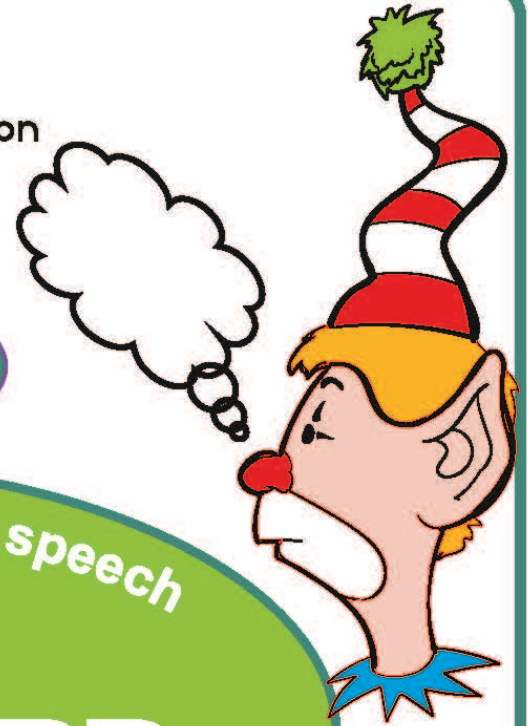




Excellent for
problem solving, extension
work, reinforcement
and remediation.

Grade 1 - 3



Sequencing; prediction; speech

THE WORKCARD SERIES



- 30 workcards
- record cards
- additional and group activities
- evaluation / assessment sheets
- answer sheets



SEQUENCING SENTENCES 10 workcards

Skills taught/reinforced:
sequencing;
reading;
deduction;
comprehension;
transformation.

PREDICTION 10 workcards

Skills taught/reinforced:
picture interpretation;
creative thinking;
deduction;
problem solving;
understanding
sequencing of events.

SPEECH BUBBLES 10 workcards

Skills taught/reinforced;
creative writing;
direct/indirect speech;
dramatization;
creative thinking;
originality;
understanding
relationships.

NO NEED TO PRINT THIS PAGE

Worksheets - learners write on the sheet itself

Workcards - learners use as a reference and do not write on them but on separate paper or books.



THE WORKCARD SERIES



THE WORKCARD SERIES can be used in groups, pairs or individually. Print as many work cards as you require and mount them onto cardboard.

Cut in half on the dotted line to A5 size and laminate them if you wish to protect and re-use them.

The learners use the workcards to work from, but they write in their exercise books or a special book can be kept for the WORKCARD SERIES. The workcards can be stored and used **OVER** and **OVER** again.

The ANSWER sheets can also be mounted and laminated and kept separately by the teacher.

The RECORD cards can be photocopied and pasted into the learner's book as a record of which workcards have been completed. (See evaluation/assessment). The border around each set of workcards indicates one workcard series and all the workcards, answers and record cards for that series will have the same border.

The WORKCARD SERIES can be used for teaching skills; extension work; reinforcement of what has already been taught; remedial work as well as diagnostic purposes. The workcards also encourage lateral thinking.



EVALUATION ASSESSMENT / RECORDING / REPORTING



Assessment is used to measure the development and growth of the learner and his progression. The WORKCARD SERIES reinforces and teaches specific skills which enable the learner to progress from one set of skills to another. The progression can be assessed on a continuous basis, and in different ways.

RECORD CARD: This provides the teacher with a record of the child's progress and performance.

SUGGESTION: The children colour in the record card according to how easy/difficult they found each exercise, eg. if they found it difficult. they could colour that workcard number in red; green for easy, and yellow for average, (Teacher chooses colours and levels of difficulty). The record card is an essential management and planning tool to assist the teacher in recording the learner's achievement.

ASSESSMENT PROCEDURES:

Different methods of assessment can be applied to the WORKCARD SERIES:

SELF-ASSESSMENT: The child records his own progress (see record card) and can also evaluate his own work by using the answer cards to correct any mistakes he may have made.

PEER-ASSESSMENT: The children can work in pairs or groups which allows for continuous assessment as problems are solved OR learner's work could be marked by a peer.

ASSESSMENT OF VERBAL AND WRITTEN ACTIVITIES: This is done by the teacher who checks the record card and marks the work OR by evaluating any written or verbal feedback from groups or individuals.

PERFORMANCE ASSESSMENT: The teachers can also assess the completed series, according to whether the child has achieved the Specific Outcomes.

PROFILE AND PORTFOLIO ASSESSMENT as well as observation can be done at the teacher's discretion, as and when she feels it necessary or appropriate.

RECORD CARD
MATCHING SENTENCES

Each time you complete a workcard, colour in the number of the air
bubble on the workcard which you completed.



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SEQUENCE

Each time you complete a workcard, colour in the sun
and cloud that is the same number as the sun completed.



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ADDITIONAL ACTIVITIES

Groups are given reading books for their
They select stories (one or more) and they
of each story. They have to see if
make a difference to the meaning.
The order around to see whether there
is a difference to the meaning if the sentence
structure is changed.
Groups

Write sentences
group. The
so that the st

one to each learner in each
in the correct sequence,

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ANSWERS

1. I plant a seed.
I water it.
It starts to grow.
Soon it has a big, bright flower.

2. The hen lays an egg.
She sits on her egg.
The egg starts to crack.
A little chick comes out.

3. The sun is out and it is hot.
Then the sun goes behind a cloud.
It starts to rain.
I get wet.

4. In the morning I wake up and get dressed.
I eat my breakfast.
I brush my hair and teeth.
I go to school.

5. One, two, three
Where are we?
Four, five, six
We are in a fix.

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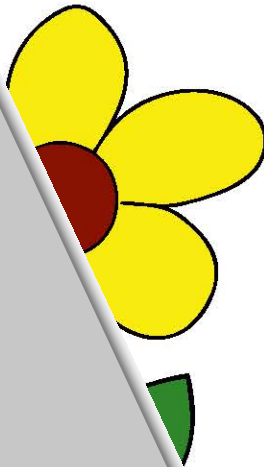
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Sample Book

These sentences are jumbled up. Read the sentences and then write them in the right order, so that the story makes sense.

1



It starts to grow.

I plant a seed.

I water

Sample Book

These sentences are all jumbled up. Read the sentences and then write them in your books in the right order, so that the story makes sense.

and then makes

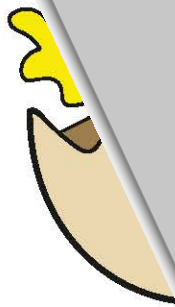
2

She sits on her egg.

A little chick comes out.

The hen lays an egg.

The egg starts to crack.



These sentences are jumbled up. Read the sentences and then write them in the right order, so that the story makes sense.

3

The

It starts to



Then the sun goes behind a cloud.

I get wet.

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Sample Book

These sentences are all jumbled up. Write them in your books in the right order, so that they make sense.

4



I eat

In the morning I wake up and get dressed.

I brush my hair and teeth.

and then I go to school.

ool.

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These sentences are jumbled up. Read the sentences and then write them in the right order, so that the story makes sense.

5

Four, five, six



We are

Where are we?

Sample Book

These sentences are all jumbled up. Read the sentences and then write them in your books in the right order, so that the story makes sense.

6

Then Ben goes home.

Ben goes to the beach.



These sentences are jumbled up. Read the sentences and then write them in the right order, so that the story makes sense.

7



Pat is hungry.

I give him

My dog is Pat.

happy.

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These sentences are all jumbled up. Write them in your books in the right order, so that the story makes sense.

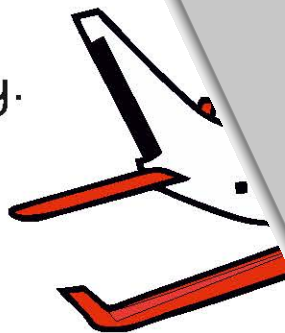
and then makes

8

The passengers climb off

off.

It flies high in the sky.



It lands in Durban.

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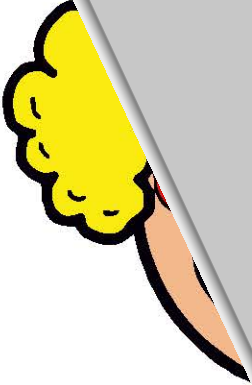
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These sentences are jumbled up. Read the sentences and then write them in the right order, so that the story makes sense.

9



Happy does silly tricks.

Happy is a clown.

He has a big round nose.

His tricks make people laugh.

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These sentences are all jumbled up. Read the sentences and then write them in your books in the right order, so that they make sense.

10



He has a big eye and horns.

They are afraid of them.

This is Manny.

Children

Manny is a monster.

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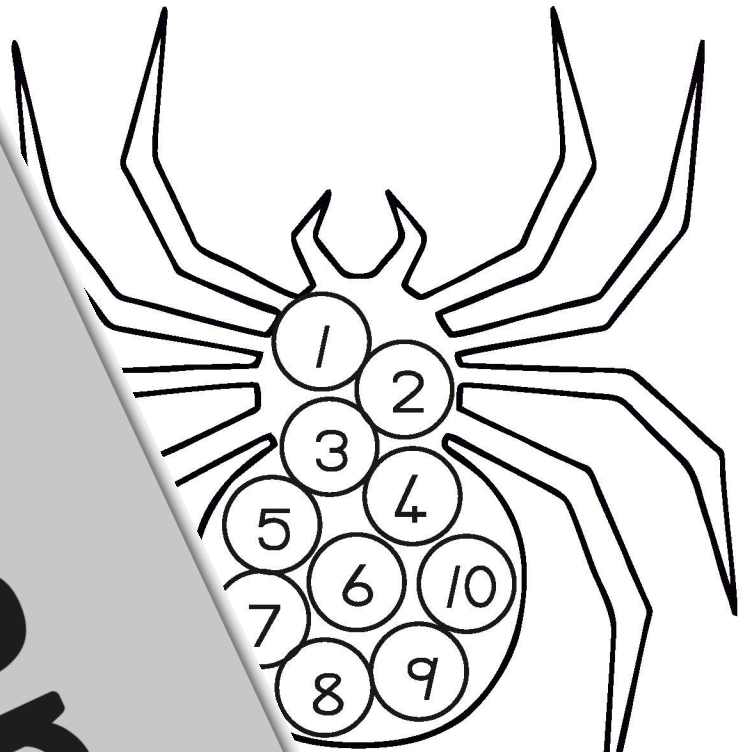
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Sample Book

RECORD

work
in a
spide
Colour
spot with
same nu
the workce
you comple



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Sample Book

- Divide the class into groups. They write their own stories. They decide which parts they will write. The groups then swap their stories with another group. They will happen in the parts that were written by the other group afterwards, to see how close they can get to the original story or write their own ending. The groups then compare their stories and predict what will happen next.
- The teacher reads part of a story to the class. The class is then divided into groups. Each group writes out an ending for the story. The group leader reads out their group's ending. The class decides which group had the most interesting ending. The groups could also act out their endings.

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Write down for
where th

you think happened in the first picture

1



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Write down (or draw) what
where the question mark is.

picture

2



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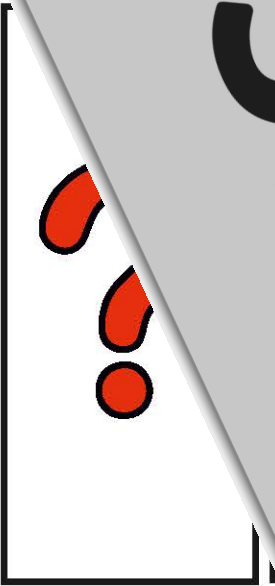
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Sample Book

Write down for you think happened in the first picture where th

3



3

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Sample Book

Write one sentence to say picture.
Write one sentence to say picture.
Write a sentence or draw a happened

4



3

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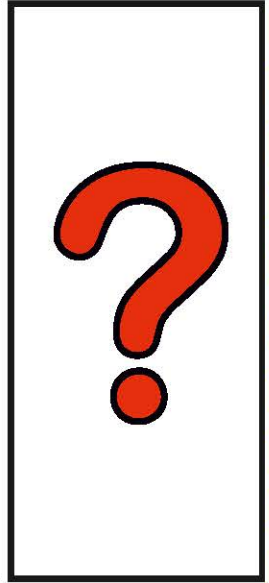
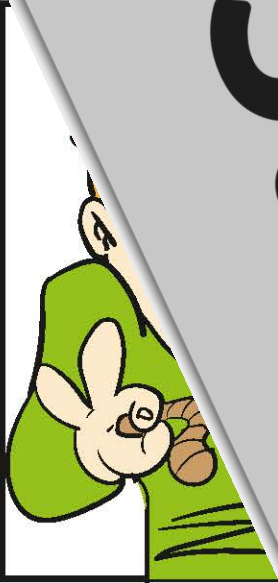
Write one sentence
Write one sentence
Write

what is happening in the first picture.
what is happening in the second picture.
picture to show what you think happened

5

2

3



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Sample Book

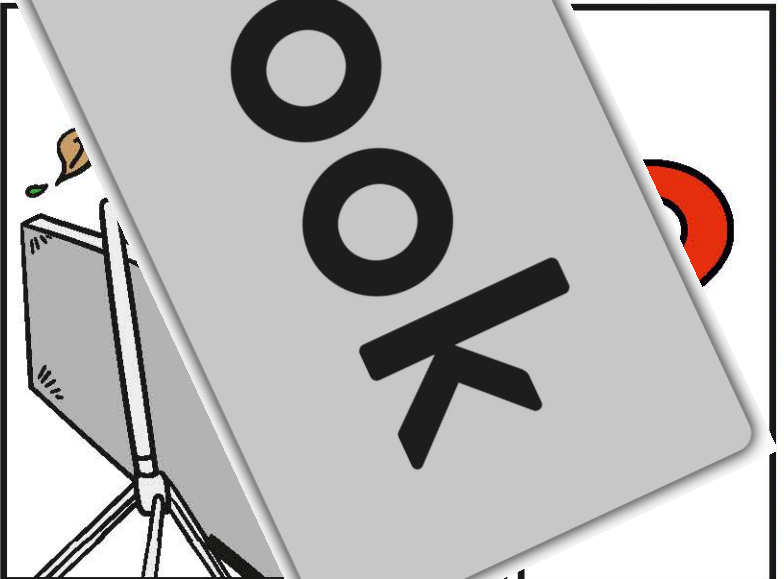
What is this man doing? Draw
Write about or draw what you

v.

6

1

3



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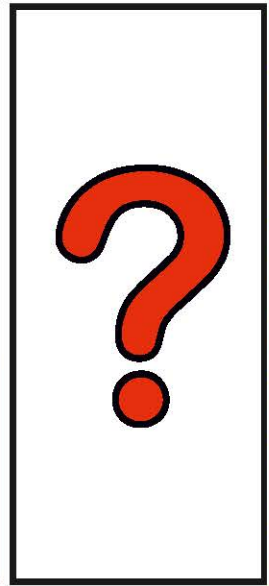
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Where do you think the man is going? What happened in picture number 2? What do you think picture number 3 would be like?

7

2

3



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Sample Book

What is happening in picture 1? What do you think will happen in picture 3?

8

3



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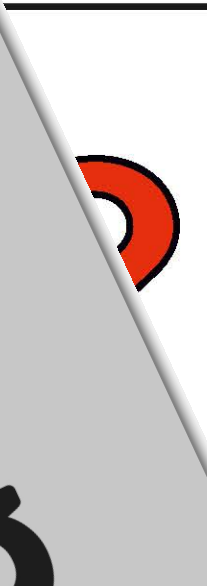
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Look at the first and last pictures. Then decide what you think happened in picture number 2 and draw or write about it.

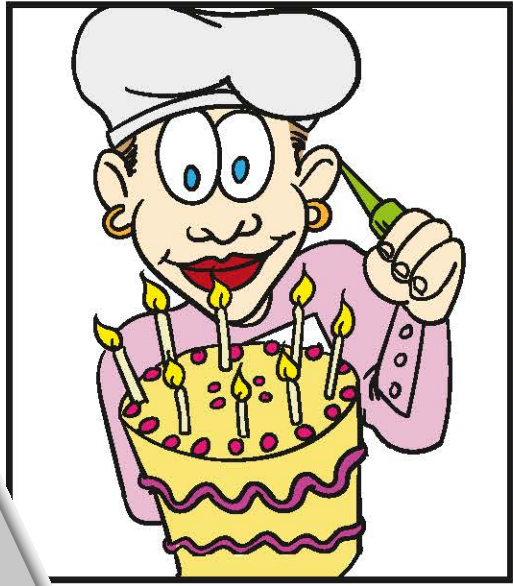
9



2



3



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Sample Book

Look at the first and last pictures. Then decide what you think happened in picture number 1.

think

10



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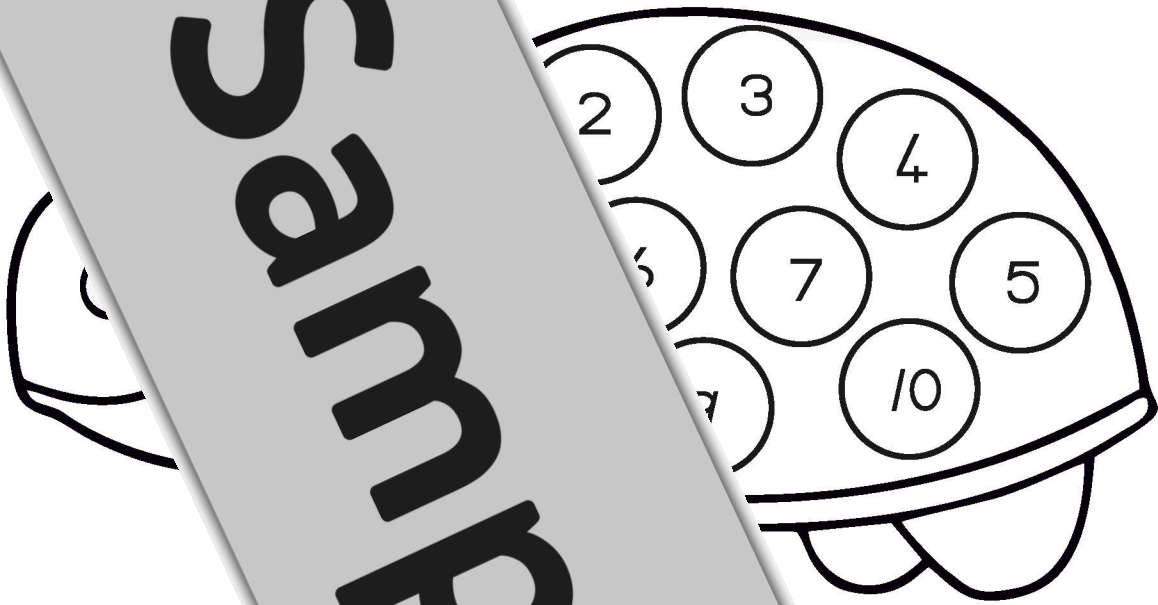
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RECOGNITION CARD - SPEECH BUBBLES

When you see a number, colour in the circle with the same number completed.



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Sample Book

- In groups or pairs, let learners
- Allow learners to compare different they like.
- Learners can write the dialogues in c
- In groups let learners draw their own c bubbles, what each character is saying

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Look at the picture and write down what you think each elf is saying or thinking.

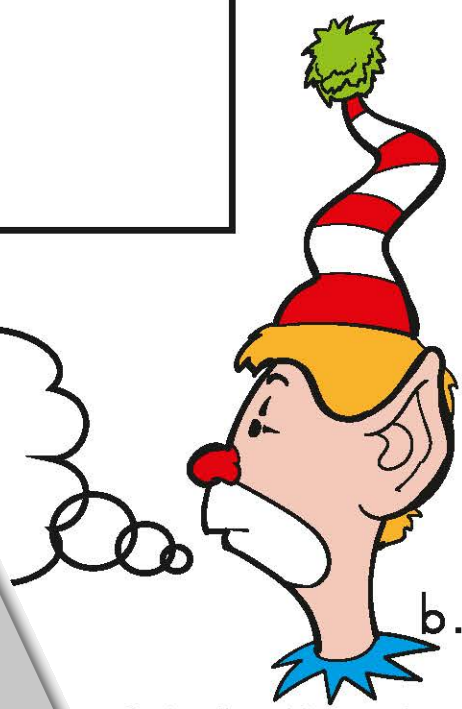
1



a.

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Blank rectangular box for writing.



b.

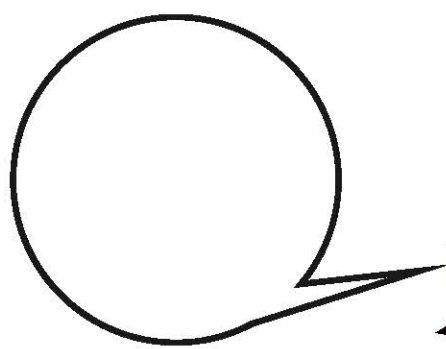
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Sample Book

Look at the picture and write down what you think the person is saying or thinking.

person is

2



c.

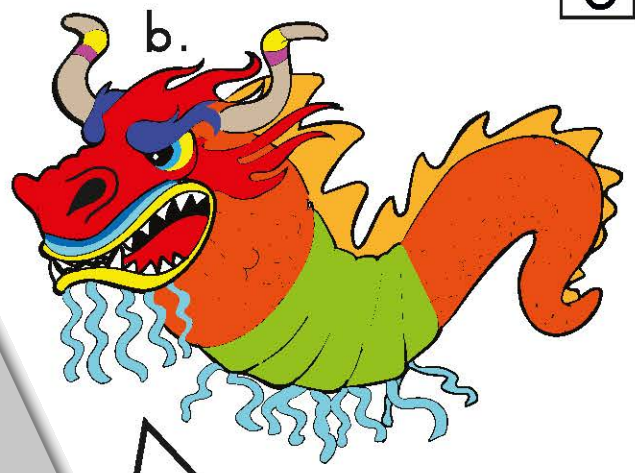
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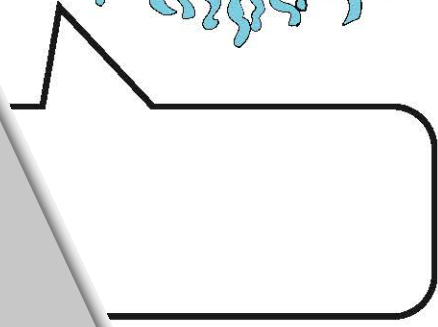
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Look at the pictures and write down what you think they are saying to each other.

3



b.



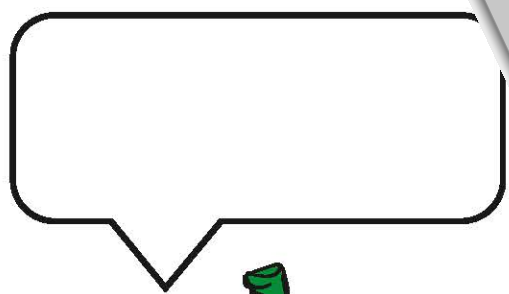
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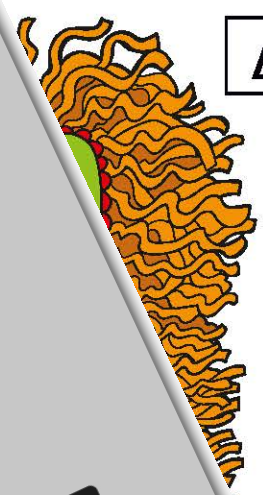
Sample Book

Look at the pictures and write down what you think they are saying to each other.

4



a.



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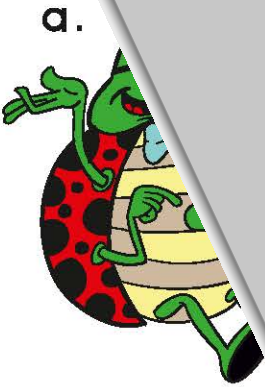
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Look at the picture and write down what you think the two insects are saying

5



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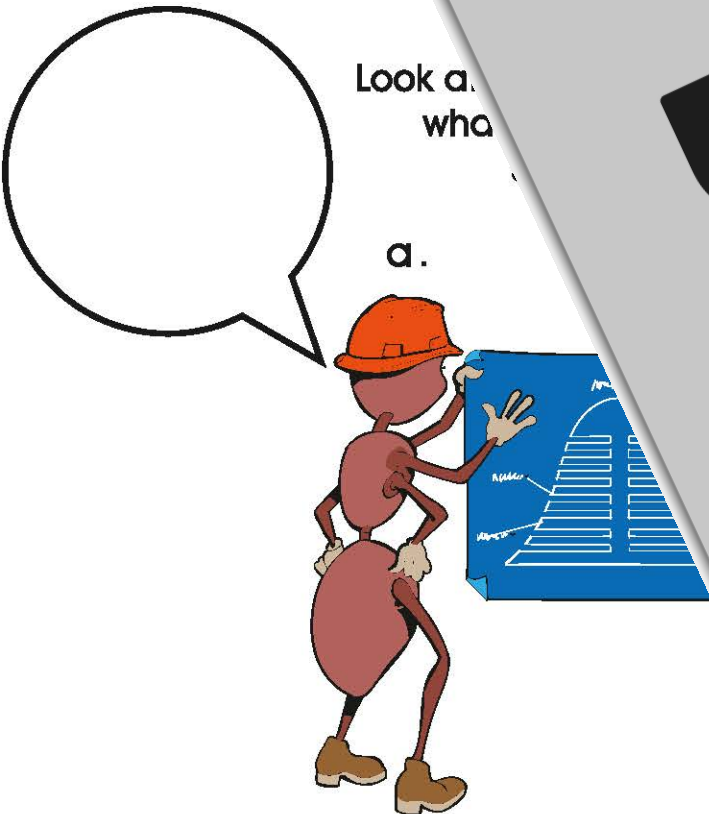


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Sample Book

Look at the picture and write down what you think the insect is saying

6



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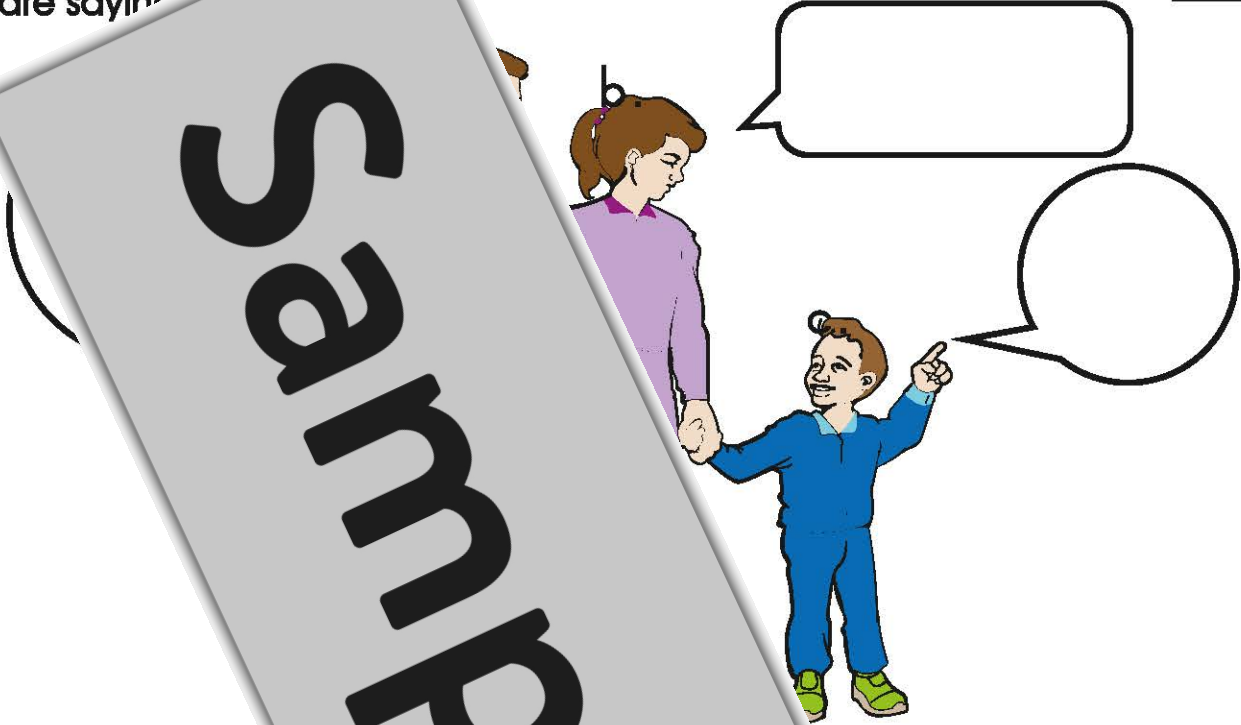
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Look at the picture and write down what the people in this family are saying

7



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Sample Book

Look at the picture and write down what the woman is thinking and

8



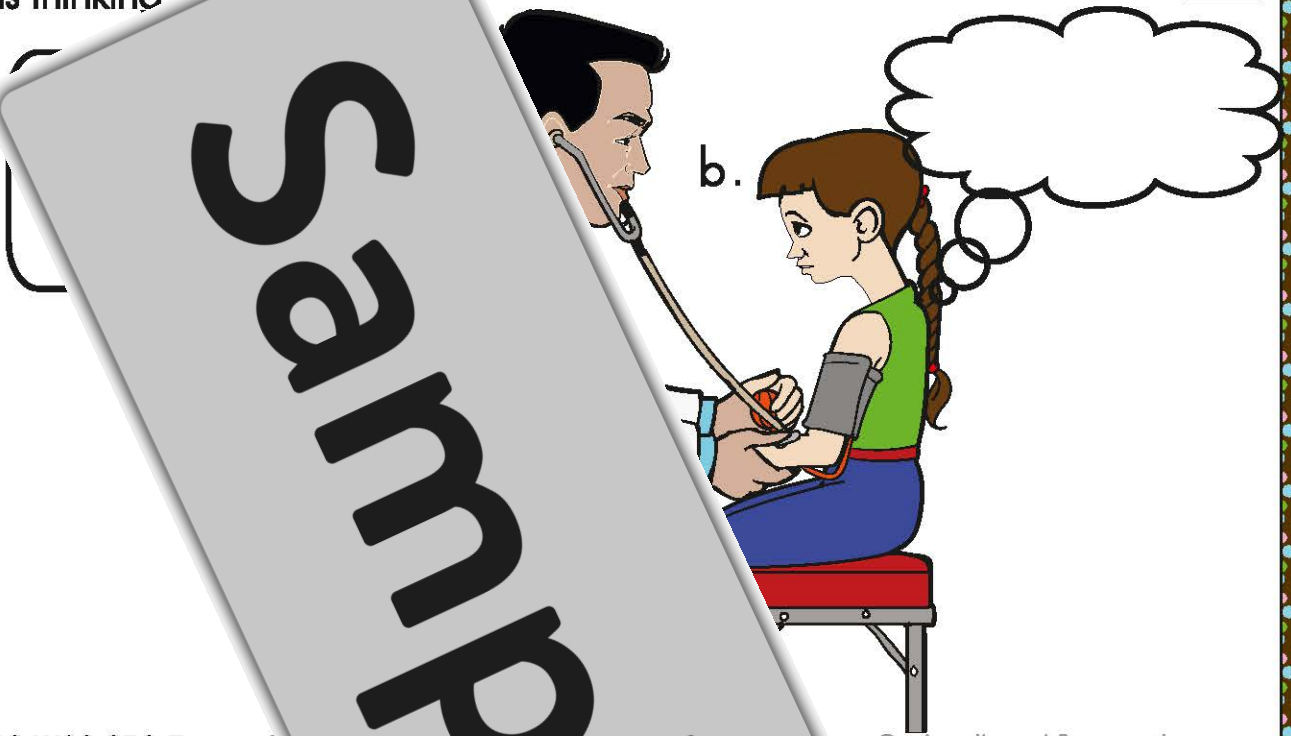
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Write down what the doctor is saying and what the little girl is thinking?

9



b.

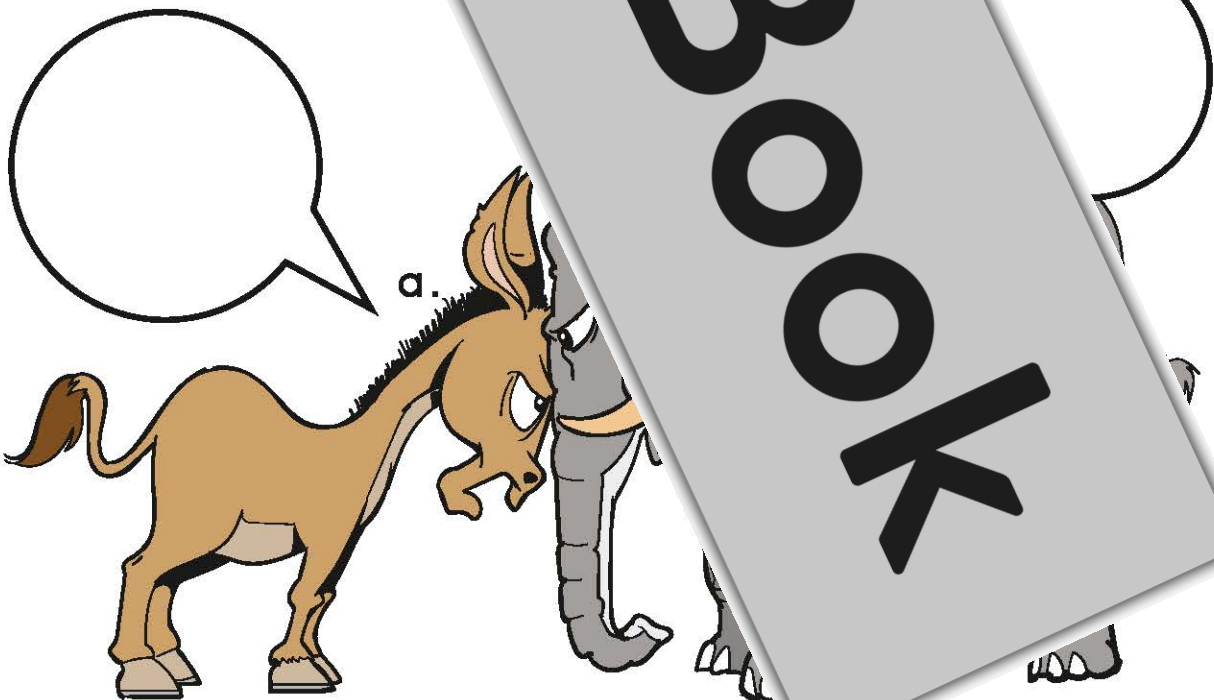
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Look at the picture and write what the animals are saying to each other.

Animals are

10



a.

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