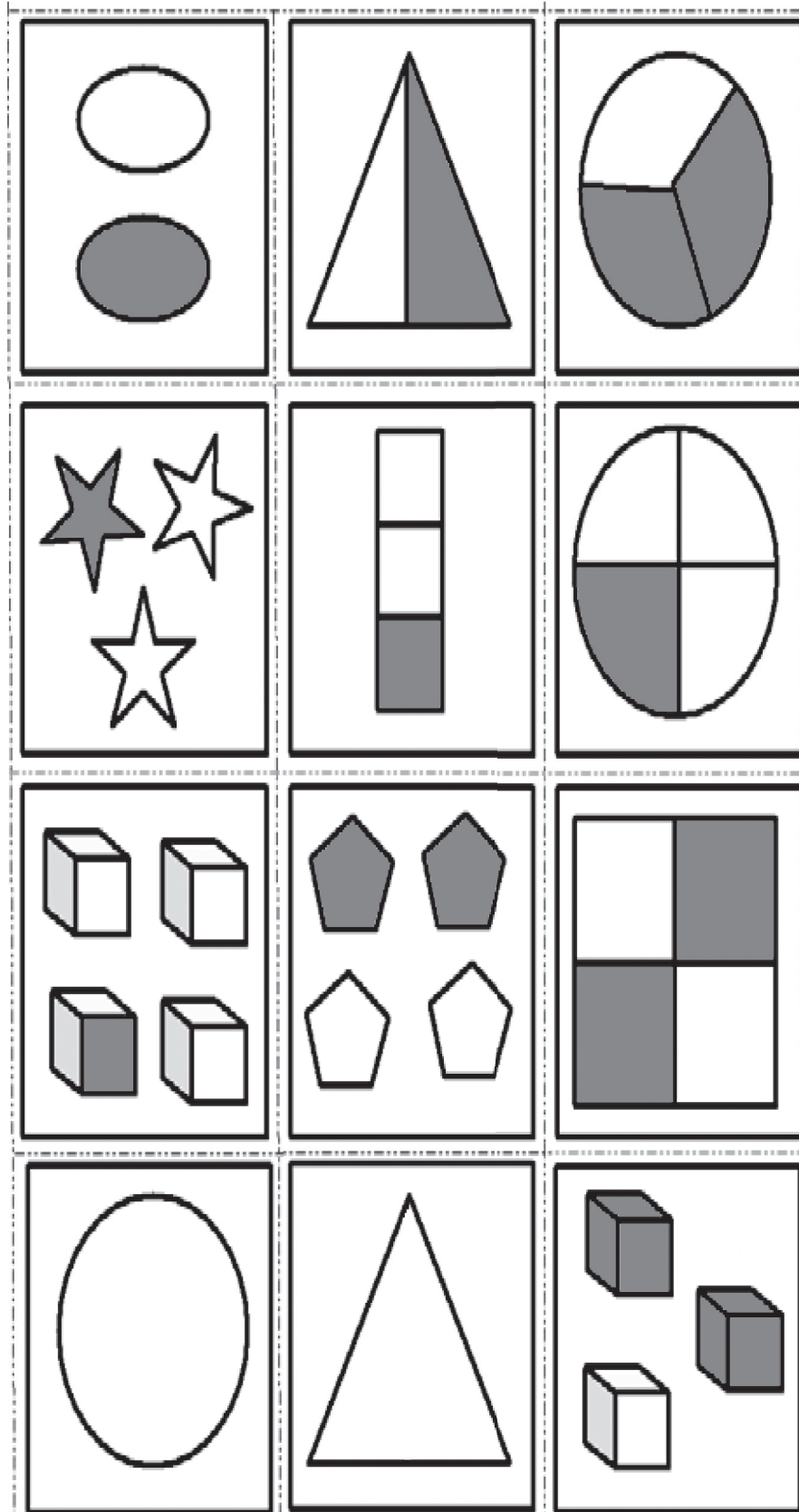
$$\frac{1}{5}$$

$$\frac{2}{4}$$

$$\frac{2}{6}$$

$$\frac{4}{6}$$

Fraction Memory



RESOURCE SHEET – ORDINAL NUMBERS 1- 10

1st

2nd

3rd

4th

5th

6th

7th

8th

9th

10th

RESOURCE SHEET – ORDINAL NUMBERS 11- 20

11th

12th

13th

14th

15th

16th

17th

18th

19th

20th

21st

22nd

23rd

24th

25th

26th

27th

28th

29th

30th

31st

32nd

33rd

34th

35th

36th

37th

38th

39th

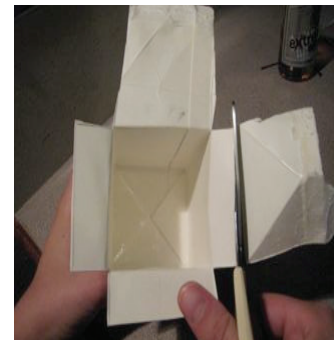
40th

How to Make a Milk Carton Dice – Reading and other activities

1. Wash out an old milk carton.
2. Using a ruler, measure 7cm from the bottom of the milk carton and mark a line around the milk carton.



3. Open the top of the milk carton and cut down the corners of the milk carton to the line.

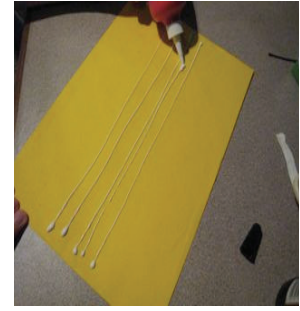


4. Cut 4cm off three sides of the milk carton.

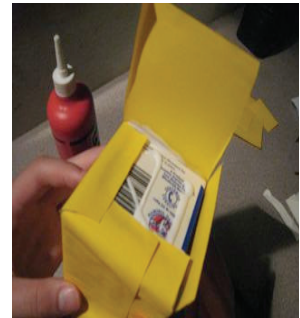
5. Put glue on the 3 short flaps and 1 long flap of the milk carton. Place the milk carton under something heavy and allow it to dry.



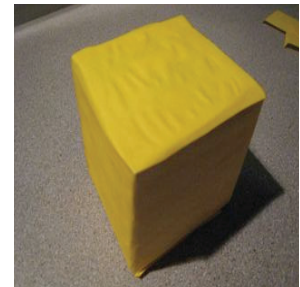
6. Take a piece of paper and put glue down the middle of the paper.




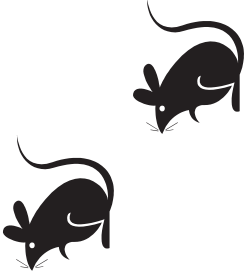
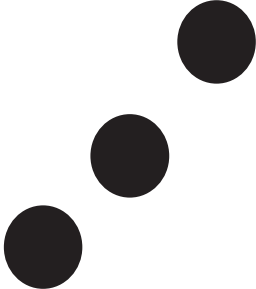
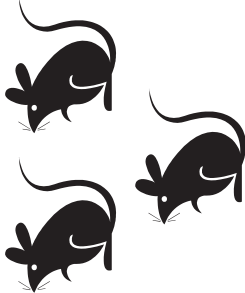
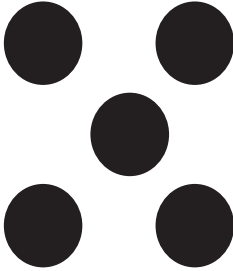
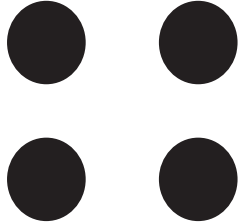

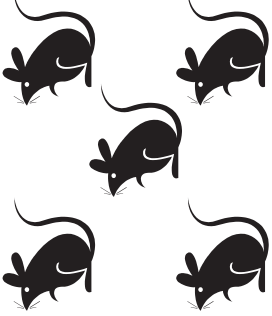


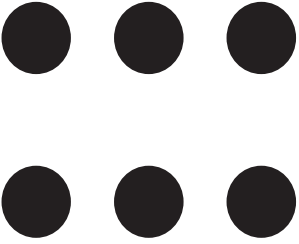
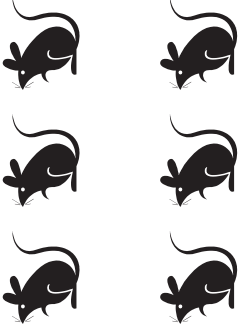
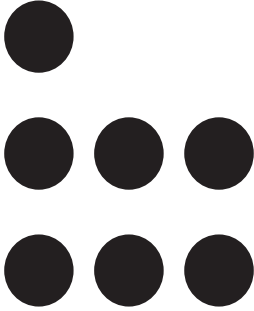
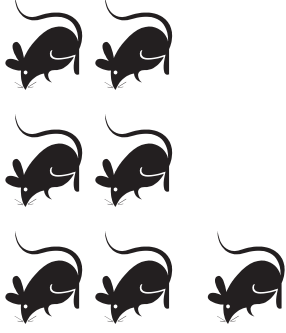
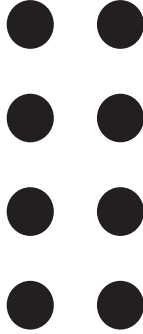

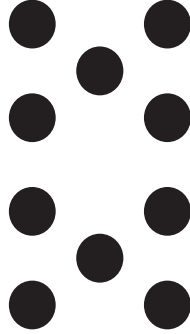
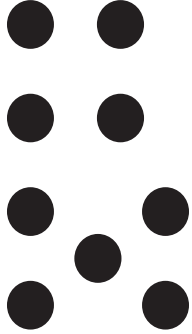
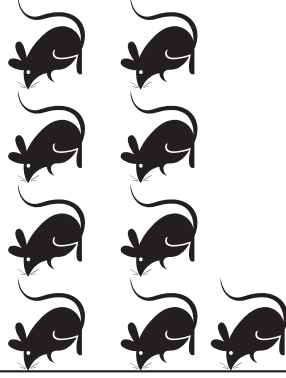
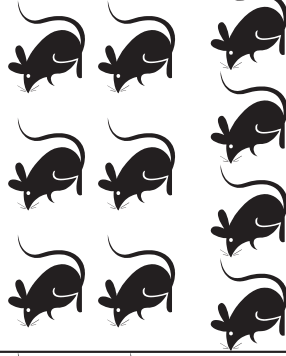
7. Place the cube milk carton in the centre of the paper and wrap the paper around the cube.



8. Wait for the glue to dry then label your dice accordingly.



1		one		5
2		two		five
3		three		
4		four		

6		six		10
7		seven		ten
8		eight		
9		nine		

3	4	7
6	2	8

9	4	5
7	2	8

1	4	3
7	2	8

1	4	9
7	2	8

1	5	6
7	3	8

2	4	9
5	7	3


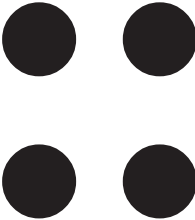
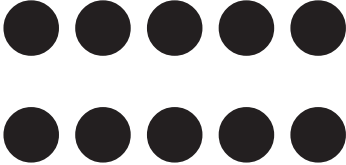
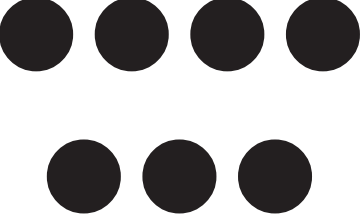

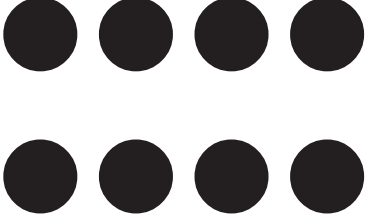
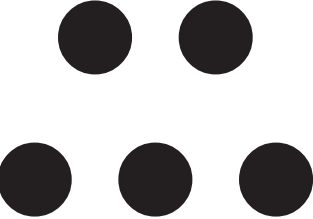
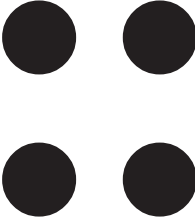

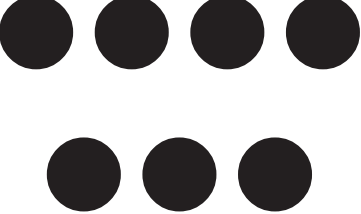

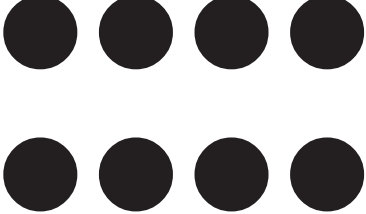

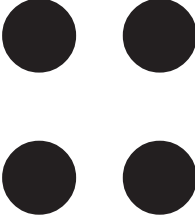

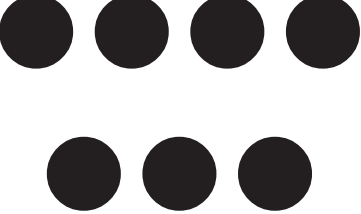

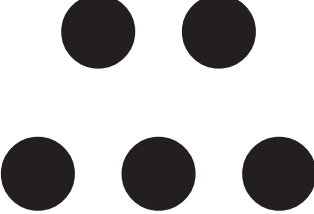
one	four	ten
seven	two	eight
two	four	six
seven	ten	eight
one	three	five
seven	nine	eight

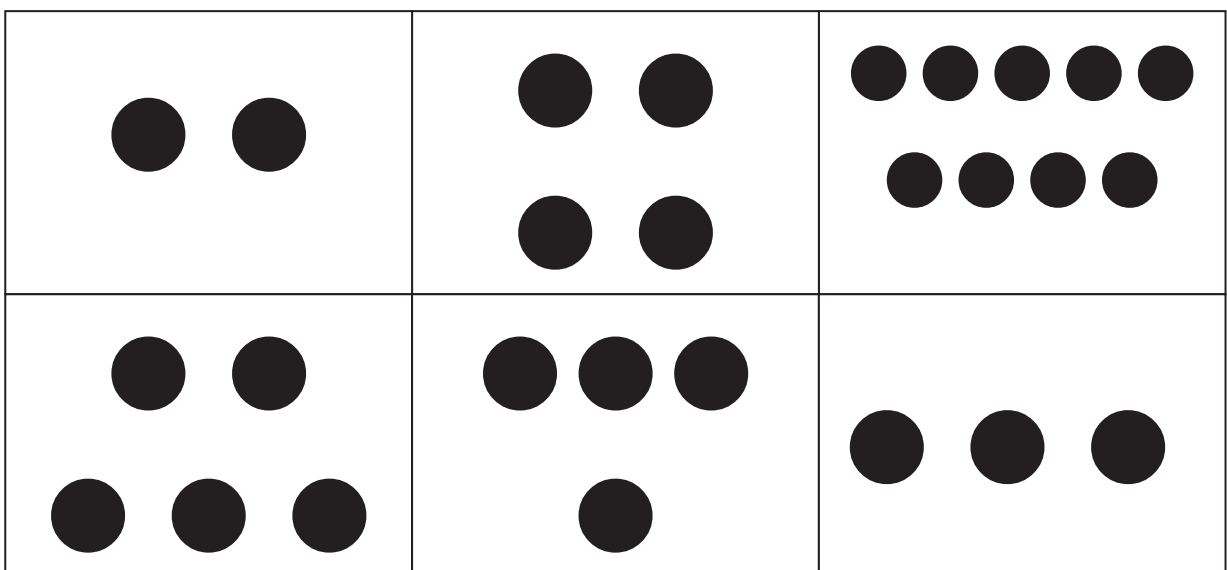
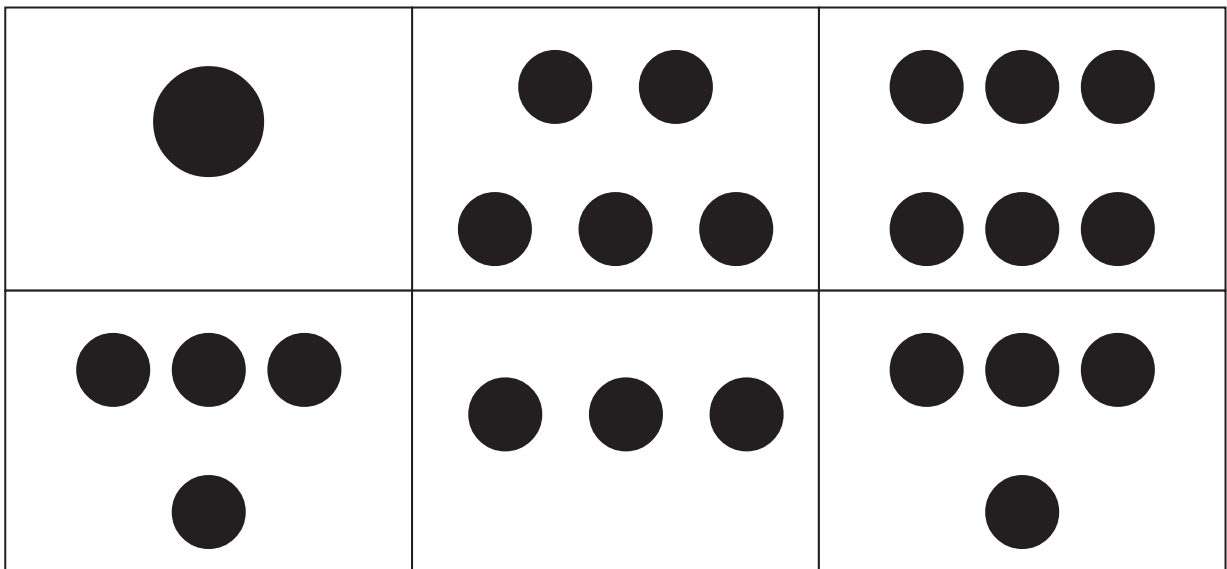
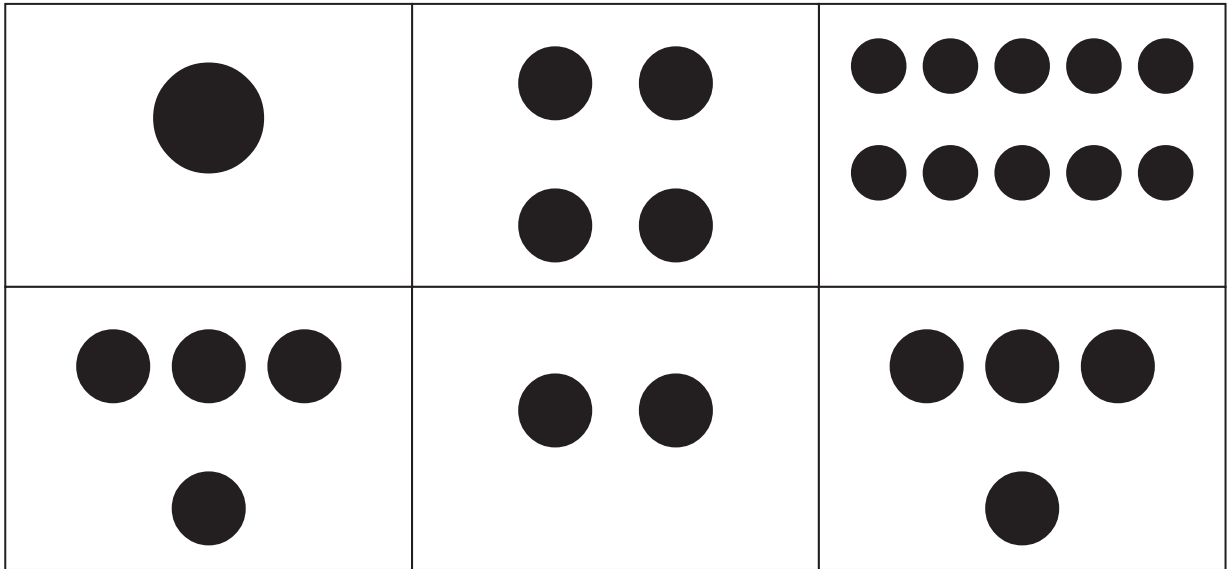
one	four	three
five	two	six

ten	two	eight
one	nine	three

three	four	seven
six	five	two

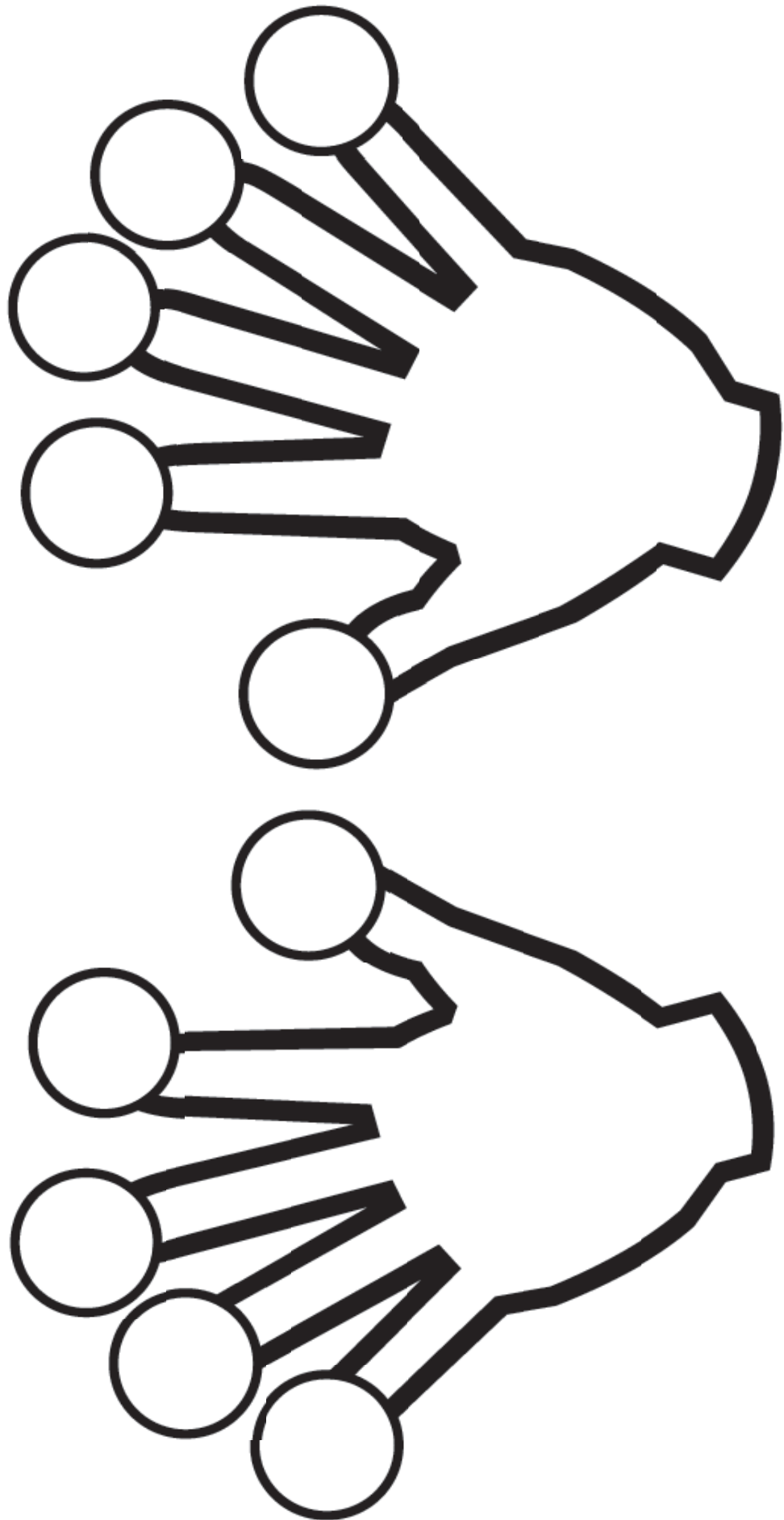
Number Bingo – Dots



Picture Strip – Five to Win

Hand Prints



Rocket Game Board



Addition Bingo

$3 + 2$	$1 + 3$	$5 + 2$
$3 + 3$	$1 + 1$	$4 + 4$

$4 + 5$	$2 + 2$	$2 + 3$
$4 + 3$	$2 + 0$	$1 + 7$

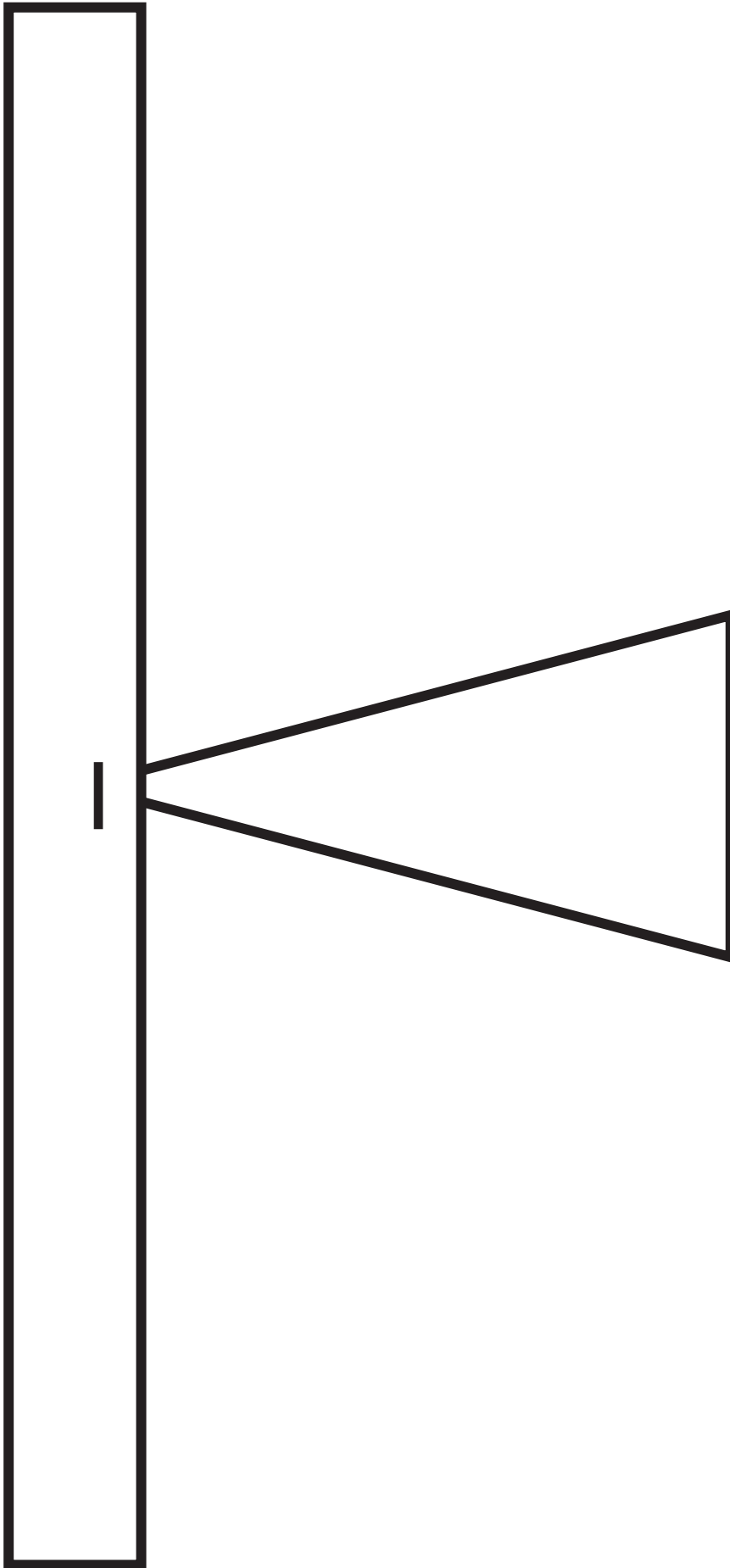
$1 + 0$	$3 + 1$	$2 + 1$
$2 + 5$	$1 + 1$	$5 + 3$

$1 + 0$	$3 + 1$	$2 + 7$
$5 + 2$	$0 + 2$	$3 + 8$

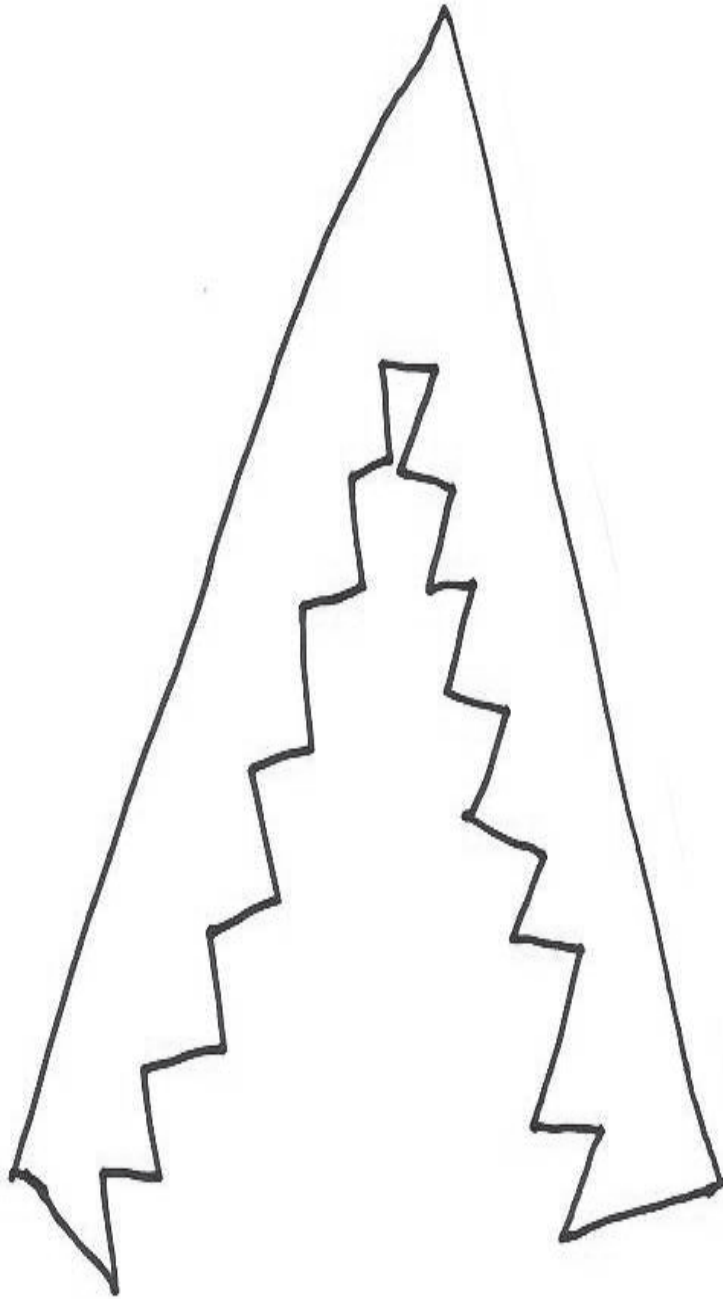
$0 + 1$	$4 + 1$	$4 + 2$
$1 + 6$	$2 + 1$	$4 + 4$

$1 + 1$	$2 + 2$	$2 + 7$
$3 + 2$	$2 + 5$	$1 + 2$

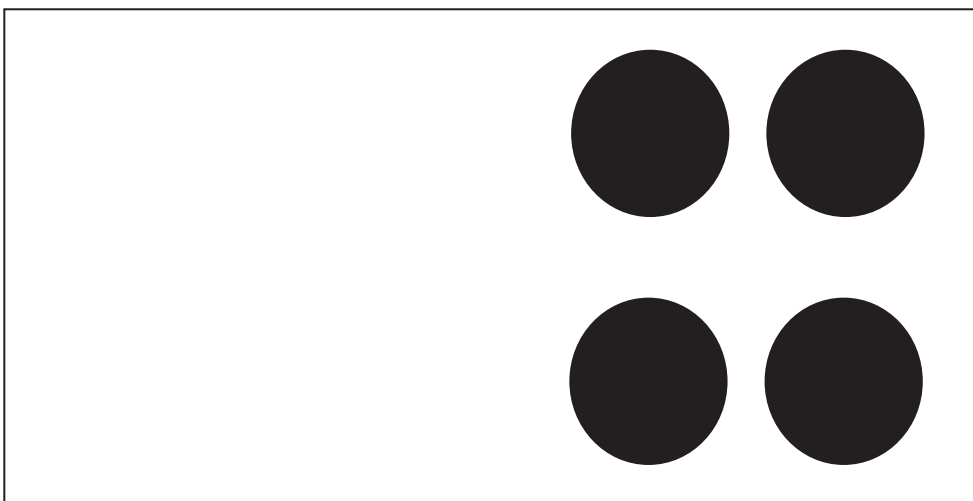
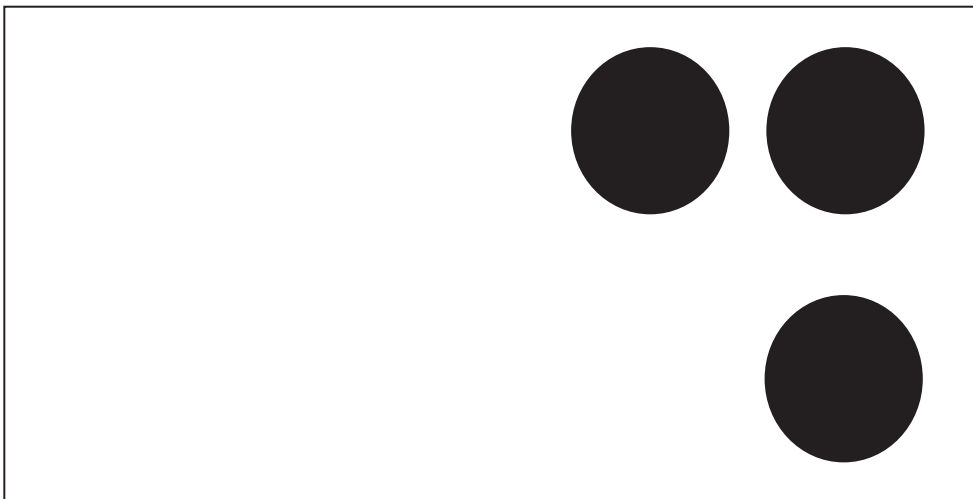
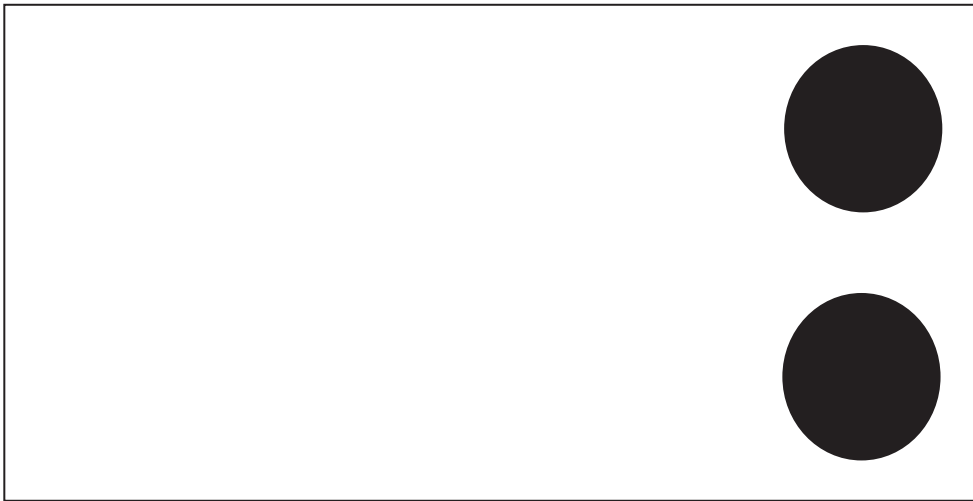
Equal Scales

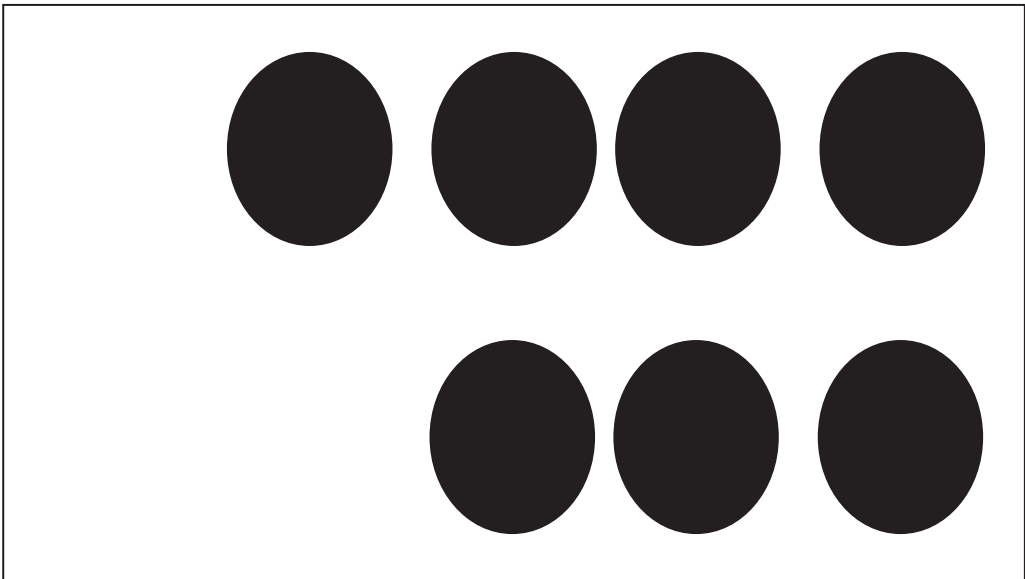
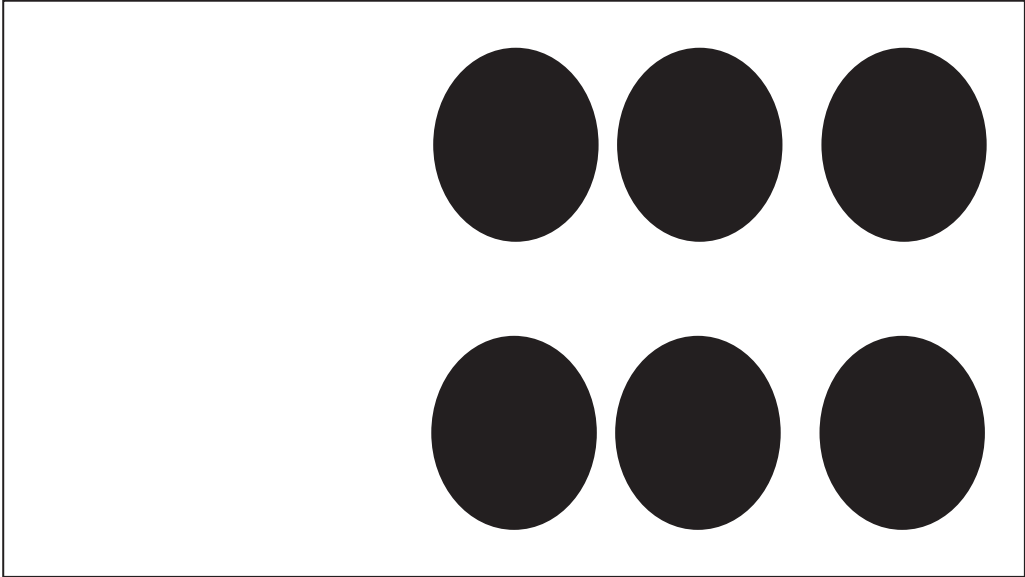
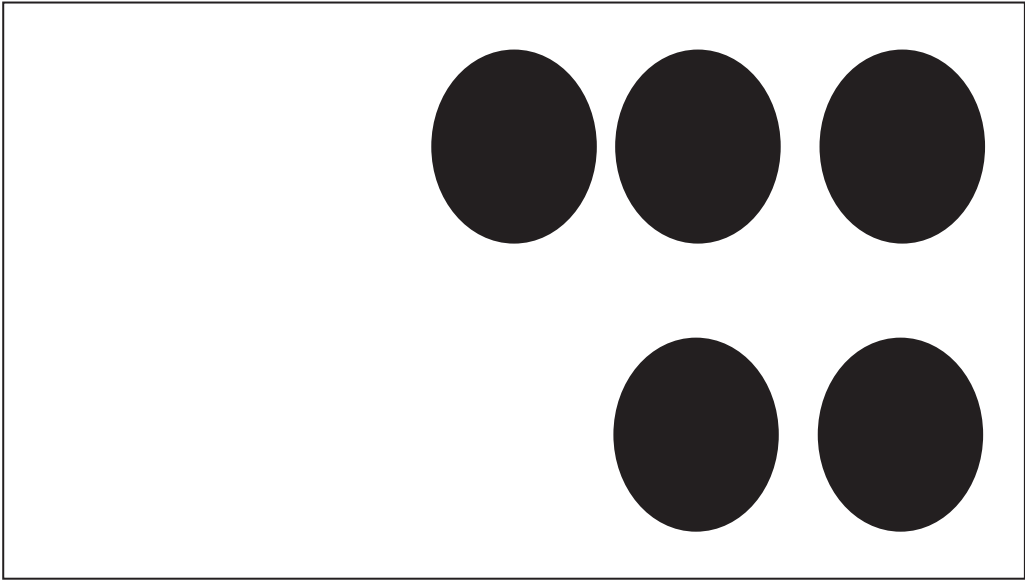


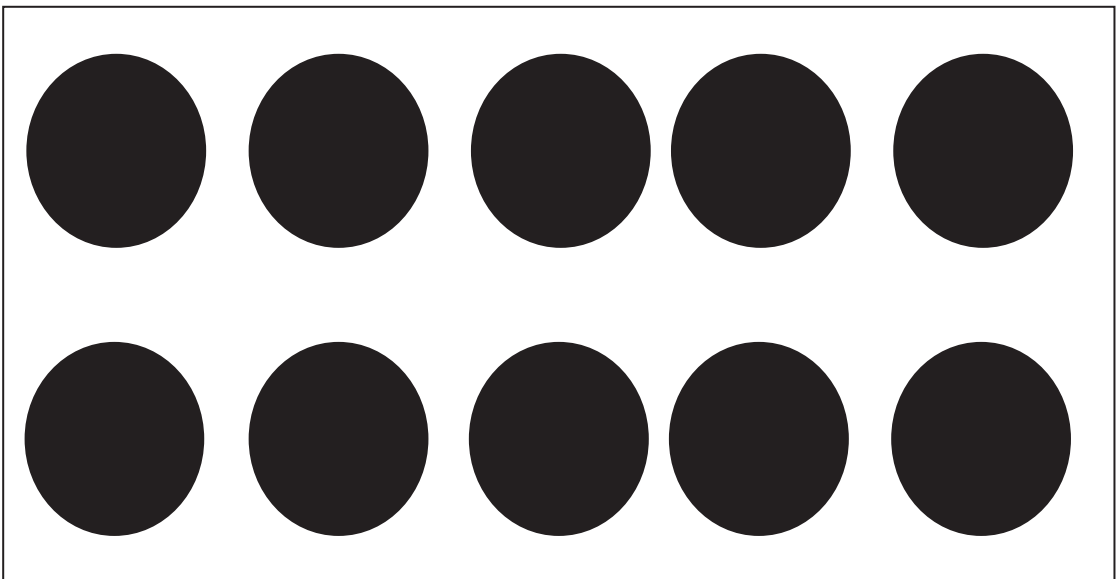
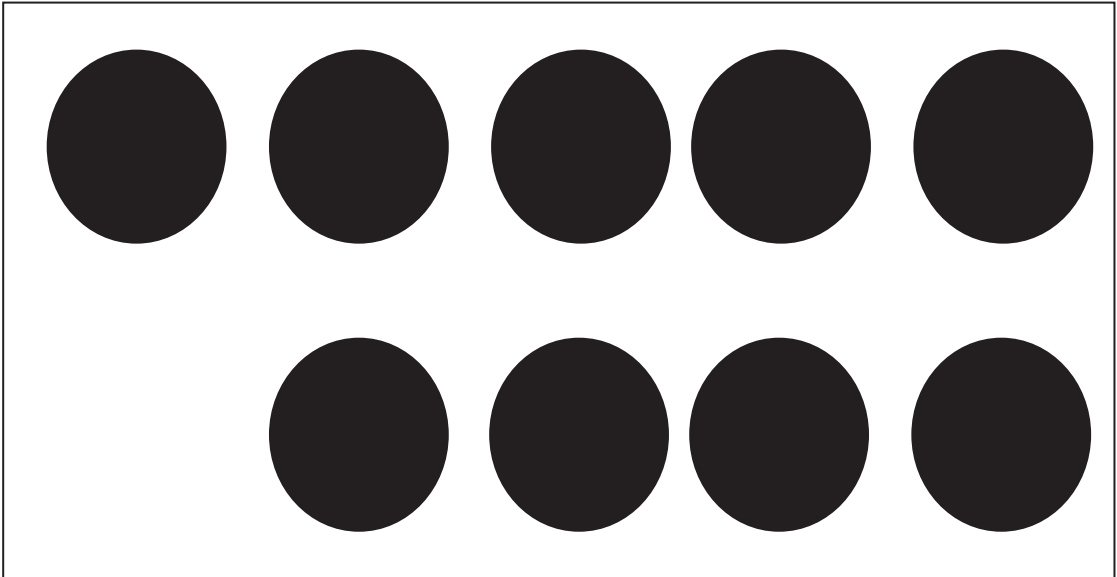
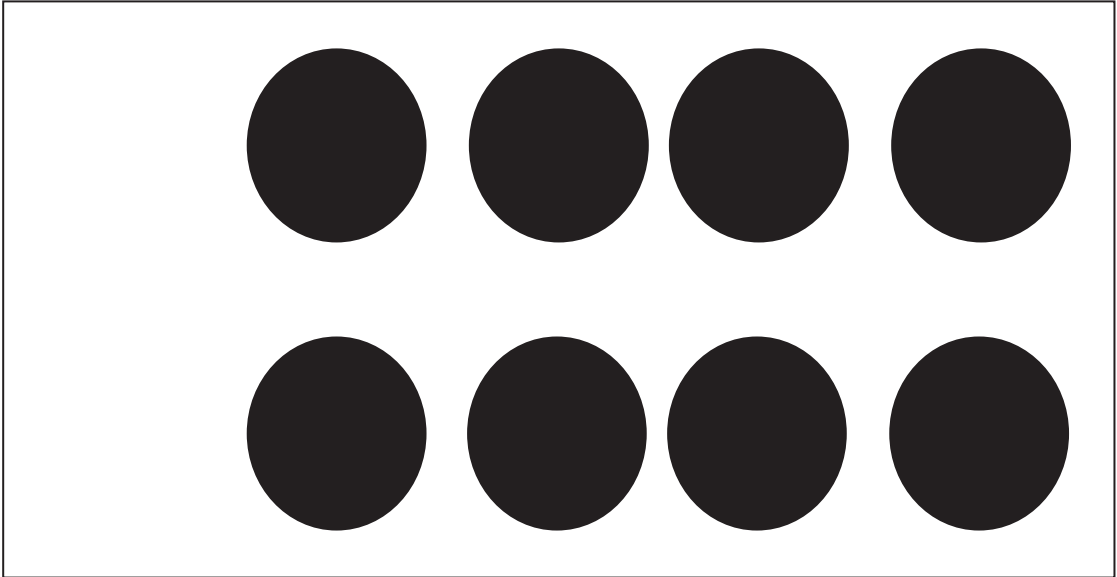
Crocodile Mouth



Creating Teen Numbers







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National Institute for Educational Development (NIED)

Ministry of Education

Private Bag 2034

Okahandja

Namibia

www.nied.edu.na

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Learning Support Resource Book

ISBN: 0 – 86976-999-5

Printed by NIED

Website: <http://www.nied.edu.na>

First Publication date: 2010

Second Publication: 2014