DayByDay
Education for our Pre-school Nation

NEW!
CAPS **Premium** programme

The CAPS Grade R **List of Requirements** for the 1st term. This list has a Reference number for each requirement.

1. It starts with a list...

2. Then moves onto every page in the Activity Books and the Lesson Plans in the Guidebooks...

Assessment on each page in **Mathematics** and **Language** activity books quotes the requirement and the Ref. number.

Assess and record on the **Individual Assessment Rubrics.** These list the requirements and the Ref. number.

3. Assessments are recorded on the Individual or Class Rubrics...

4. And then transferred to the End-of-term Report!

Transfer the assessment and values to the **End-of-term Report.**

Also each activity in the **Guidebook Daily Lesson Plan** quotes the requirement and the Ref. number.

And/or assess and record on the **Class Assessment Rubrics.** These list the requirements and the Ref. number.

IMPROVED
ASSESSMENT TOOLS!

Follow the sequence on the pages below to see how this works. Look for the areas circled in red.

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Grade R Language Overview - Term 1

Listening and speaking (oral)

Daily activities in all areas of language and other subjects

Ref	Requirement	Activity sheet	Lesson plan
LA:1	Listens attentively to simple questions and announcements and responds appropriately.		Books - Day 3 Shapes - Day 5
LA:2	Listens to simple instructions and acts on them.		In the classroom - Day 5 My body - Day 1 Summer - Day 4 Shapes - Day 5 Pets - Day 2 Shapes - Day 5
LA:3	Listens to and repeats rhythmic patterns, e.g. clap, clap-clap, clap, and copies correctly.		My body - Day 5 Pets - Day 5
LA:4	Listens without interrupting.		Summer - Day 2 Summer - Day 4 Summer - Day 5
LA:5	Listens to short stories with enjoyment and joins in choruses at the appropriate time.		Story time every day
LA:6	Sings simple songs and does actions (with help), e.g. 'This is the way I wash my hands, wash my hands, wash my hands…'		Days of the week - Day 1
LA:7	Recites simple rhymes and does actions (with help).		My body - Day 1
LA:8	Listens to and recalls simple word sequences, in order, such as big, beg, bag. Start with three words and build up to four or more, so that memory of what the ears have heard is developed.	Shapes - Day 5	Books - Day 1 Shapes - Day 5 Shapes - Day 5
LA:9	Develops skills to select and identify a specific sound when a background noise is present or music is playing, e.g. select the teacher"s voice from noises or sounds in the background.		Days of the week - Day 5
LA:10	Talks about pictures in posters, theme charts, books, etc. related to a minimum of five themes per term.	At school - Day 5	All topic disscussions for every theme
LA:11	Tells stories and retells stories of others in own words.		Summer - Day 5 Pets - Day 2

Uses language to develop concepts in all subjects

LA:12	Develops language to develop concepts: shape, colour, age, time and sequence, etc.	In the classroom - Day 3 Books - Day 3 Shapes - Day 2 Pets - Day 5	In the classroom - Day 3 Days of the week - Day 1

Uses language to think and reason

LA:13	Identifies and describes similarities and differences.	Days of the week - Day 4 Pets - Day 3	About me - Day 2 Books - Day 3 Healthy living - Day 4
LA:14	Matches things that go together, and compares things that are different.	In the classroom - Day 2 Shapes - Day 1	At school - Day 2 Shapes - Day 1 Pets Day 3
LA:15	Classifies familiar items such as puts all toys in box, books on shelves, crayons in tins, sorts according to colour, etc.	My school - Day 2 Pets - Day 5	In the classroom - Day 1 Days of the week - Day 4 Pets - Day 4 Shapes - Day 1
LA:16	Identifies parts from the whole such as names and points to parts of the body.	My Body - Day 1	In the classroom - Day 5 My body - Day 3 Shapes - Day 2 Shapes - Day 3

Uses language to investigate and explore

LA:17	Asks questions.	At school - Day 4	At school - Day 4 My body - Day 3 Pets - Day 5
LA:18	Gives explanations.		Books - Day 5 Shapes - Day 4 Pets - Day 5 Shapes - Day 4
LA:19	Solves and completes at least five or more piece jigsaw puzzles.	Summer - Day 4	Days of the week - Day 4

Processes information

LA:20	Picks out selected information from a description.	About me - Day 4	About me - Day 4

Uses visual and pictorial cues to make meaning

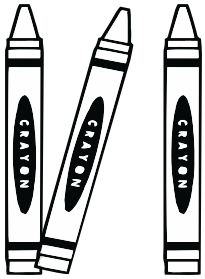
LA:21	Recognises and points out common objects in pictures.		Books - Day 4
LA:22	Participates in activities to perceive objects in the foreground and the background and to separate them meaningfully such as finds an image in a busy or detailed picture.	In the classroom - Day 4 Summer - Day 2 Shapes - Day 4	Days of the week - Day 5 Summer - Day 2 Shapes - Day 3
LA:23	Plays games such as 'Where is it?' finding an object hidden in a classroom among other items.		In the classroom - Day 2 Pets - Day 4
LA:24	Distinguishes between the shape of different letters and words through activities such as sorting identical objects, viewing a sequence of nearly identical pictures, picking out the one that is different and explaining why it is different.	At school - Day 1 Books - Day 2 My body Day 3 Days of the week - Day 2	At school - Day 4 Books - Day 5 Pets - Day 2 Shapes - Day 4
LA:25	Arranges a set of three pictures in such a way that they form a story and a logical sequence of events when verbalised and relates the story created.	My body - Day 2	Books - Day 3 My body - Day 2
LA:26	Remembers what the eyes have seen in a memory game. For example: put different objects on the table, children look at these, teacher covers objects and children have to recall what they saw on the table.		In the classroom - Day 3 Books - Day 4

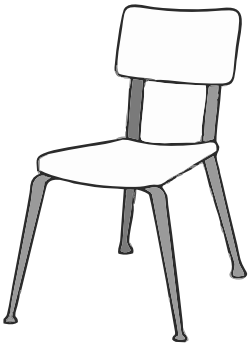
Name							Topic: At. school	Day 1
LA:24 Distinguishes between the shape of different letters and words.								
7	6	5	4	3	2	1	Note	

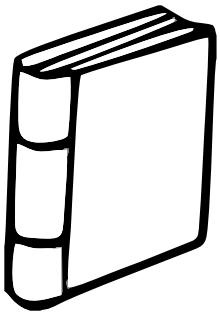
bag

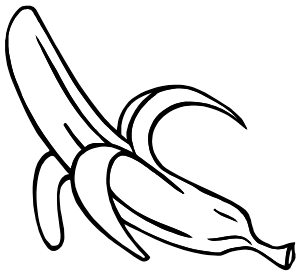
Bb

Colour in **only** the things that begin with a 'b' sound.









Circle the two letters that look and sound the **same.**

b b c a

DAILY PLAN

AT SCHOOL

DAY 1

Greeting ring (WCA)

Day, Month, Season, Weather, Birthdays, News and Register.
Focus letter: b, B. **Focus number:** 2. **Focus sight word:** am.

Topic discussion (WCA)

Daily routines. Discuss the daily routines that happen at school such as the greeting ring, snack and lunch times and toilet routine. Talk about the routine we should follow when going to the bathroom. Using the toilet, wiping with toilet paper, flushing the toilet, washing our hands with soap and drying our hands.

CAPS requirement: LS:5 Toilets and play area. LS:6 Rules and routines at school.

Topic-based routines (WCA)

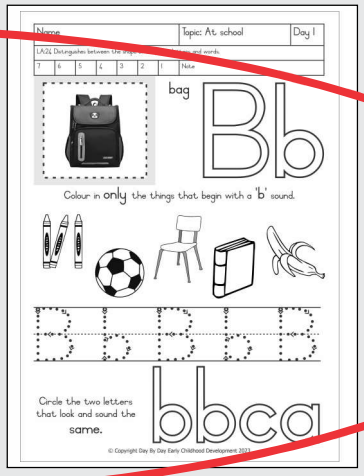
Ordering activities. As you go about the day, discuss the order in which you are going to do each activity. Use the ordinal numbers to list each part of an activity such as, first we will line up, second we will walk to the bathroom, third we will use the toilet, fourth we will wash our hands, fifth we will line up and sixth we will walk back to the classroom.

CAPS requirement: MA:26 Incidentally develop an awareness of ordinal numbers.

Language teacher-guided activity (SGA)

Language cards. Ask the children to find their 'B b' language card. Can they use their fingers to form the letter 'b'? Give each child a few short pieces of wool and have them use the wool to form the letters 'B' and 'b' on their letter card.

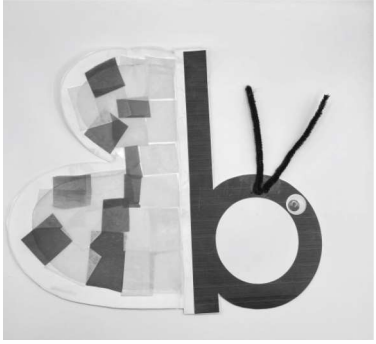
Language Book Day 1. Find the bag picture on the colour cut-out page, cut it out and paste it next to the 'Bb.' Trace over the 'Bb' in three different colours. Say the name of the items pictured: crayons, ball, chair, book and banana,' and colour in those that begin with a 'b' sound. Trace over the dot-to-dot 'Bb' following the arrows. Look at the letters 'bbcb', and cross out the one that looks different.



CAPS requirement: LA:60 Forms letters in various ways using the whole body: by using own body to make the letter 'l'.

Art activity (SGA)

'b' Butterfly. Using the page in the PDF on the CAPS Summer Home Page of the website, print a 'b' and wings for each child. Have the children cut out their 'b' and wings. Give each child a piece of clear contact adhesive plastic to stick to the back of the butterfly's wings. Provide tissue paper cut into small blocks for the children to press onto the sticky wings. Add pipe-cleaner antennae and googly eyes to finish the butterfly off.



CAPS requirement: MA:14 Number range: Number symbols: 1 Number names: one.

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Name of Learner

Grade R - Home Language English - Term 1 - Individual rubric

Listening and Speaking

Ref	Requirement	7	6	5	4	3	2	1
LA:1	Listens attentively to simple questions and announcements and responds appropriately.	Always does this very well	Always does this well	Is able to do this well	Sometimes will do this	Struggles to do this	Rarely does this	Never does this
LA:6 LA:7	Sings and recites simple songs and rhymes, and does actions.	Always does this very well	Always does this well	Is able to do this well	Sometimes will do this	Struggles to do this	Rarely does this	Never does this
LA:5	Listens to short stories with enjoyment and joins in choruses at the appropriate time.	Always does this very well	Always does this well	Is able to do this well	Sometimes will do this	Struggles to do this	Rarely does this	Never does this
LA:12	Develops language to develop concepts for shape, colour and age, time and sequence, etc.	Always does this very well	Always does this well	Is able to do this well	Sometimes will do this	Struggles to do this	Rarely does this	Never does this
LA:13	Identifies and describes similarities and differences.	Always does this very well	Always does this well	Is able to do this well	Sometimes will do this	Struggles to do this	Rarely does this	Never does this
LA:14	Matches things that go together, and compares things that are different.	Always does this very well	Always does this well	Is able to do this well	Sometimes will do this	Struggles to do this	Rarely does this	Never does this
LA:17 LA:18	Ask questions and gives explanations.	Always does this very well	Always does this well	Is able to do this well	Sometimes will do this	Struggles to do this	Rarely does this	Never does this
LA:19 LA:27	Solves and completes at least five or more piece jig-saw puzzle.	Always does this very well	Always does this well	Is able to do this well	Sometimes will do this	Struggles to do this	Rarely does this	Never does this
LA:24	Distinguishes between the shape of different letters and words.	Always does this very well	Always does this well	Is able to do this well	Sometimes will do this	Struggles to do this	Rarely does this	Never does this

Emergent Reading

LA:32	Uses memory skills to recall items seen such as letters, shapes or concrete objects.	Always does this very well	Always does this well	Is able to do this well	Sometimes will do this	Struggles to do this	Rarely does this	Never does this
LA:35	Uses pictures to predict what the story is about.	Always does this very well	Always does this well	Is able to do this well	Sometimes will do this	Struggles to do this	Rarely does this	Never does this
LA:38	Recognises own name and names of at least five other children in the class.	Always does this very well	Always does this well	Is able to do this well	Sometimes will do this	Struggles to do this	Rarely does this	Never does this
LA:39	Matches words to words on objects and named items such as name cards on tables, door, window.	Always does this very well	Always does this well	Is able to do this well	Sometimes will do this	Struggles to do this	Rarely does this	Never does this

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Grade R - Home Language English - Term 1

Listening and Speaking

LA:24 Distinguishes between the shape of different letters and words.

	Always does this very well	Always does this well	Is able to do this well	Sometimes will do this	Struggles to do this	Rarely does this	Never does this
Name	7	6	5	4	3	2	1
1							
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CAPS Grade R Summer Term Report

Name of the Learner
Name of the teacher
Name of the class

National rating code	
Outstanding achievement	7
Meritorious achievement	6
Substantial achievement	5
Adequate achievement	4
Moderate achievement	3
Elementary achievement	2
Not achieved	1

Language	
Listening and speaking	Code
Listens attentively to simple questions and announcements and responds appropriately.	
Sings and recites simple songs and rhymes, and does actions.	
Listens to short stories with enjoyment and joins in choruses at the appropriate time.	
Develops language to develop concepts for shape, colour and age, time and sequence, etc.	
Identifies and describes similarities and differences.	
Matches things that go together, and compares things that are different.	
Asks questions and gives explanations.	
Solves and completes at least five or more piece jig-saw puzzle.	
Distinguishes between the shape of different letters and words.	
Emergent reading	Code
Uses memory skills to recall items seen such as letters, shapes or concrete objects.	
Uses pictures to predict what the story is about.	
Recognises own name and names of at least five other children in the class.	
Matches words to words on objects and named items such as name cards on tables, door, etc.	
Phonological/phonemic awareness	Code
Distinguishes aurally between different sounds especially at the beginning of own name.	
Identifies a sound that does not belong in a sequence.	
Begins to recognise that words are made up of sounds: gives the beginning sound of own name.	
Emergent writing	Code
Develops fine-motor skills for strengthening hands, e.g. models with play dough, etc.	
Forms letters in various ways using the whole body.	
Traces simple outlines of pictures and patterns.	
Draws or paints pictures to convey messages during creative art activities.	
Understands that writing and drawing are different: pretend writing represented using squiggles.	
'Writes' from left to right and top to bottom.	
Special comments - Language	

Mathematics	
1. Numbers, Operations and Relationships	Code
Estimate and count objects to develop number concept. Number range: 1 to 5.	
Estimate and count objects to develop number concept. One-to-one correspondence.	
Identify numbers in pictures and dot cards.	
Recognise and identify number symbols and recognise number names.	
Compares which of two given collections of objects are: more than, less than, is equal to (the same).	
Ordinal numbers. Incidentally develop an awareness of ordinal numbers, e.g. first, second, third…last, next.	