



'The mind is not a vessel to be filled, but a fire to be kindled.'

PLUTARCH



Resources 2020

Catalogue

Making a difference every day

'TEACHING' CAN MEAN MANY THINGS: inspiring, challenging, entertaining, listening, supporting—all to create a better future for our learners. At R.I.C. Publications, we are passionate about helping educators do what they do best—teach! We aim to create relevant, time-saving, high-quality resources designed to seamlessly integrate into your teaching structure.

More importantly, we take great care to ensure that education can be fun and engaging for both learners and educators. Are you ready to take on 2020? Let's teach!

WHAT DO WE DO?

- ✓ Understand the demands of the curriculum
- ✓ Investigate practical implementation
- ✓ Partner with learners and educators to execute

ABOUT R.I.C. PUBLICATIONS®

We are a South African based and operated publisher of workbooks, reproducible teaching resources (blackline master), digital and interactive educational products, and other educational items for early years, and primary and secondary schooling.



5 REASONS TO BUY FROM US



Save time with our 'ready-to-use' teacher resources



Over 25 years experience in primary education



High quality resources at great value prices



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NEW RESOURCES

SOUNDS IN FOCUS™



Beginner Pack is the perfect starting point for the Intermediate Phase teacher to become familiar with the fundamentals of phonemic awareness.



A whole-school programme designed to develop reading, spelling and writing skills through phonemic awareness and systematic teaching of key language concepts



See pages 17 and 18 for more details.

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ORDER FORM

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PROBLEM-SOLVING STRATEGIES AND SKILLS®

FEATURES:

- each box covers a mathematical strand: Number and algebra, Measurement and geometry and Statistics and chance with 30 unique cards in each box
- strategy icons on each card encourage learners to select the most effective strategy for the problem
- a variety of differentiated problems including word, logic and visual problems
- extension problem on the back of each card
- real-life scenarios



Great value!
R260.00 per box

These strategy icons appear on each card:

Two fish add...

Find key information



Make a table or chart



Write an equation



Draw an image



Use objects



Find a pattern



Make a list



Simplify the problem



Work backwards



Guess, check, improve



R260.00 EACH

Box 1—Number and algebra RIC-6149
Box 1—Measurement and geometry RIC-6150
Box 1—Statistics and chance RIC-6151



R260.00 EACH

Box 2—Number and algebra RIC-6152
Box 2—Measurement and geometry RIC-6153
Box 2—Statistics and chance RIC-6154



R260.00 EACH

Box 3—Number and algebra RIC-6155
Box 3—Measurement and geometry RIC-6156
Box 3—Statistics and chance RIC-6157



R260.00 EACH

Box 4—Number and algebra RIC-6158
Box 4—Measurement and geometry RIC-6159
Box 4—Statistics and chance RIC-6160



R260.00 EACH

Box 5—Number and algebra RIC-6161
Box 5—Measurement and geometry RIC-6162
Box 5—Statistics and chance RIC-6163



R260.00 EACH

Box 6—Number and algebra RIC-6164
Box 6—Measurement and geometry RIC-6165
Box 6—Statistics and chance RIC-6166

Core concepts in each section:

- bases learners' mathematical development on their current knowledge
- an interesting and enjoyable way to learn mathematics
- a way to learn new mathematics with greater understanding
- produces positive attitudes towards mathematics
- teaches thinking, flexibility and creativity
- teaches general problem-solving skills
- encourages cooperative skills

NUMBER AND ALGEBRA

- counting, number recognition and ordinal numbers
- addition and subtraction
- multiplication and division
- fractions
- decimals
- percentages

MEASUREMENT AND GEOMETRY

- length
- area and perimeter
- weight/mass
- volume/capacity
- 2D shapes
- 3D objects
- location and transformation
- angles
- tessellations

STATISTICS AND CHANCE

- finding possible outcomes
- probability
- data represented in column graphs, line graphs, tables, pictographs, pie charts and other forms

SAMPLE CARDS FROM EACH BOX

Box 1

9 Number and algebra
 Fifteen rabbits and ten beavers looked for a home. Eight rabbits found a home. How many rabbits did not have a home?

21 Measurement and geometry
 John has breakfast at 7 o'clock. Bob has breakfast at half past seven. Who has breakfast time?

23 Statistics and chance
 Tiffy and her friends made a pictograph about their favourite dinosaurs.

Box 2

26 Number and algebra
 When Julio and Pedro received their pizza, they each cut their slice a different number of slices. Julio cut his into 8 pieces and Pedro cut his into 6 pieces. Julio ate 1/2 of his piece and Pedro ate two pieces. Who ate the most pizza?

8 Measurement and geometry
 Amy wants to sit at the show, make one square across, four squares across to the right and two squares up to her table. What table does she sit at?

28 Statistics and chance
 The children compared the types of food they ate for breakfast using a graph. How many more boys than girls gave information for the table?

Box 3

10 Number and algebra
 John lives in a house that is 100 light years away from Earth. Betty lives in a house that is 10 light years closer away from Earth than John's house. How far is a planet that is 10 light years closer to Earth than John's planet? Who lives the furthest from Earth, and how many light years from the next planet?

15 Measurement and geometry
 They will only be playing with their water balloons. They can't fill, or use in each game. They decide playing until they have filled their games three times each. How many times of water did they use altogether?

12 Statistics and chance
 Weeks rainfall in Paris

Box 4

13 Number and algebra
 How many A's, B's, C's, D's, E's, F's, G's, H's, I's, J's, K's, L's, M's, N's, O's, P's, Q's, R's, S's, T's, U's, V's, W's, X's, Y's, Z's are there in the word 'MATHEMATICS'?

2 Measurement and geometry
 In which square is the biggest island?

28 Statistics and chance
 Which month of precipitation has less than 10 °C and with 10 more snowfall than October?

Box 5

9 Number and algebra
 The average heights and weights of players in a school basketball team were recorded in a table.

23 Measurement and geometry
 Which two pieces can together to make a regular polygon?

13 Statistics and chance
 All the students in the school were asked to bring in a book for the library. How many books in total did they bring for the library?

Box 6

17 Number and algebra
 How many triangles are there in the picture below? How many squares are there in the picture below?

1 Measurement and geometry
 An Olympic swimmer has a 100m race. How long does it take to swim 100m? How long does it take to swim 200m? How long does it take to swim 300m? How long does it take to swim 400m? How long does it take to swim 500m? How long does it take to swim 600m? How long does it take to swim 700m? How long does it take to swim 800m? How long does it take to swim 900m? How long does it take to swim 1000m?

3 Statistics and chance
 The graph shows the monthly temperature in °C, of a town in July.

EACH BOX ALSO INCLUDES:

Problem-solving process card

Problem-solving process

STEP 1: Understand the problem

- Highlight or underline key words in the problem
- Read the problem multiple times and carefully if needed
- Read the question carefully
- Re-write the question in your own words

STEP 2: Devise a plan

- Choose a strategy to use
- Decide which operation to use
- Collect any objects that may be needed

STEP 3: Carry out the plan

- Estimate an answer to the problem
- Use the planned strategy
- Change the strategy if the planned strategy is not suitable
- Show all working out
- Complete any calculations
- Answer the question

STEP 4: Check solution

- Compare the answer to the estimation
- Check the reasonableness of the answer
- Use inverse operations to check the answer
- Review the effectiveness of the strategy used

Problem-solving strategies card

List of problem-solving strategies

- Find key information**
Students underline, circle or highlight key mathematical terms, numbers or other information before solving the problem.
- Find a pattern**
Students look for a pattern in the problem. The pattern could involve numbers, shapes, colours and sizes.
- Show an image**
Students use a diagram, pictures or symbols to represent parts of the problem.
- Use manipulatives or objects**
Students use objects, including place value blocks, shapes and beads, to represent parts of the problem.
- Make a list**
Students use information in a word problem to make an organised list. This is useful for ordering numbers or making combinations (John has 3 shirts and 5 pairs of shorts, how many shirts and shorts combinations can he wear?).
- Draw an information picture**
Students solve smaller parts within problem before writing the answer.



Problem-solving in mathematics

Problem-solving in mathematics is a series of seven books that aims to develop problem-solving and mathematical thinking in primary learners. The worksheets are specifically designed to be used as extension work to challenge higher-ability learners. The series includes activities involving spatial visualisation and logical reasoning; establishing criteria; interpreting, analysing, organising and using information; strategic thinking; using patterns; identifying and using number understandings and reasonings; and proportional reasoning.

- extensive background information about problem-solving skills
- educators pages to accompany each learner page
- a problem-solving objective for each group of learner pages
- materials list for each group of learner pages
- extensive background information for each learner page
- a list of possible difficulties that learners may encounter
- extension activities.

| | | |
|---------|--------|---------------------|
| Grade 1 | Book A | RIC-6030 |
| Grade 2 | Book B | RIC-6031 |
| Grade 3 | Book C | RIC-6032 |
| Grade 4 | Book D | RIC-6033 |
| Grade 5 | Book E | RIC-6034 |
| Grade 6 | Book F | RIC-6035 |
| Grade 7 | Book G | RIC-6036 |
| | | R210.00 each |

Sample pages

Book B

Book E

Book G



This series has been written to support the teaching and learning of mathematical skills and concepts.

Each box covers the strands of Number, Algebra, Shape and Space, Measures, and Data. Some of the larger strands (for example, Number and Measures) are divided into strand units.

A variety of motivating activities, supported by colourful artwork and photographs, encourages learners to engage in independent work and to further practise and consolidate the mathematical concepts taught in class.

Separate answer cards allow learners to work independently. There are also recording and tracking sheets for both the learner and educator.

Boxes 1–6 contain:

- 75 high-interest, brightly-coloured laminated cards (2 of each card, 150 cards in total).
- 75 colourful answer cards (2 of each card, 150 cards in total).
- 1 comprehensive, photocopiable Teachers guide.

The cards in each box are:

- colourful, creative and appealing to encourage learner motivation and enjoyment;
- ideal for either independent use or, as the cards are supplied in pairs, small group and paired work;
- written to ensure learners can practise the skills, concepts and knowledge required by the curriculum;
- designed to encourage the learner to apply their knowledge of mathematical concepts to a variety of high-interest activities and real-life maths;
- suitable for all levels, with additional activities to challenge the more able; and
- a must-have resource to creatively support the educator's maths programme of work.

The Maths box Foundation
 RIC-6993 **R2220**
 The Maths box 1 RIC-6987
 The Maths box 2 RIC-6988
 The Maths box 3 RIC-6989
 The Maths box 4 RIC-6990
 The Maths box 5 RIC-6991
 The Maths box 6 RIC-6992
R2020 each

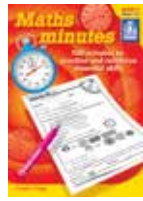


The Foundation Maths Box includes:

- 75 unique, brightly-coloured laminated cards (4 of each card, 300 cards in total).
- 75 colourful answer cards (4 of each, 300 cards in total).
- comprehensive Teachers guide that includes: practice sample cards; lesson plans; additional activities to support the cards and concepts; coloured resources; games; scope-and-sequence chart; educator tracking sheets; and more.

Benefits of the Foundation Maths Box:

- supports oral language development
- encourages and motivates active maths learning
- enables a smooth transition from one grade to the next
- assists the educator to meet all curricular requirements
- provides learners with the skills and concepts required for their age level
- improves learning outcomes by providing effective concept development
- real-life mathematics connects learners to the wider world
- allows effective management of educator's time

PHOTOCOPIABLE
RESOURCE

Maths minutes

How many minutes does it take to complete a 'Maths minute'?

That is the challenge offered in this exciting, six-book series from R.I.C Publications®. Learners will enjoy challenging themselves as they apply their mathematical knowledge and understanding to complete a 'maths minute' in the fastest possible time. With 100 day-to-day activities covering all mathematics strands, *Maths minutes* can be easily integrated into any primary maths programme. These easy-to-follow activities promote the ongoing learning of essential maths concepts and skills through practice and reinforcement. Designed to be implemented in numerical order from 1–100, the activities in *Maths minutes* are developmental through each book and throughout the series.

- six levels available
- 100 learner pages, each with 10 classroom-tested problems
- covers number, measurement, space, and chance and data concepts for each grade level
- offers practice in speed of recall, basic computational skills and maths fluency
- encourages the use of mental maths strategies wherever possible
- ideal as a starter activity in a timed speed-test format to begin each maths lesson; or, alternatively, can be given as a daily homework activity
- its simple structure allows learners to be working on different levels within the one classroom
- provides the educator with immediate feedback of educator's understanding for future planning
- comprehensive educators notes, record pages and photocopiable learner reference materials
- scope-and-sequence table showing when each new concept and skill is introduced
- answers provided

| | | |
|---------------------|--------|----------|
| Grade 1 | Book B | RIC-6077 |
| Grade 2 | Book C | RIC-6078 |
| Grade 3 | Book D | RIC-6079 |
| Grade 4 | Book E | RIC-6080 |
| Grade 5 | Book F | RIC-6081 |
| Grade 6 | Book G | RIC-6082 |
| R220.00 each | | |

Minute 15

Name: _____ Date: _____

1. The area of the shape is 6 square metres.
length \times width = area
Circle: True or False

2.
$$\begin{array}{r} 44 \\ \times 7 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 85 \\ + 9 \\ \hline \end{array}$$

4. Claire earns \$1.50 for each dog she walks for 15 minutes. Today, she walked two dogs for 15 minutes.
How much money did she earn? \$ _____

5. What is the sum of 10 and 12? _____

6.
$$\begin{array}{r} 91 \\ - 7 \\ \hline \end{array}$$

7. $9 \overline{)54}$

For Questions 8 to 10, write the equivalent fraction.

8. $\frac{8}{12} = \frac{\square}{3}$

9. $\frac{9}{12} = \frac{\square}{4}$

My time: _____ minutes _____ seconds

Maths minutes 15

Learner activity page

Sample pages—Book E

Name and date

Learners write their name and the date in the spaces provided.

Questions

There are 10 problems, providing practice in every key area of the four maths strands.

Score

Learners record their score out of 10 in the space provided.

Minute 21

Name: _____ Date: _____

1. Mara has 7 pencils and Joy has 12 pencils.
How many pencils do they have altogether? _____ pencils

2. Circle the best estimate for the angle.

45° 90° 180°

3.
$$\begin{array}{r} 268 \\ + 14 \\ \hline \end{array}$$

In Questions 4 to 6, which unit would you choose to measure each? Circle the answer.

4. distance around a soccer field centimetres metres kilometres

5. width of a book centimetres metres kilometres

6. distance between towns centimetres metres kilometres

7.
$$\begin{array}{r} 18 \\ \times 5 \\ \hline \end{array}$$

8. $\$10.00 - \$8.50 = \$$ _____

For Questions 9 and 10, write how much time has passed.

9. 5:00 am to 6:25 am = _____ hour(s) and _____ minutes

10. 8:15 pm to 9:30 pm = _____ hour(s) and _____ minutes

My score: **10** My time: _____ minutes _____ seconds

www.ricpublications.com.au R.I.C. Publications® Maths minutes 21

'Maths minute' number

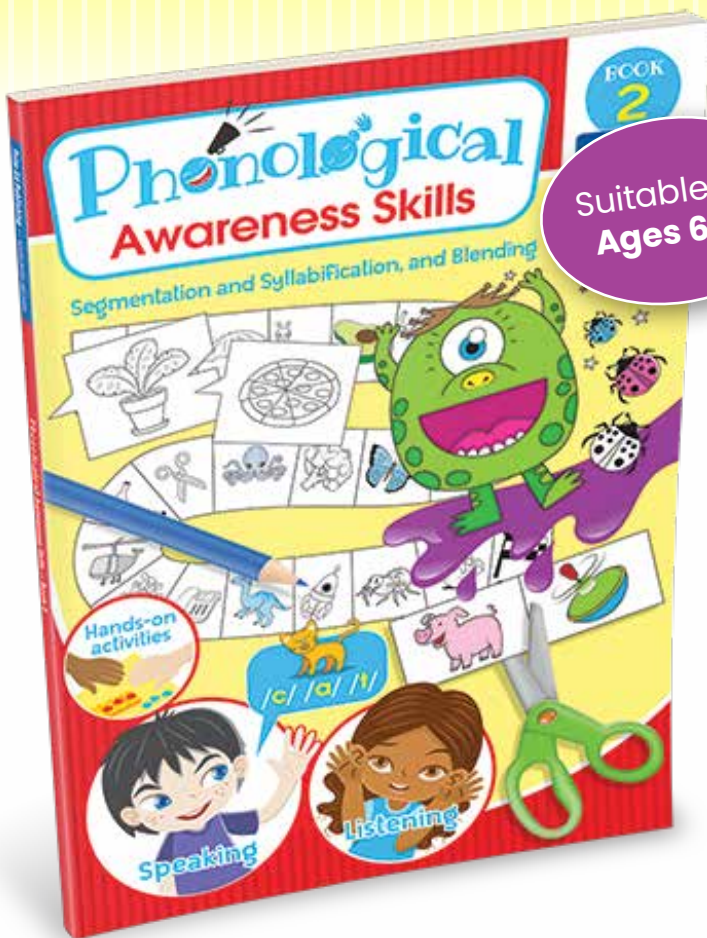
Maths minutes are designed to be completed in numerical order.

Time

Learners record the time taken to complete the 'minute' at the bottom of the sheet. (This is optional.)

Phonological Awareness Skills

Help your learners conquer the world of sounds!



FEATURES

- ✓ A series of five comprehensive books covering all the basics.
- ✓ Learn through over 200 fun, engaging and hands-on games and activities.
- ✓ Cover the relevant phonological awareness skills in developmental order, with full game and activity instructions for educators or adult helpers to use with individuals, pairs, small groups or the whole class (even the actual words to use are included!).



Remove the confusion around **phonological awareness** and turn your learners into word wizards with this resource.

See **page 24** for more information



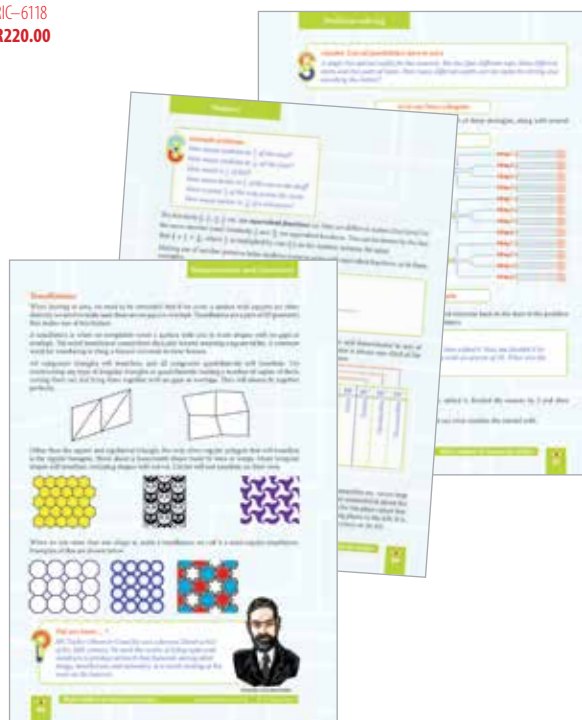
Mathematics handbook for educators and parents



This book explains in detail the content from Grades 4–9 and in some cases beyond. It also includes a somewhat briefer coverage of the content from early childhood up to Grade 3. The authors, all experienced mathematics educators, give the simplest explanations of how to tackle maths problems, providing background information and clearly-worked examples. If you are not sure of the steps such as those required to teach learners how to create and read a graph, complete a calculation or solve an equation in algebra, then this book is for you.

There are also substantial sections on geometry, measurement and probability. The authors have tried to help the reader develop an understanding of the processes behind the mathematics taught and used in school. They have emphasised the use of number sense when performing a calculation and the important processes for solving problems, while at the same time explaining the reasons behind the processes. This book is the perfect companion to the best selling *Maths terms and tables*.

RIC-6118
R220.00



Maths terms and tables

In language it is common for a parent, educator or learner to make use of a dictionary to check the spelling, meaning, pronunciation or origin of a word. In mathematics, however, where language can often prove to be a stumbling block, it is rare for a dictionary to be consulted. In this publication we have tried to give brief and simple explanations of terms without sacrificing accuracy.

- comprehensive listing of common mathematical terms, tables and concepts
- brief yet accurate definitions
- written in unambiguous, easily-understood language
- explanatory diagrams and examples used whenever appropriate or necessary
- topic-based overview of key ideas in the latter half of the book
- a highly accessible resource for users at all levels—learners, educators and parents

RIC-1069
R155.00



Time matters



PHOTOCOPIABLE RESOURCE

Book 1 (Foundation to Grade 3)

Paul Swan and Linda Marshall have combined to create two follow-up books to the popular *Money matters*. Following a similar approach, Paul and Linda outline how children may be taught time concepts, ranging from telling the time to the language of time and more complex ideas. Written in the same style as *Money matters*, this book provides fascinating background notes, practical advice and a range of stimulating tasks for developing an understanding of time.

Book 2 (Grade 4 to Grade 6)

Book 2 develops deeper understandings of time concepts. The authors build on the concepts found in Book 1 and move beyond that, teaching time-related skills. Realistic applications of time concepts are provided in this publication. Educators are given the background knowledge and support required to help learners understand complex time concepts such as time zones, elapsed time, time lines and the role of time in everyday life such as the reading and interpretation of timetables.

Foundation to Grade 3 RIC-6122

Grade 4 to Grade 6 RIC-6123

R220.00 each

Fractions

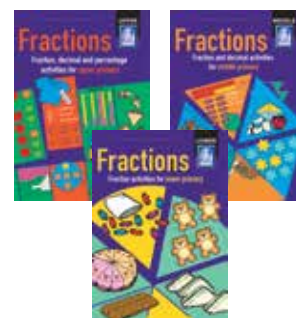
- activities provide a framework for the educator to help learners develop a solid understanding of fractions and to extend this into a practical use of fractions, decimals and percentages
- variety of written and practical activities
- answers provided for middle and upper levels

Ages 6–7 PR-2412

Ages 8–10 PR-2413

Ages 11+ PR-2414

R210.00 each



PHOTOCOPIABLE RESOURCE

Essential facts and tables

(Revised edition)

- suitable for educators and learners
- clear layout and careful indexing make information easy to find
- every learner will find *Essential facts and tables* an invaluable tool for his/her daily studies
- filled with symbols, multiplication tables, formulas, definitions, explanations, spelling rules, prefixes and suffixes, homonyms, root words and general geographical knowledge

RIC-1091

R59.00



Maths facts, fun, tricks and trivia

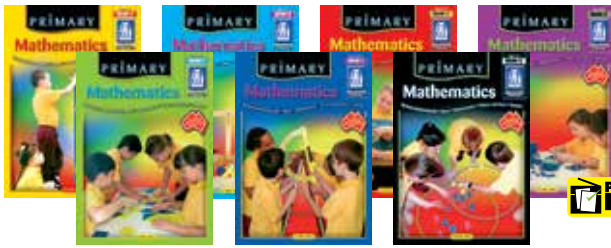
- engages learners in fun learning, promoting enthusiasm and curiosity towards maths
- 'mathemagical' tricks for multiplying large numbers, 'reading minds' and much more ...
- marvellous maths jokes and riddles
- facts and trivia about the mathematical origins in everyday life
- optical illusions, impossible figures and entertaining art
- reference book great for the classroom or home, written in child-friendly language
- integrated easily into any maths programme

RIC-1061

R90.00



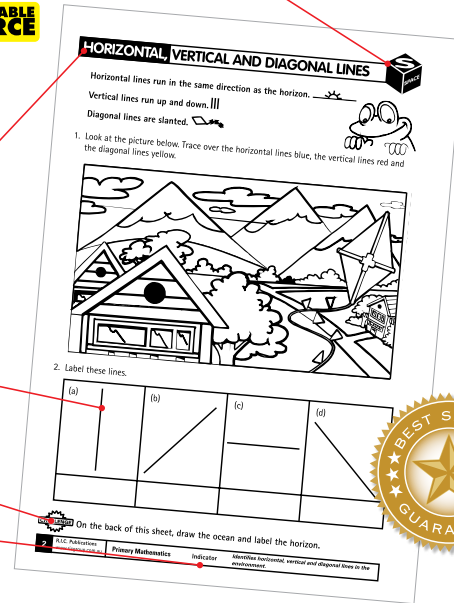
Primary mathematics



How Primary mathematics works

An icon denotes the strand for each activity.

- Space
- Number
- Measurement
- Chance and data



Primary mathematics is an excellent resource for introducing mathematics. An innovative and comprehensive resource.

Learner activity page—sample page from Book D

Title explanation:

After initial discussion, some activities can be completed individually, and others in small groups or as a whole class.

Learners may need to complete the activity on the back of the worksheet or investigate an activity further by using concrete materials or creating their own ideas linked to the indicator.

The 'Challenge' activity can be completed by early finishers or those learners requiring extension of the task.

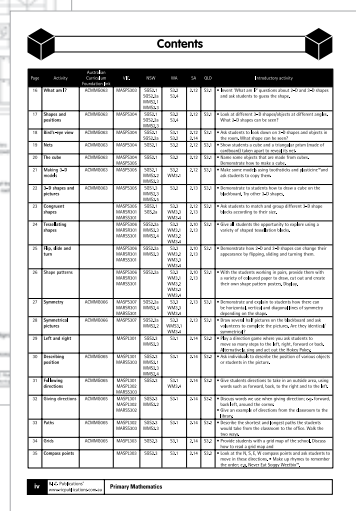
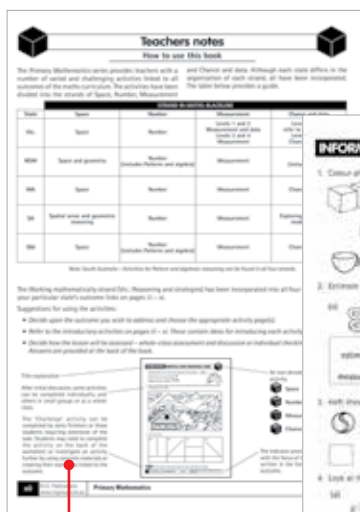
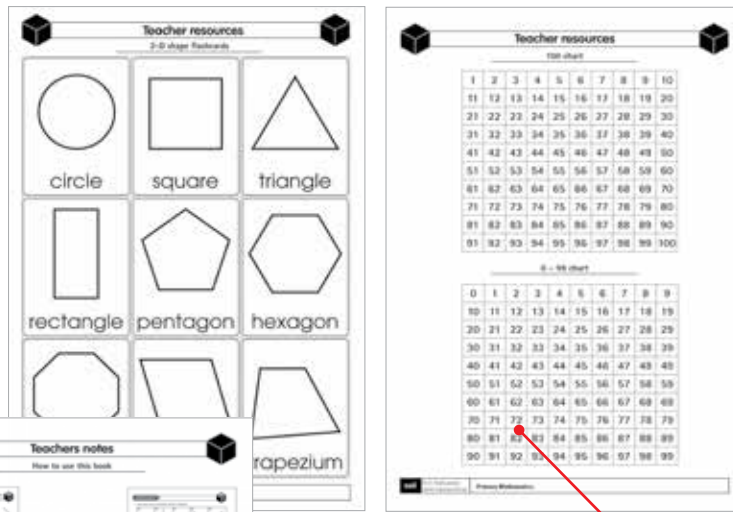
The indicator provides the educator with the focus of the activity.

Features

Each book in the *Primary mathematics* series includes:

- over 150 activity pages
- comprehensive educators notes for the teaching of individual strands, listing required materials, activities and games
- photocopiable reference charts
- introductory activity suggestions for each blackline master
- assessment checklists
- detailed answers
- revision and assessment pages for each strand; ideal for inclusion in learner portfolios and for reporting purposes
- indicators for each activity, developed to determine learner progress.

Primary mathematics is an excellent resource for introducing mathematics. It is an innovative and comprehensive resource.



Detailed educators notes explain how to use the book. Extra activities for each mathematical strand are also provided.

Generic educator pages provide handy resources, including flashcards, number charts, bingo cards, reference charts and more.

- Primary mathematics
- Grade 1 Book A RIC-565
 - Grade 2 Book B RIC-566
 - Grade 3 Book C RIC-567
 - Grade 4 Book D RIC-568
 - Grade 5 Book E RIC-569
 - Grade 6 Book F RIC-570
 - Grade 7 Book G RIC-571
- R220.00** each



Primary Mathematics: Back to basics

A series of seven books (A–G) with a back-to-basics approach designed to support the foundations of mathematics. It is a clear and comprehensive resource that covers number, measurement, space and chance and data concepts for each grade level.

- seven books in the series
- a back-to-basics approach
- suitable for teaching a new concept, consolidation, homework, assessment and revision
- four sections—number, space, measurement, and chance and data—in each book
- comprehensive educators pages to support each learner page

- graded learner pages
- details of number concepts and strands
- indicators
- previous concept knowledge required to complete each learner page
- answers

| | | |
|---------|--------|----------|
| Grade 1 | Book A | RIC-6056 |
| Grade 2 | Book B | RIC-6057 |
| Grade 3 | Book C | RIC-6058 |
| Grade 4 | Book D | RIC-6059 |
| Grade 5 | Book E | RIC-6060 |
| Grade 6 | Book F | RIC-6061 |
| Grade 7 | Book G | RIC-6062 |

R210.00 each

Sample pages—Book D

Educators notes page

LENGTH
MEASUREMENT

TEACHER INFORMATION

Indicators
Identifies formal measurement units.
Estimates length in cm and m.
Finds equivalent measures.
Uses a ruler to measure length.

Concepts required
Formal measurement units – mm, cm, m and km
Proficient use of a ruler to draw and measure in mm and cm
Equivalent units of length

Materials needed
Ruler

Answers
1. Answers will vary
2. (a) 10 mm (b) 100 cm (c) 1000 m
(d) 2 m (e) 5 cm (f) 5000 m
3. (a) cm (b) mm (c) cm
(d) mm (e) m
4. Teacher check
5. Answer will vary: ruler, tape measure, handspan, feet, string, car odometer.

Learner pages

LENGTH
MEASUREMENT

1. Draw and label two objects around your house that you would use centimetres to measure and two objects you would use metres to measure. Write an estimate for the length of each object.

2. Complete the conversion questions.

(a) mm = 1 cm
(b) cm = 1 m
(c) m = 1 km
(d) 200 cm = m
(e) 50 mm = cm
(f) 5 km = m

3. Would you measure the following in mm, cm, m or km?

(a) glue stick
(b) paperclip
(c) new pencil
(d) distance from Sydney to New York
(e) a car

4. Use a ruler to draw lines that measure each amount in length.

(a) 2 cm (b) 5.5 cm
(c) 84 mm (d) 13 mm

5. Draw and label five items you could use to measure length.

The name of the concept is given.

The name of the related strand is given.

Space is provided for each learner to write his/her name on each worksheet.

Questions or activities relating to each concept are given with sufficient space provided for learners to write answers.

The name of the concept is given.

The name of the related strand is given.

Indicators show the specific desired outcomes when completing the worksheet.

The concepts required for learners to complete each page are provided.

Answers are given for all questions on the learner page.

PERIMETER
MEASUREMENT

TEACHER INFORMATION

Indicators
Uses a ruler to measure perimeter.
Uses a ruler to draw shapes with specified perimeters.

Concepts required
Knowledge that perimeter is the distance around a shape
Proficient use of a ruler to measure in cm
Basic addition skills

Materials needed
Ruler

Answers
1. (a) 12 cm (b) 8 cm (c) 9 cm (d) 14 cm (e) 18 cm
(f) 9 cm (g) 10 cm (h) 18 cm
2. Teacher check

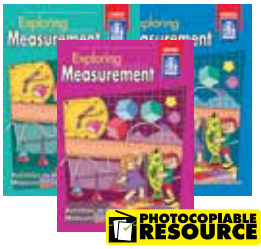
PERIMETER
MEASUREMENT

1. A ruler to measure the perimeter of each shape.

(a) cm (b) cm (c) cm
(d) cm (e) cm
(f) cm (g) cm (h) cm

2. A ruler to draw a shape with a perimeter of:

(a) 10 cm. (b) 18 cm.



Exploring measurement

- activities for learners to explore and develop concepts of measurement
- each book has 50 activities which cover length, area, volume and capacity, mass and time
- objectives provided for each activity

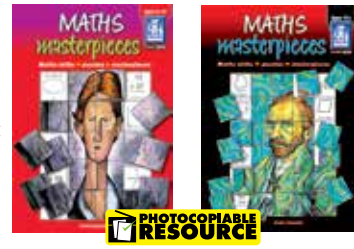
Ages 6–7 PR–2401
 Ages 8–10 PR–2402
 Ages 11+ PR–2403
R210.00 each



Exploring space

- provide ideas for work on identification and description of shapes, their construction, pattern, simple symmetry, position, movement and transformations
- each section offers worksheets at various levels of difficulty
- also suitable to use as extension and remediation in the desired areas

Ages 6–7 PR–2398
 Ages 8–10 PR–2399
 Ages 11+ PR–2400
R210.00 each



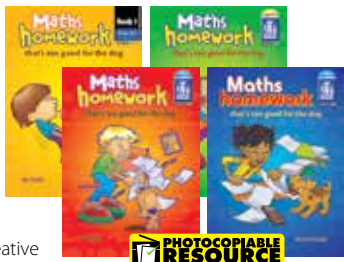
Maths masterpieces

- learner activities to consolidate a range of mathematical concepts
- answers for mathematical problems which constitute pieces of a puzzle to recreate a particular masterpiece
- background information about the artist and his or her works
- internet image search to further learner knowledge of the artist or his/her style of work
- learner instructions for completing each maths masterpiece
- mathematical background knowledge or hints to assist in the teaching of the concept
- outcome links for mathematics and art
- visual image of each completed masterpiece

Ages 8–10 RIC–6007
 Ages 11+ RIC–6008
R220.00 each

Maths homework that's too good for the dog

- 40 fun, high-interest maths homework sheets to complement ongoing learning in the classroom
- numbered to assist with recording, but can be used in any order
- each sheet includes:
 - a motivational starter activity to engage learners and encourage creative thinking
 - age-appropriate activities from the five main strands of maths: number, space, measurement, chance and data, and working mathematically
 - a challenge activity to extend thinking
 - an opportunity for self-assessment
- comprehensive educators notes, individual learner record sheet and detailed answers
- overview of maths concepts included so sheets can be easily integrated into any mathematics programme



Grade 1 RIC–6497
 Grade 2 RIC–6498
 Grade 3 RIC–6499
 Grade 4 RIC–6500
R220.00 each



Maths homework assignments

- an excellent revision package covering all components in the areas of number, space and measurement
- each assignment focuses on one concept
- questions vary in degree of difficulty
- all the concepts are defined clearly and ordered sequentially

Grade 2 RIC–044
 Grade 3 RIC–045
 Grade 4 RIC–046
 Grade 5 RIC–047
 Grade 6 RIC–048
 Grade 7 RIC–049
R210.00 each

Number patterns

- Discovering number patterns workbook 1
 Grade 1 RIC–6100
- Exploring number patterns workbook 2
 Grade 2 RIC–6101
- Investigating number patterns workbook 3
 Grade 3 RIC–6102
- Number patterns to Algebra workbook 4
 Grade 4 RIC–6103
- Number patterns to Algebra workbook 5
 Grade 5 RIC–6104
- Number patterns to Algebra workbook 6
 Grade 6 RIC–6105
R35.00 each



Primary Mathematics: Back to basics

- Grade 1 Book A RIC–6056
- Grade 2 Book B RIC–6057
- Grade 3 Book C RIC–6058
- Grade 4 Book D RIC–6059
- Grade 5 Book E RIC–6060
- Grade 6 Book F RIC–6061
- Grade 7 Book G RIC–6062
R210.00 each



Brain teasers

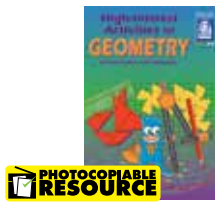
- Ages 7–8 Book 1 RIC–6412
- Ages 9–10 Book 2 RIC–6413
- Ages 11+ Book 3 RIC–6414 **R220.00** each



High-interest activities in mathematics

- provides learners with stimulating activities which consolidate essential skills
- activities integrate mathematics with the other key learning areas
- a variety of learning approaches and styles are catered for
- can be used for formal classroom lessons, revision, reinforcement and homework
- answers provided

Ages 8–11+
RIC-100
R210.00



High-interest activities in geometry

- provides learners with stimulating activities which consolidate essential skills
- activities integrate mathematics with the other key learning areas
- a variety of learning approaches and styles are catered for
- can be used for formal classroom lessons, revision, reinforcement and homework
- answers provided

Ages 8–11+
RIC-101
R210.00



'I have, who has?' — Mathematics

'I have, who has?' — *Mathematics* is a three-book series designed to reinforce basic mathematical skills using auditory discrimination as the major focus. Using interactive game cards, learners work in small groups or as a whole class to complete a chain of questions and answers, designed to take learning to the application level. Each learner maintains involvement in the game by using the supporting active listening enrichment blackline, designed to track the progress of the game.

Each book contains simple-to-prepare activities, blank proformas (to produce your own games) and clear and concise answer pages.

Ages 5–7 RIC-6073
Ages 8–10 RIC-6074
Ages 11+ RIC-6075
R220.00 each

Also available
'I have, who has?' – English
See page 29

SOUNDS IN FOCUS™

A whole-school phonemic approach to spelling and reading.



For more information see pages 20–21

Use *Sounds in Focus* at each year level, to develop language proficiency by continually developing:

- spelling skills
- grammar concepts
- vocabulary
- writing

WORD WALLS

Building mathematical vocabulary

A3-sized laminated posters

An understanding of the language of mathematics is critical in helping children develop new concepts.

A mathematics vocabulary word wall helps learners to use maths vocabulary words in context, and provides a foundation for activities for teaching vocabulary.

Set 1
Ages 8–10 RIC-7090
Set 2
Ages 11+ RIC-7091
R610.00 per set

Set 1 Ages 8–10

| | | | | |
|---|--|---|---|---|
| | | Count by +2's 2...4...6...8...10...12 | SUM + total | above below |
| | ODD = 3 LETTERS 1, 3, 5, 7, 9, 11, 13 ... | Hour : Minute | lighter HEAVIER | cone |
| EVEN = 4 LETTERS 2, 4, 6, 8, 10, 12, 14 ... | D = 1 digit Di = 2 digits Dig = 3 digits Digi = 4 digits Digit = 5 digits Digits = 6 digits | TALLER shorter | half 2 | sub-tract = difference |
| Time conversions 1 minute = 60 seconds 1 hour = 60 minutes 1 day = 24 hours | 3 • riple | between | Count by +5's 5...10...15...20...25 | 2 • wice |

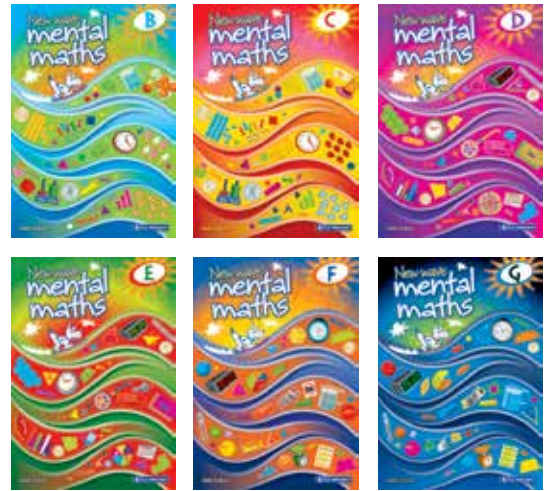
Set 2 Ages 11+

| | | | |
|---------------------------------|--|--------------------------------------|---------------------------------|
| | Ki e | Vertica | |
| | Circle Graph | | CY LINDER |
| SYMMETRY | GREATER than | Denominator | degree ^o |
| Less than $x < 3$ | m0de = m0st 0, 0, 1, 5, 8, 9 | multi x ply product | inverse → inverse |
| Pattern | Place Value | sphere | Parallel Lines |
| | 5ub5tstitute S=5 | | |

New wave mental maths

Over 120,000 copies sold annually

New wave mental maths will sit comfortably with any mathematics programme. Day-by-day activities cover all mathematics strands and are developmental throughout each book and the series. Supported by a weekly testing programme (Books D–G), *New wave mental maths* is the complete mental mathematics resource at the right price.



Grade 2 Book B RIC-1701 Grade 6 Book F RIC-1705
 Grade 3 Book C RIC-1702 Grade 7 Book G RIC-1706
 Grade 4 Book D RIC-1703 **R120.00** each
 Grade 5 Book E RIC-1704

How New wave mental maths works

Sample page—Book F

New wave mental maths is more than a workbook!
 Each workbook contains useful maths facts for learners to refer to.



Legend

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

WEDNESDAY

1. Draw clock hands to show 4.50.
2. $490 + 340 =$
3. Complete the number line.
4. If $6 + 4 = 2 \times a$, then $a =$
5. Area (L x W) = \times = m^2
6. $\frac{1}{3} =$ (a) $\frac{3}{6}$ (b) $\frac{2}{6}$ (c) $\frac{2}{3}$
7. $\frac{5}{10} = 0.$ = %
8. Is this angle likely to be 45° or 115° ?
9. $1.11 \text{ km} =$ m
10. What is this 3-D shape?
11. Write $3\frac{2}{5}$ as an improper fraction.
12. If a plane is travelling from Perth to Adelaide, in which direction is it travelling?
13. $4.00 \text{ pm} \rightarrow 2.00 \text{ am}$
 What is the time difference?
14. $13 + 17 =$
15. $4 \times 7 = 28$, $8 \times 7 = 56$, $16 \times 7 =$
16. In 23 000 the meaning of 2 is 20 000.
 Its place value is:
 1000. 10 000.
17. $54 \div$ = 6
18. Simplify $\frac{8}{10}$
19. What is the probability of picking a Jack from a pack of 52 playing cards?
 out of
20. 9995, 9997, 9999,

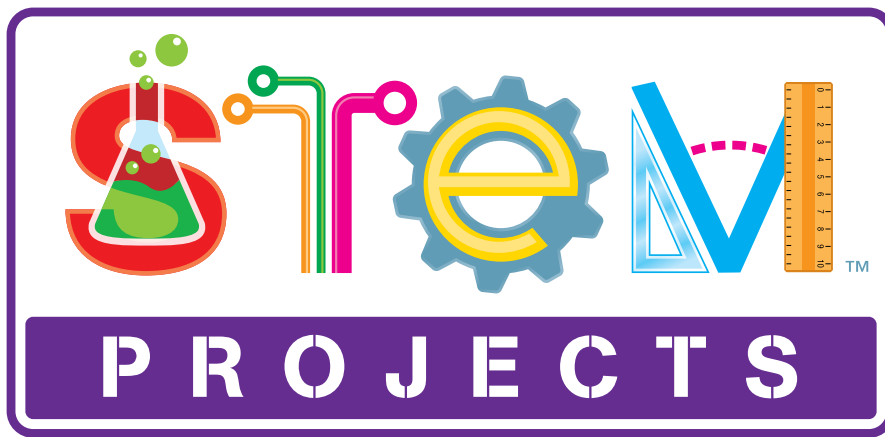
MY SCORE

THURSDAY

1. Draw clock hands to show 3.05.
2. $10\% = \frac{10}{100} = 0.$
3. Area (L x W) = \times = m^2
4. For Question 3, the perimeter = m.
5. $0.565 \text{ km} =$ m
6. $1\frac{3}{10} = \frac{13}{10} =$
7. $200 - 39 =$
8. If a plum weighs about 50 g, how many plums would be in a 1-kg bag?
9. The sum of 8 and 7 is .
10. Draw a reflection of the letter shape.
11. $87 + 49 =$
12. Which 2 equations are true?
 (a) $5 \times 9 = 40$
 (b) $8 \times 6 = 48$
 (c) $36 \div 4 = 9$
 (d) $32 \div 4 = 9$
13. odd x odd =
14. $50 \times 40 =$
15. On a compass rose, what direction is this?
16. $6.15 \text{ pm} \rightarrow 3.00 \text{ am}$
 What is the time difference?
17. If the ratio of boys to girls is 2:1, how many boys are there if there are 5 girls?
18. $- 52 = 149$
19. Is -3 (negative 3) greater than ($>$) or less than ($<$) 1?
20. Use the abacus to show 3.054.

MY SCORE

RIC Publications® www.ricpublications.com.au 23 NEW WAVE MENTAL MATHS



- Biological sciences
- Chemical sciences
- Earth and space sciences
- Physical sciences



Imagine a world of innovative, communicative, collaborative and thoughtful problem-solvers. Now imagine a world where needs are met, problems are solved and sustainable decisions are made. Wouldn't it be fabulous?

The *STEM projects* series provides opportunities for learners to develop Science knowledge and skills, Design and technology skills, Mathematics skills and general capabilities while completing short- or long-term projects. It encourages learners to follow a consistent design process while completing the projects, including finding out information, planning and designing, creating, evaluating and communicating.

| | |
|----------------------|----------|
| STEM projects | |
| Foundation | RIC-6177 |
| Box 1 | RIC-6178 |
| Box 2 | RIC-6179 |
| Box 3 | RIC-6180 |
| Box 4 | RIC-6181 |
| Box 5 | RIC-6182 |
| Box 6 | RIC-6183 |

R1,200.00 each

The STEM projects series contains:

- two introductory cards explaining STEM education; time allocations for using the cards; and tips for planning, differentiating, teaching and assessing STEM projects, as well as classroom management and resource management ideas
- one card with icons explaining each step of the design process, in child-friendly language
- one card explaining the Science sub-strand; how the projects can be linked to Design and technology, Digital technology and Mathematics skills; and providing an overview of each project contained within the sub-strand, including the task and the specific materials required
- six short-term projects and one long-term project for Biological sciences, Chemical sciences, Earth and space sciences and Physical sciences
- six copies of each project to allow for small-group use

Sample card—Grade 4



SCIENCE: A STEM APPROACH



Science: A STEM Approach is a seven-book photocopiable series that provides a full year teaching programme for science in one resource. The STEM (Science, Technology, Engineering and Maths) element to each strand promotes enquiry-based learning and prepares learners for the roles of the future.

Science: A STEM Approach

- Level 1 6170UK
- Level 2 6171UK
- Level 3 6172UK
- Level 4 6173UK
- Level 5 6174UK
- Level 6 6175UK
- Level 7 6176UK

R210.00 each

Benefits of Science: A STEM Approach:

- science curriculum links;
- boosts educator confidence in delivering both science learning and STEM activities;
- provides practical solutions, using readily-available resources; and
- promotes active learning, enquiry skills, exploration and the testing out of ideas.

Each book contains:

- four different strands of science;
- 24 class lessons (six for each strand);
- four assessments with answers; and
- four STEM group projects.

Sample pages from Level 7

LESSON 1 Chemical sciences REVERSIBLE AND IRREVERSIBLE CHANGES

Teacher notes

Science enquiry focus:
What are reversible and irreversible changes?

Science Enquiry Skills:

- Questioning and predicting (Q1)
- Planning and conducting (C1)
- Processing and analysing data and information (A1)
- Communicating (C2)

Scientific outcomes:

- Students identify reversible changes such as melting, freezing, stretching and bending, and irreversible changes such as crushing, cutting, burning and cooking encountered in everyday life.

Technology/Engineering/Mathematics links:

- using a tablet computer application such as Flipster to create a presentation of a report;
- scanning a QR code or typing a URL into a search engine to link to a website;
- using a tablet computer application such as ShowMe to create a T-Table and generate a presentation that includes digital photographs;
- cutting a 10cm length of crepe paper into angles.

Assessment focus:

- Use students' digital presentations from the library as an assessment of their understanding of how things change and the difference between reversible and irreversible changes.

Background information

- A reversible change is a physical change in a material that can be undone, with the material returning to its original form. Reversible changes occur when the chemical bonds in the material have not been stretched or compressed without being broken.
- Reversible changes include bending and straightening, stretching and flattening, folding and unfolding, stretching and contracting, boiling and cooling, evaporating and condensing, dissolving and crystallising, stretching and contracting.
- An irreversible change is a physical or chemical change in a material that cannot be undone. Irreversible changes occur when the chemical bonds in the material have been broken or a chemical reaction has taken place.
- Irreversible changes include cutting, whittling, being killed, burning, cooking and some kinds of mixtures such as cement and water, and biological cells and organs.

Resources

- A tablet computer for each student with a transforming application such as Flipster, a presentation application such as ShowMe, and a QR scanner.
- A copy of page K2 for each student (optional).
- A copy of page K3 for each student.
- A 10cm length of crepe paper for each student.

LESSON 1 Chemical sciences REVERSIBLE AND IRREVERSIBLE CHANGES

Reversible vs irreversible changes

| Reversible changes | Irreversible changes |
|--------------------|--|
| Water → Ice | Raw egg → Cooked egg |
| Pipe cleaner | Spine cleaner bent in half → Spine cleaner not in half |
| Chocolate | Mashed chocolate → Smooth chocolate |
| Match | Burnt match |
| Far piece of paper | Wrinkled ball of paper |
| Bread | Toast |

1. What is a reversible change?

2. What is an irreversible change?

Go to <https://flipud.com/flipify/> or scan the QR code for an explanation of each word.

3. Are these changes reversible or irreversible?

| | | | |
|-----------------|---------------|-------|-------|
| Block of cheese | Grated cheese | Water | Steam |
|-----------------|---------------|-------|-------|



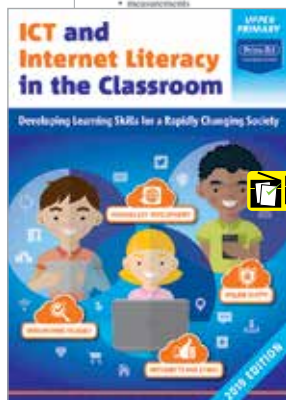
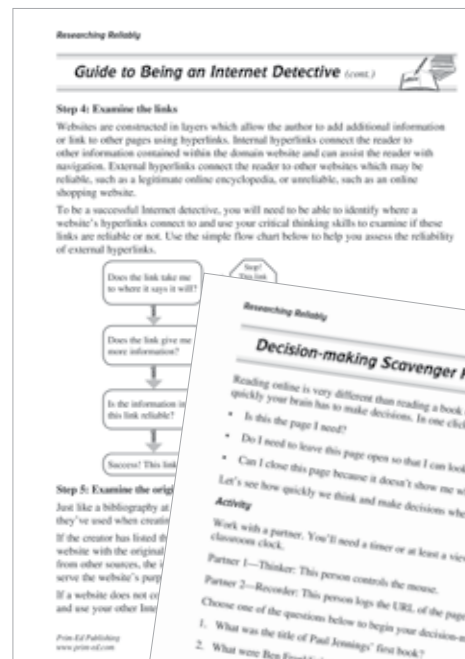
ICT and Internet Literacy in the Classroom

Developing Learning Skills for a Rapidly Changing Society

This book includes offline and online activities that develop learner's ability to read and analyse websites as they refine their online research skills for use in other subjects. Learners are also introduced to online safety, netiquette and ethics to ensure they are confident, safe and effective Internet users.

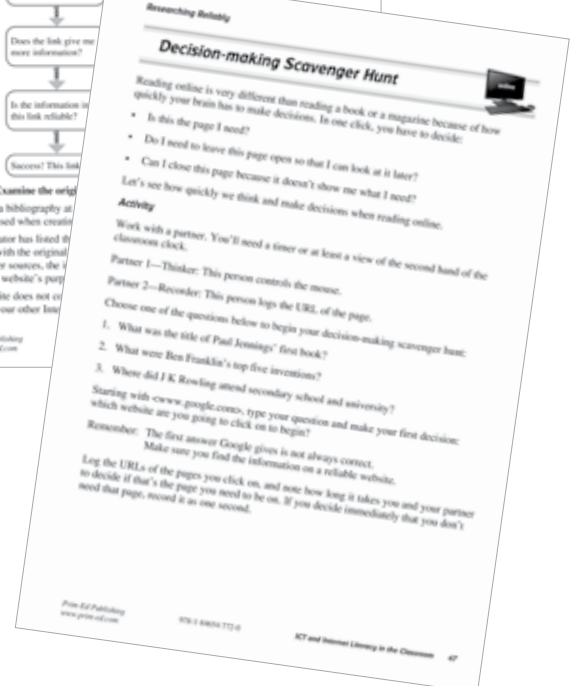
Features:

- enhances the safety of learners when online, including how to develop a strong password and understanding acceptable use agreements and phishing scams
- introduces learners to blogs and collaboration tools and encourages them to use appropriate netiquette and ethics when using the internet
- explores how websites are created for a specific purpose and audience, and how the features of online texts assist navigation and usability



PHOTOCOPIABLE RESOURCE

ICT and Internet Literacy in the Classroom
 Level 3 – Level 6 IRE-6168
 R210.00



BOOST YOUR SPELLING PROGRAMME!

Have a closer look and find out how *The Spelling Box* can improve your learner's success in spelling.



FREE CARDS
INSIDE

Spelling strategies that work!

Start using the enclosed cards in your classroom today!

We've selected twelve cards, two from each box, highlighting the nine different spelling skills and strategies that you can use immediately.



Flexible and easy-to-use

With 100 cards featuring activities that will improve learners' spelling, *The Spelling Box* is the resource you need to take your spelling programme to the next level.

Designed with flexibility in mind, this resource can be used with ANY spelling programme and ANY spelling list.

- ✓ Dedicated box for each learning level
- ✓ 100 cards in a box
- ✓ Based on nine well-researched spelling skills and strategies
- ✓ Includes downloadable supporting resource sheets
- ✓ Don't forget to keep spelling fun with our 'Just for Fun' cards!

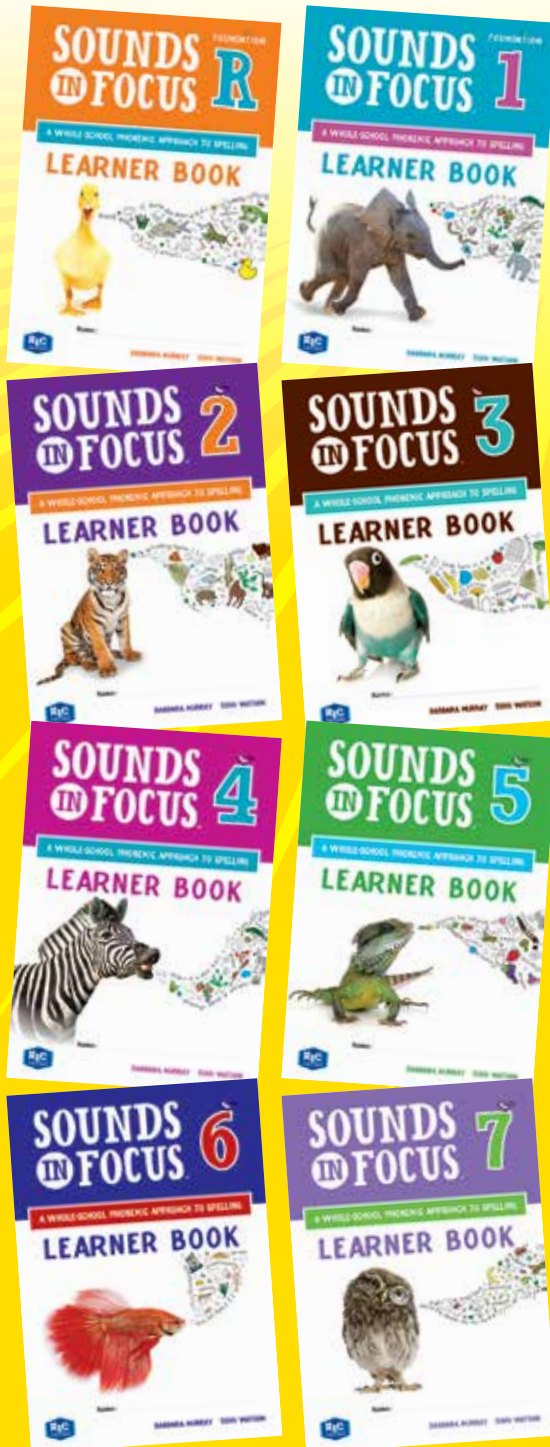


See page 26
for more
information

Ready to boost your learner's spelling skills?

SOUNDS IN FOCUS™

**A WHOLE-SCHOOL
PHONEMIC APPROACH
TO SPELLING**



Sounds in Focus is a whole-school programme.

Use Sounds in Focus at each grade level, to develop language proficiency by continually developing:

- **skills**
- **spelling skills**
- **vocabulary**
- **grammar concepts**
- **writing**



FEATURES:

• **Language Development**

Sounds in Focus employs a phonemic approach across the entire school, which is recognised as one of the most effective ways to teach spelling and reading skills.

• **Written for the South African Curriculum**

The CAPS Curriculum stresses the crucial role that phonemic awareness plays in the teaching of reading. In fact, it is identified as one of the five main components of the teaching of reading. This is essential across all grade levels, not just Grades R to 3. The CAPS statement stresses that the Intermediate Phase needs to build on the foundation set in Grades R to 3. *Sounds in Focus* is the programme that allows educators to accomplish this easily and effectively, at all grade levels.

• **Sounds in Focus reflects the central learning principles of the CAPS Curriculum**

Active and critical learning

Sounds in Focus uses active learning strategies such as brainstorming, segmentation and word strips to ensure that learners actively engage with words, helping them to mentally categorise the relationships between words, phonemes and graphemes.

Progression

Sounds in Focus is carefully designed to ensure that the content and context of each grade shows progression from the simple to the complex. Each grade level systematically addresses the phonemes of English, and revises and builds upon the learning carried out at the previous grade level. Its highly structured design and layout ensures teachers can develop a powerful language programme. In this way, the needs of each learner are addressed.

• **Flexibility to suit every classroom**

Use the programme in the format that best suits you – books, online resources or a combination of both. Our resources will bring your phonemic classroom to life.

• **Sounds in Focus goes far beyond spelling**

Sounds in Focus provides carefully structured grammar activities in each unit to ensure that learners develop their writing skills. In addition, vocabulary work can be carried out on both the 'List Words' and 'Extension Words'. This addresses an important feature of the CAPS Curriculum, which notes that "a good knowledge of vocabulary and grammar provides the foundation for skills development".

• **Differentiation and multi-age classrooms - something for everyone**

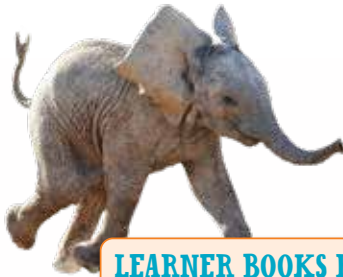
Sounds in Focus provides differentiation through graded 'List Words' and activities, as well as 'Extension Words' and extra challenges for fast finishers. Additionally, all grade levels share a consistent design and learning order, making *Sounds in Focus* ideal for multi-age classrooms.

• **Integrated online resources**

Sounds in Focus 'Online' is a practical teaching and learning resource that supports the *Sounds in Focus* programme. You will have access to a wealth of projectable, printable and interactive tools.

• **Ongoing PD and support**

With year-round PD sessions and a comprehensive support structure, we will help you make the most of your *Sounds in Focus* programme.



SOUNDS IN FOCUS™

Sounds in Focus has everything you need ...

LEARNER BOOKS R-7

- Learners engage in stimulating activities to:
- explore phonemes;
 - identify and discover graphemes;
 - develop an awareness of spelling patterns;
 - develop strategies for spelling; and
 - explore and extend vocabulary.

TEACHER GUIDES R-7

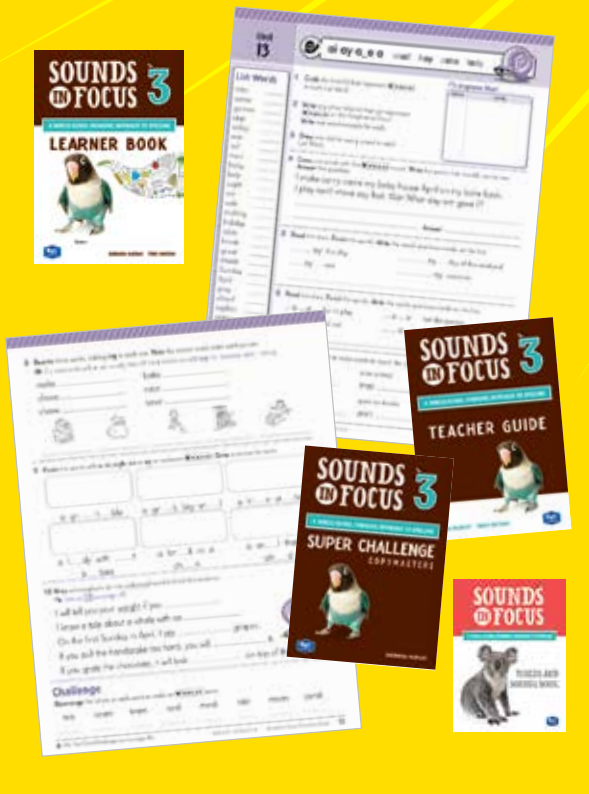
- Educators are provided with everything they need to implement *Sounds in Focus*, including:
- a comprehensive weekly programme;
 - explicit teaching directions;
 - Learner Book answers;
 - ideas for consolidation and differentiation games and activities;
 - chants and actions; and
 - hints, tips and explanations for implementing the programme.

SUPPORT MATERIAL

- Teaching Charts – wall size
- Learner Chart – desk size
- Let's Sing the Sounds – Audio CD
- Super Challenge Copymasters 1–6
- Sound Cards – Words and Graphemes (A5)
- Foundation Sound Cards – (A4 and A5)
- Foundation Flashcards
- Foundation Toolbox

SOUNDS IN FOCUS ONLINE

- Weekly lesson plans
- Teaching slideshows
- Projectable Learner Book pages – and answers
- List and extension word segmenting tool – and answers
- 200+ downloadable copymasters per year
- Content and diagnostic tests with remediation
- Interactive spelling games for learners



Learner Book

- Sounds in Focus Learner Book – Foundation R
- Sounds in Focus Learner Book – Foundation 1
- Sounds in Focus Learner Book – 2
- Sounds in Focus Learner Book – 3
- Sounds in Focus Learner Book – 4
- Sounds in Focus Learner Book – 5
- Sounds in Focus Learner Book – 6
- Sounds in Focus Learner Book – 7

- RIC-2460
- RIC-2461
- RIC-2462
- RIC-2463
- RIC-2464
- RIC-2465
- RIC-2466
- RIC-2458

R150.00 each Inclusive VAT.

Teacher Guide

- Sounds in Focus Teacher Guide – Foundation R
- Sounds in Focus Teacher Guide – Foundation 1
- Sounds in Focus Teacher Guide – 2
- Sounds in Focus Teacher Guide – 3
- Sounds in Focus Teacher Guide – 4
- Sounds in Focus Teacher Guide – 5
- Sounds in Focus Teacher Guide – 6
- Sounds in Focus Teacher Guide – 7

- RIC-2467
- RIC-2468
- RIC-2469
- RIC-2470
- RIC-2471
- RIC-2472
- RIC-2473
- RIC-2459

R260.00 each Inclusive VAT.

Super Challenge

- Sounds in Focus Super Challenge – Foundation 1
- Sounds in Focus Super Challenge – 2
- Sounds in Focus Super Challenge – 3
- Sounds in Focus Super Challenge – 4
- Sounds in Focus Super Challenge – 5
- Sounds in Focus Super Challenge – 6

- RIC-2474
- RIC-2475
- RIC-2476
- RIC-2477
- RIC-2478
- RIC-2479

R195.00 each Inclusive VAT.

Foundation R Scrapbook

RIC-2490 **R230.00** Inclusive VAT.

Teaching Charts

RIC-2483 **R210.00** Inclusive VAT.

Learner Chart

RIC-2480 **R55.00** Inclusive VAT.

Extended Learner Chart

RIC-2481 **R55.00** Inclusive VAT.

Words and Sounds Book (Dictionary)

RIC-2482 **R67.00** Inclusive VAT.

Foundation Phase Toolbox including CD

RIC-2489 **R1,210.00** Inclusive VAT.

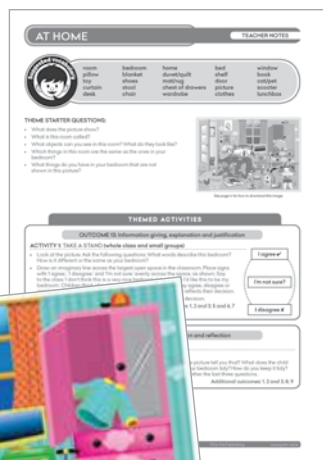
Integrated Spoken Language



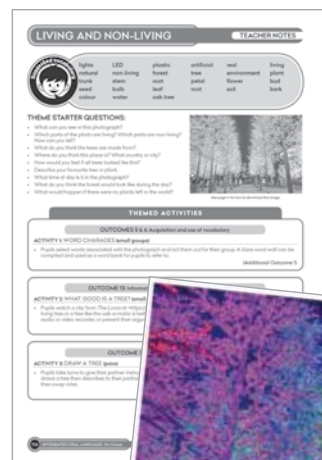
Features:

- Each book contains 25 theme-based units focused around 25 separate poster images to appeal to the interests of learners.
- Each unit presents a variety of engaging activities to develop and practise oral language skills, including role plays, barrier games, story creation, debates and discussions.
- Each unit contains photocopiable support materials for the activities that require them.
- Each activity is linked to a specific Learning Outcome, enabling educators to select the activities and Learning Outcomes they want to address with their class.
- Each book is structured to allow flexibility of use: educators can select the activity/activities according to the Learning Outcomes they have planned in their Language programme of work. In addition, each theme is a stand-alone, so educators can decide on their own sequence.

Sample page & poster from Book 1



Sample page & poster from Book 3



Includes Digital Posters

An essential component of this brand new oral language resource.

There are four books in the series and each book includes 25 posters, provided as a digital download. An access code to download these will be provided upon purchase.

Each poster can be downloaded and displayed on an Interactive whiteboard, making it easy for educators to use it for whole-class teaching or in station teaching.

The posters contain a mixture of colourful art and real-life photographs to engage learners and encourage discussion.

The themes have been chosen to assist educators approach oral language as a discrete lesson, while simultaneously allowing educators to integrate most curricular areas, such as SPHE, geography, history, mathematics and science.

- Book 1 UK-8460
- Book 2 UK-8461
- Book 3 UK-8462
- Book 4 UK-8463

R240.00 each



Reading for success

Reading for success is a series of four books which provide educator-directed lessons and independent learner activities that focus on five key elements of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension.

Each book in the series provides educators with practical strategies for teaching reading skills. Varied activities allow opportunities for direct instruction, paired learner learning and small group instruction, learning centres and independent practice. Assessments help track learners progress and conceptual development.

- Book 1 RIC-6216
 - Book 2 RIC-6217
 - Book 3 RIC-6218
 - Book 4 RIC-6219
- R220.00** each



Fine motor skills

Fine motor skills is a great 'hands-on' educators resource to help learners improve their fine motor skills. Split into two halves, there are six sections that provide enjoyable and entertaining activities designed to help learners. From shoulder, wrist and hand activities to drawing, writing, cutting and printing, *Fine motor skills* covers all areas of fine motor control that are essential to learners' development.

- Six sections—Shoulder and wrist activities; Wrist and hand activities; Hand and finger activities; Scissor activities; Drawing and writing activities; and Printing practice
- Activities, puzzles and guides for developing fine motor skills
- Starter activities and games to begin learners thinking about motor control
- Educator information on motor planning, body awareness, bilateral integration, tactile awareness and early childhood development
- Checklists for learner appraisal

Ages 4–6
RIC-6214
R220.00

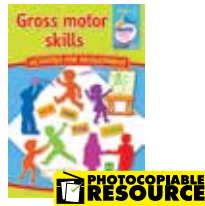


Sequencing visual texts

A series of three educator resource books to support the teaching and learning of sequencing in early childhood classes. The series supports learners struggling with written texts and those who need to develop oral communication skills.

- background information
- suggestions for use
- suggested additional activities
- pictorial resources
- optional print resources to match all visual texts

Ages 4–7
Book 1 RIC-6208
Book 2 RIC-6209
Book 3 RIC-6210
R220.00 each

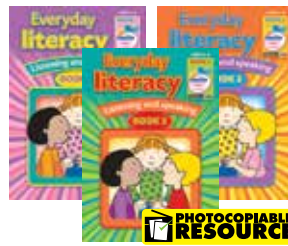


Gross motor skills

Gross motor skills is the perfect educators resource to help learners improve in all areas of their gross motor skills. Divided into seven sections, this book helps educators to devise and plan activities to further skills development. Each section contains a variety of fun activities, all with brief descriptions, materials lists and clear illustrations, making it easy to help learners with their gross motor skills and increase their activity level.

- Seven sections—Spatial and body awareness; Locomotor skills; Ball skills; Equipment; Sensory tables; Creative play; and Games, obstacles and relays
- Activities, games and recipes to develop gross motor skills
- Educator information on body awareness, motor planning, bilateral integration, tactile awareness and early childhood development
- Hints and tips for assessing skills
- Checklists for learner appraisal

Ages 4–6
RIC-6215
R220.00



Everyday literacy — Listening and speaking

A three-book series that aims to improve reading and oral language development in the classroom. Each book contains 20 weekly units which include activities and an easy assessment page to reinforce skills covered. The activities can be split into fun, easy lessons that can be completed on a daily basis. Educators can use this series in conjunction with their reading and literacy programme.

- Oral vocabulary development—new vocabulary; describing people, places and things; retelling; listening
- Phonological awareness—identifying rhymes; blending word phonemes; breaking words into syllables; identifying digraphs
- Comprehension—making predictions and inferences; sequencing; recalling details; making connections using illustrations, prior knowledge and experience
- Motor skills—develops small muscle and large muscle coordination

Ages 4–6
Book 1 RIC-6211
Book 2 RIC-6212
Book 3 RIC-6213
R220.00 each



Literacy learning centres for early years

- activities to consolidate learning in major literacy areas
- written specifically for K–3 learners
- activities designed to support inclusive teaching
- educator information pages corresponding to each learning centre detailing required materials, vocabulary, thematic ideas and skills
- activities structured to allow for re-use
- sample timetables
- centres designed for independent, small-group work
- learner-centred activities allowing learners to construct knowledge themselves

Ages 4–8
RIC-6415
R220.00



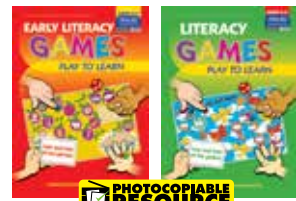
The big book of making words

Ages 5–7
RIC-6605
R220.00

The big book of cut and paste words

Ages 5–7
RIC-6606
R220.00

The big book of cut and paste words and *The big book of making words* contain phonic activities with a large selection of consistent activities to save educators time and give learners hands-on experiences. They can be used as part of a teaching programme for the whole class or for group or individual programmes.



Early literacy games Literacy games

These lower primary blackline master books are designed to consolidate and reinforce early literacy skills in the areas of rhyming, phonics, word building and sight vocabulary. The games have a variety of functions.

They help to develop:

- phonological awareness;
- listening skills; and
- concentration skills.

In the wider context they encourage:

- cooperative learning (taking turns etc.);
- the development of communication skills (explaining rules etc.); and
- the games in these books will help educators, parents and peers work with the learners in contributing to the process of learning to read.

Ages 5–7
Early literacy games
PR-2077
Ages 6–8
Literacy games
PR-2078
R210.00 each



Phonological Awareness Skills



Remove the confusion around phonological awareness and equip children with all the skills needed to conquer the world of words—spelling, reading and writing—with our new, must-have *Phonological Awareness Skills* photocopiable resource.

This series of five comprehensive, photocopiable books covers all the basics for early childhood (from four years of age) and also assists older learners who are struggling with phonics and spelling. It incorporates skills that fit into any phonics or spelling programme. The series emphasises spoken language.

Twelve skills are presented over the five books, in developmental order, and include:

- Book 1: Auditory Discrimination, Rhyming and Alliteration
- Book 2: Segmentation and Syllabification, and Blending
- Book 3: Phoneme Matching and Phoneme Isolation
- Book 4: Phoneme Completion, and Phoneme Addition and Deletion
- Book 5: Phoneme Segmentation, Phoneme Substitution and Phoneme Reversal

The last seven skills relate to phoneme manipulation.

The skills are presented as fun, hands-on games and activities for the whole class, small groups and pairs, with full instructions (including the actual words to say if required), all game/activity resources, supporting worksheets if relevant, suggestions for differentiation, formative and summative assessments and answers. Literature links and suggested websites for games are also included where applicable.

The activities are predominantly speaking and listening activities for four-year-olds but are also appropriate for learners who struggle with letter-symbol correspondence, those beginning to read and older children who need support.

The games and activities are perfect for learning stations and are easily managed by education assistants and parent helpers. They can also be used for early finishers to consolidate skills or to motivate young learners needing extension.

Samples from digital Unit 5 – Blending and digital Unit 12 – Phoneme Reversal

Ages 6–9

- Book 1 6972
- Book 2 6973
- Book 3 6974
- Book 4 6975
- Book 5 6976

R210.00 each

UNIT 5 BLENDING GAMES AND ACTIVITIES

ACTIVITY 3: Feed the Monster

Materials required: Large cardboard cutout of a monster, firmly attached to the end of a shoebox; blank squares of different coloured cardboard (one for each different sound used.)

Instructions: Decide on a simple two-sound word such as on, at, is or a CVC (consonant/vowel/consonant) word such as box, hat, cat to demonstrate the process.

Say the individual sounds that make up the word, and as each sound is stated, 'feed' one coloured square of cardboard into the monster's mouth.

Refer to page 20 for an example of a monster outline to use.

- For those children who are developing letter/sound correspondence, individual sounds written on cards may be used.

ACTIVITY 4: What Word is That?

Materials required: Pictures of simple, familiar objects

Instructions: Place three different picture cards face up on the floor and ask the children to name each one. Explain that you are going to say the sounds that name one picture. Say each sound in the chosen words, stretching out the sounds then blending them to make the word.

The children have to point to the picture that matches the word.

Encourage the children to repeat the sounds and 'run them together' to make the word. Repeat a number of times using different pictures.

This activity is best carried out in small groups. Refer to page 21 for some pictures to use.

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UNIT 12 PHONEME REVERSAL GAMES AND ACTIVITIES

Words that form new 'real' words when phonemes are reversed

| | | |
|------------------|----------------|------------------|
| pitt → tip | bat → tab | face → safe |
| pan → nap | cat → tack | made → dame |
| gum → mug | dam → mad | mane/main → name |
| bad → dab | sag → gas | lace → sac |
| lead → deal | top → pot | lice → side |
| pin → nip | much → chum | aid → day |
| sub → bus | pat → tap | aim → may |
| mid → dim | Tim → mit | lay → all/ale |
| Don → nod | nib → bin | pay → ape |
| nab → ban | lip → pill | eat → tea |
| porn → mop | Pam → map | lead → deal |
| gut → tug | let → tell | peak/peek → keep |
| team → meat/meet | shack → cash | leaf → feel |
| sick → kiss | park → carp | peel → leap |
| bats → stab | cab → back | teen → neat |
| tab → bat | tan → gat | niece → scene |
| cap → pac | bed → Deb | life → file |
| den → Ned | lid → dil | lime → mile |
| tin → nit | kit → tick | side → dice |
| it → till | mob → bomb | light → tile |
| sob → boss | dog → God | cope → poke |
| cub → buck | tub → but/frut | tone → note |
| bud → dub | lash → shall | own → no |
| cut → tuck | pal → lap | tow → oat |
| nut → tonne | dell → led | mule → loom |
| mash → sham | dot → Todd | pool → loop |
| fed → deaf | dock → cod | soon → noose |
| sell → less | lick → kill | mood → doom |
| gob → bog | cup → puck | tail/ale → lise |
| cot → tock | tar → art | kale → lake |
| mud → dumb | make → came | mail/male → lame |
| car → ark | nips → spin | |

Some words that remain the same when phonemes are reversed

| | | | | |
|--------|------|------|------|------|
| bob | pop | dad | did | kick |
| church | gag | bib | dud | pup |
| mum | nun | tot | gig | cake |
| peep | pipe | nine | dude | noon |
| toot | bub | nan | sees | deed |
| kook | naan | | | |

© PHONOLOGICAL AWARENESS SKILLS – PHONEME REVERSAL Pin Ed Publishing www.pined.com

Phonic sound cards

Phonic sound cards—Set 1 contains:

- 39 x A4-sized double-sided cards
 - 26 double-sided initial sound cards
 - 13 double-sided final consonant sound cards

Phonic sound cards—Set 2 contains:

- 34 x A4-sized double-sided cards
 - 22 double-sided initial consonant blend sound cards
 - 12 double-sided medial double consonant sound cards

Set 1 RIC-7095
Set 2 RIC-7096
R210.00 each



The complete phonic handbook

Essential reference for all educators

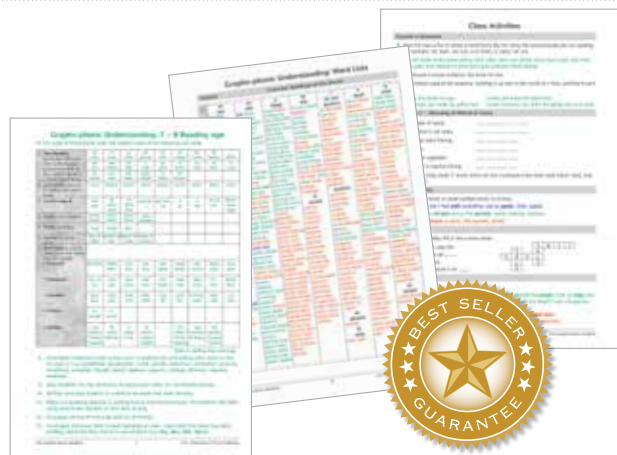
The complete phonic handbook is an essential reference for all educators responsible for the language development of young children. It is presented in a format that will assist quick and easy reference.

- notes on the development of grapho-phonics
- educator resource (for all primary grades)
- will help to improve learner understanding of graphophonics and spelling
- colour coded for easy identification of words and activities
- suitable for learners aged from 5 to 12
- easy-to-follow information on common spelling for sounds, compound words, and more
- includes ideas for class activities



Reference

All ages
RIC-1116
R150.00

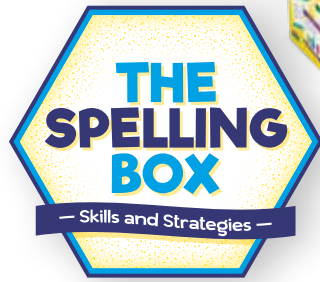


Reading with phonics

- worksheets to consolidate the learning of phonic sounds
- written for lower primary learners or learners requiring remedial phonics instruction
- worksheets develop comprehension, sequencing, rhyme, grammar and sentence structure
- different levels of difficulty indicated on worksheets
- easy-to-follow format

Ages 5-7
Book 1 RIC-6308
Book 2 RIC-6309
Book 3 RIC-6310
R220.00 each





Boost your spelling programme with *The Spelling Box*

Flexible and easy-to-use:

With 100 cards featuring activities that will improve learners' spelling, *The Spelling Box* is the resource you need to take your spelling programme to the next level.

Designed with flexibility in mind, this resource can be used with ANY spelling programme and ANY spelling list.

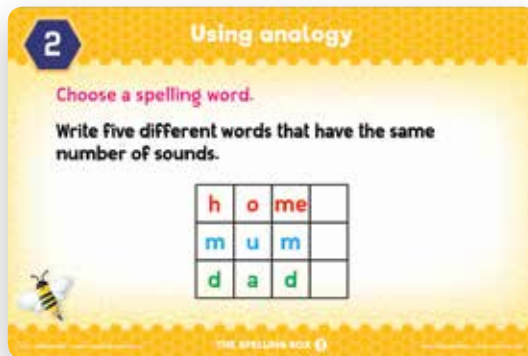
Features:

- dedicated box for each class
- 100 cards in each box
- based on nine well-researched spelling skills and strategies
- includes downloadable supporting resource sheets
- don't forget to keep spelling fun with our 'Just for Fun' cards!

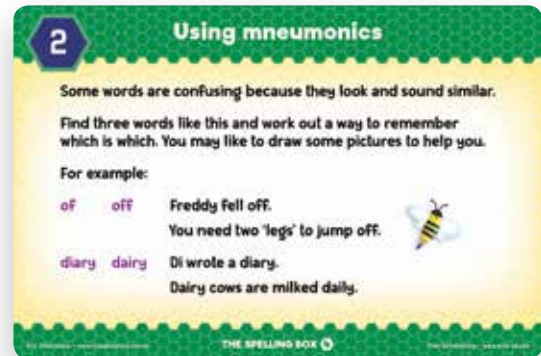
| | | |
|---------|-------|---------------------|
| Level 1 | Box 1 | 8464 |
| Level 2 | Box 2 | 8465 |
| Level 3 | Box 3 | 8466 |
| Level 4 | Box 4 | 8467 |
| Level 5 | Box 5 | 8468 |
| Level 6 | Box 6 | 8469 |
| | | R595.00 each |



Sample card from Level 1



Sample card from Level 5



Spelling

- comprehensive, whole-grade spelling programme
- detailed educators notes including a suggested timetable, dictation passages, additional spelling activities, journal page, certificates and answers
- 20 two-weekly units of work covering phonic families, spelling rules, word origins, homonyms, silent letters, suffixes and prefixes, and easily confused words
- variety of activities enables learners to use different strategies in learning how to spell

| | | | |
|---------|---------|---------|---------------------|
| Grade 1 | RIC-151 | Grade 5 | RIC-155 |
| Grade 2 | RIC-152 | Grade 6 | RIC-156 |
| Grade 3 | RIC-153 | Grade 7 | RIC-157 |
| Grade 4 | RIC-154 | | R220.00 each |



50 spelling activities

- activities designed to provide opportunities for learners to develop understanding and recall in a less formal approach
- individual, partner and shared group activities
- can be used with any spelling list
- activities can be copied onto card and laminated for durability
- activity checklist and outcome links

Ages 5-8 PR-2076
 Ages 8-12 PR-2075
R210.00 each

WRITING PROMPTS



Writing prompts is a high-interest three-box series that provides supplementary materials to support the classroom writing programme.

These high-interest cards encourage learners to express creativity while learning how to write using a variety of styles.

Each box contains 200 durable, colourful writing cards, divided into three categories: imaginative, informative and persuasive texts. The cards can be used for independent work, whole-class discussions and small-group work, and most cards contain questions that will generate classroom discussion.

Learners may be assigned specific cards to work on independently or they may choose topics that interest them.

Incorporates three levels of writing and is broken down into subsets within each genre

Box 1 Ages 7–8 RIC-6933
 Box 2 Ages 8–10 RIC-6934
 Box 3 Ages 11+ RIC-6935
R595.00 each

✓ **Persuasive**
 • Exposition

✓ **Informative**
 • Procedure • Recount • Report • Narrative

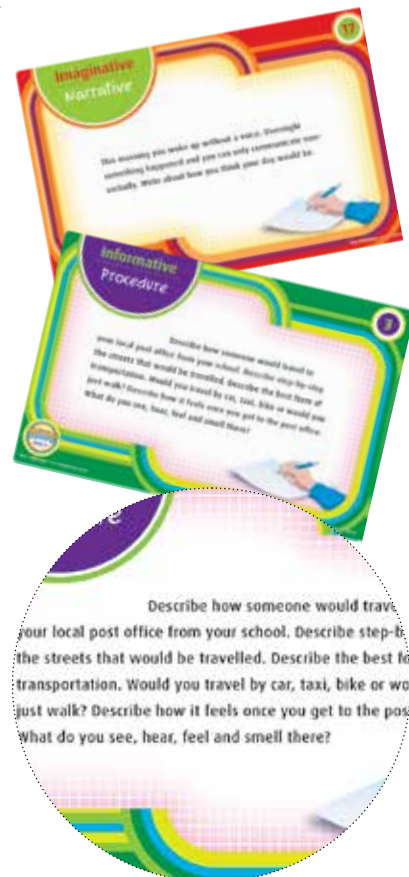
✓ **Imaginative**
 • Narrative • Poetry



Sample cards—Box 1



Sample cards—Box 2



Sample cards—Box 3



Editing skills

Editing skills is a series of four books (Ages 6–7, Ages 8–9, Ages 10–11 and Ages 11+) which provide learners with experience in proofreading and editing a variety of written texts to extend their knowledge of grammatical terms and text understanding. The carefully selected text types contain punctuation, spelling and grammatical errors for identification and, in some cases, correction. The books will assist learners to develop a greater understanding of a variety of text types as well as to accurately self-monitor their own written work.

- Ages 6–7 RIC–792
- Ages 8–9 RIC–793
- Ages 10–11 RIC–794
- Ages 11+ RIC–795
- R220.00** each



Proofreading and editing

- consists of a selection of passages that contain punctuation, spelling and grammatical errors
- learners are directed to the type and number of errors to be corrected
- detailed explanations of more difficult skills, such as punctuating, direct speech and paragraphing are included
- the choice of topics and humour within the passages make them appealing to learners
- educators notes and answers provided

- Ages 6–7 RIC–188
- Ages 8–10 RIC–181
- Ages 11+ RIC–189
- R179.00** each



Teach editing

- each book is broken into two major areas: (1) punctuation and spelling; and (2) literacy quality
- the activities take the learners back-to-basics to formalise their use of grammar and develop their writing skills
- each page is clearly laid out, with concise explanations aimed at the appropriate ability level of the learner
- checklists to provide the educator with ready-to-use assessment records

- Ages 6–7 PR–2036
- Ages 8–10 PR–2037
- Ages 11+ PR–2038
- R210.00** each



Constructing narratives

- each section explores a different component of the writing process such as:
 - planning
 - setting the scene
 - presenting characters
 - writing effective dialogue
- proofreading and editing strategies developed
- detailed educators notes that provide examples and assessment checklists for every activity
- additional activity suggestions

- Ages 7–8 RIC–796
- Ages 9–10 RIC–797
- Ages 11+ RIC–798
- R220.00** each



60 writing topics

- six themes, each with 10 writing activities
- tasks cover the six writing genres within each theme
- explanation of each writing genre including definition, text structure and special language features
- portfolio pages for each genre
- icons indicate each theme being covered

- Ages 6–7 RIC–658
- Ages 8–10 RIC–659
- Ages 11+ RIC–660
- R220.00** each



Another 60 writing topics

- educator and learner checklist
- blank proforma to allow educators to add activities
- reward certificates
- educators notes and outcome links
- suggestions for multiple use

- Ages 6–7 RIC–6237
- Ages 8–10 RIC–6238
- Ages 11+ RIC–6239
- R220.00** each



Writing frameworks

- blackline masters designed to familiarise learners with writing frameworks through a thematic approach
- frameworks included in the series are report, recount, exposition, procedure, explanation, description and narrative
- frameworks are written in a clear, step-by-step format and activities include writing texts in the given frameworks, comprehension, cloze and word study
- ready-to-use learning centre activities included, as well as class and personal assessment sheets

- Ages 6–7 RIC–266
- Ages 8–10 RIC–267
- Ages 11+ RIC–268
- R220.00** each



Read, understand and write

- classroom application for the learning areas of reading, comprehension and writing; based on the ever-popular genres of myths and fables
- the structured approach allows them to be used readily by educators as a whole-class, self-directed group, or individual learner resource
- incorporate textual and contextual levels, as well as inferential thinking
- other activities include sequencing, character study, story maps, retells and text analysis

- Book 1—Fables Ages 7–8 RIC–235
- Book 2—Myths Ages 8–9 RIC–236
- Book 3—Fables Ages 9–10 RIC–237
- Book 4—Myths Ages 10–12 RIC–238
- R220.00** each

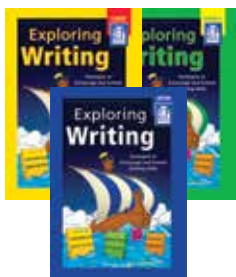


PHOTOCOPIABLE RESOURCE

Rhymes for rascals

- 20 original poems in each book
- contemporary poetry themes with a humorous flavour, relating to each age group
- each poem is accompanied by:
 - a performance guide with hints for educators
 - suggestions for further activities from each key learning area
 - two blackline masters relating to the poem
 - answers where necessary
- final four poems in each book written especially for group or choral work
- poems are easy to learn or recite by mainstream and special needs learners

Ages 5–7 **RIC-6247**
 Ages 8–10 **RIC-6248**
 Ages 11+ **RIC-6249**
R220.00 each



PHOTOCOPIABLE RESOURCE

Ages 6–7 **PR-2087**
 Ages 8–10 **PR-2088**
 Ages 11+ **PR-2089**
R220.00 each



PHOTOCOPIABLE RESOURCE

Ages 9–10 **RIC-6491**
 Ages 11+ **RIC-6492**
R220.00 each



PHOTOCOPIABLE RESOURCE

Investigating poetry

- practical, fun activities in the form of structured lessons, incorporating individual, group and class work
- each book is divided into four sections: receptiveness to language; competence and confidence in language; developing cognitive abilities through language; and emotional and imaginative development through language
- educators notes for each learner page, including objectives, list of activities covered, background information, preparation, step-by-step instructions, homework suggestions, answers and recommended reading and websites
- a variety of poetic forms are studied and practised, including haiku, clerihew, sense, list and cinquain
- opportunities for learner self-assessment and poetry performance

Ages 7–8 **RIC-6274**
 Ages 9–10 **RIC-6275**
 Ages 11+ **RIC-6276**
R220.00 each



PHOTOCOPIABLE RESOURCE

Lower **RIC-6602**
 Middle **RIC-6603**
 Upper **RIC-6604**
R220.00 each



Ages 11+
RIC-6295
R155.00



Lower secondary
RIC-6493
R80.00



PHOTOCOPIABLE RESOURCE

Poetry frameworks

- teaches learners how to compose various forms of poetry
- each poetry framework is presented in a clear step-by-step format
- frameworks include shape poems, string poems, haiku, limericks, acrostics and cinquains
- ready-to-use learning centre included
- class and personal assessment sheets and poetry framework charts provided

Ages 5–8 **RIC-264**
R220.00



PHOTOCOPIABLE RESOURCE

Poetry made easy

- lesson-based, concrete strategy which follows Bloom's Taxonomy
- two sections—poetic language; e.g. similes, metaphors, imagery; and writing poetry; e.g. narrative poetry, collage poetry, haiku
- worksheets contain definitions, directions, examples and discussion suggestions
- activities are concrete in structure but encourage creativity

Ages 9–11+ **PR-2090**
R220.00



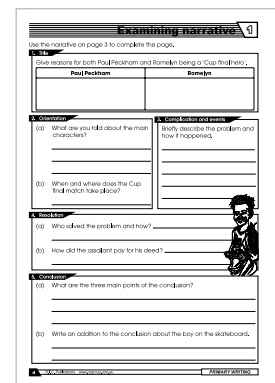
PHOTOCOPIABLE RESOURCE

Primary writing

Primary writing is a series of seven books designed to provide opportunities for learners to read, examine and write a variety of text types: narratives, recounts, procedures, reports, explanations and expositions.

- learner texts written in specific formats
- analysis pages to familiarise learners with the parts of a specified writing format
- learner planning pages with a suggested topic
- detailed worksheet information for educators, which includes:
 - encapsulated versions of learner texts with sections clearly shown
 - examples of some languages features for each writing format
 - suggestions for using the worksheet
 - display and presentation suggestions for completed writing
 - purpose, audiences and context suggestions
 - answers for learner analysis pages
- introductory educators pages which include:
 - specific information about each writing format
 - writing format checklists
 - blank writing formats
 - proofreading and editing checklist

Grade 1 Book A **RIC-6260**
 Grade 2 Book B **RIC-6261**
 Grade 3 Book C **RIC-6262**
 Grade 4 Book D **RIC-6263**
 Grade 5 Book E **RIC-6264**
 Grade 6 Book F **RIC-6265**
 Grade 7 Book G **RIC-6266**
R220.00 each



TEACHING WRITING STRATEGIES



Teaching Writing Strategies is a series of six books with the explicit, overarching aim of teaching the skills and strategies required to improve the clarity, correctness and richness of learner's writing.

Within the series, learners are taught to recognise, choose and use specific strategies. The focus is on the process, rather than on practising, in this instance, specific text types. To this end, priority is given to improving writing at the sentence level.

There is a strong hands-on emphasis; that is, there is an expectation that the learners will write to demonstrate their knowledge and understanding. Unlike many other writing activity books, the desired outcome is to have the learners structuring correct, enriched sentences to more clearly convey ideas and information. The ultimate goal is for them to produce clear, precise writing for a specific purpose and to understand that proofreading and editing is an integral part of the writing process.

Each of the 16 units has a page of assessment activities and an assessment writing topic.

These should be worked on independently and will:

- (a) give the educator a record of individual understanding and achievement; and
- (b) highlight common points of weakness, which may require further assistance.

Educator recording sheets, a learner proofreading checklist and a learner self-evaluation sheet are provided.

| | | | | | |
|---------|--------|---------|---------|--------|---------------------|
| Level 1 | Book 1 | UK-6806 | Level 5 | Book 5 | UK-6810 |
| Level 2 | Book 2 | UK-6807 | Level 6 | Book 6 | UK-6811 |
| Level 3 | Book 3 | UK-6808 | | | |
| Level 4 | Book 4 | UK-6809 | | | R210.00 each |

The books are divided into four sections:

- word choices
- sentence structure
- punctuation
- editing/proofreading



Samples from Book 3

UNIT 11
APOSTROPHES IN CONTRACTIONS

Contractions are new words made by joining words, usually two, and leaving out some of their letters. An apostrophe is used in a contraction to show that some letters are missing.

1. Write the sentence using two words instead of the contraction.

(a) I'd like to swim with dolphins.

(b) Let's try and take some photos.

(c) We've already been to see the seals.

(d) They'll be late unless they hurry.

2. Use the contraction in a sentence.

(a) We'd _____
(b) She'll _____
(c) He is _____

3. Join the two words to make a contraction. Don't forget the apostrophe.

(a) he is _____ (b) you are _____
(c) they are _____ (d) we are _____
(e) I am _____ (f) you have _____
(g) she will _____ (h) they have _____

UNIT 3
ADVERBIALS

An **adverbial** can tell when, how or where the verb happens. For example: *Today* (when) the water flowed *quickly* (how) *into the lake* (where).

1. Circle the adverbial in each sentence telling more about the verb.

(a) The waterfalls restlessly rush.
(b) Some rivers flow in the country.
(c) The lake sparkles at sunrise.

2. Circle the adverbial for each verb. Write 'how', 'when' or 'where' on the line.

(a) I love my bath at night. _____
(b) Rivers flow through city and field. _____
(c) The sea approaches with no sound. _____

3. Add an adverbial to tell 'how'.

(a) The waves pound _____
(b) Rivers wander _____

4. Add an adverbial to tell 'when'.

(a) The waves pound _____
(b) Rivers wander _____

5. Add an adverbial to tell 'where'.

(a) The waves pound _____
(b) Rivers wander _____

6. (a) Write a sentence about how something rushed. Make it interesting.

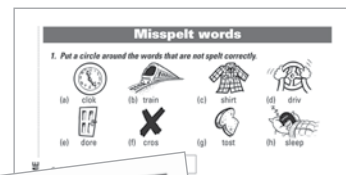
(b) Write the adverbial from your sentence. _____

Literacy: Back to basics

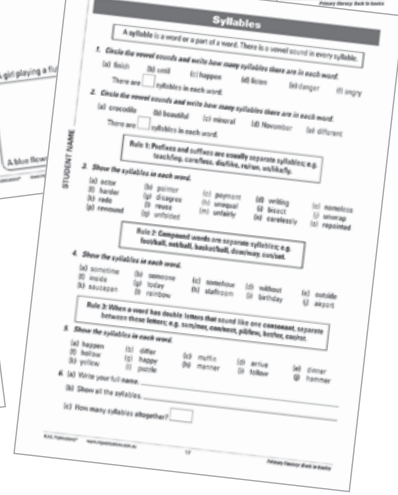
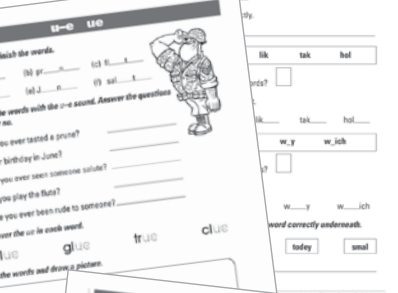
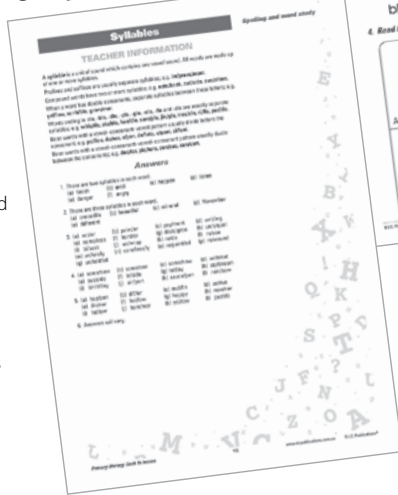
Classroom and homework activities



Sample pages from Book B

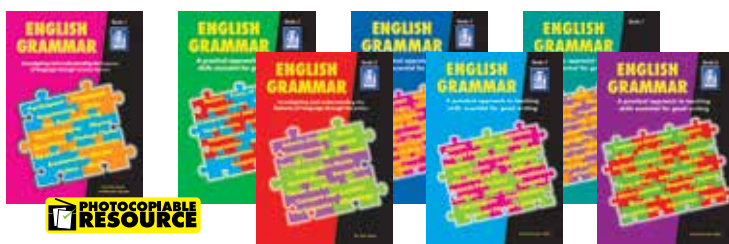


Sample pages from Book D



- a back-to-basics approach
- a focus on key literacy concepts
- activities on each learner page relate to one literacy concept
- an organised format in which concepts are repeated and expanded across grade levels
- clearly written and easily understood instructions
- key terms defined and expanded
- relevant examples provided
- a educators page to support each learner page
- additional reference information provided for educators
- answers where appropriate

| | | | | | |
|---------|--------|----------|---------|--------|---------------------|
| Grade 1 | Book A | RIC-6311 | Grade 5 | Book E | RIC-6315 |
| Grade 2 | Book B | RIC-6312 | Grade 6 | Book F | RIC-6316 |
| Grade 3 | Book C | RIC-6313 | Grade 7 | Book G | RIC-6317 |
| Grade 4 | Book D | RIC-6314 | | | R210.00 each |



English grammar

| | | | | | | | | | | | |
|---------|--------|---------|---------|--------|---------|---------|--------|---------|---------|--------|---------------------|
| Grade 1 | Book 1 | PR-2063 | Grade 3 | Book 3 | PR-2065 | Grade 5 | Book 5 | PR-2067 | Grade 7 | Book 7 | PR-2069 |
| Grade 2 | Book 2 | PR-2064 | Grade 4 | Book 4 | PR-2066 | Grade 6 | Book 6 | PR-2068 | | | R220.00 each |



REFERENCE

All about grammar

Covering a comprehensive range of grammar topics, All about grammar is a clear, easy-to-read guide that clearly explains any difficult grammatical rules and terms.

RIC-1183 **R210.00**



Language homework assignments

| | | | | | | | |
|---------|---------|---------|---------|---------|---------|---------|---------------------|
| Grade 1 | RIC-294 | Grade 3 | RIC-296 | Grade 5 | RIC-298 | Grade 7 | RIC-300 |
| Grade 2 | RIC-295 | Grade 4 | RIC-297 | Grade 6 | RIC-299 | | R210.00 each |



REFERENCE

Grammar essentials

A reference dictionary presenting concise information about the essential elements of English grammar with relevant examples.

RIC-1184 **R80.00**

PRIMARY grammar and word study

Primary grammar and word study is a seven-book series, (levels A–G), suitable for ages 5–6, 6–7, 7–8, 8–9, 9–10, 10–11 and 11–12, and designed to introduce primary learners to basic concepts about parts of speech, ways to understand and choose words, punctuation, and figures of speech. Each learner page introduces the new concept in context, expects learners to identify the concept and then to apply it.

- four comprehensive sections covering:
 - parts of speech
 - understanding and choosing words
 - punctuation
 - figures of speech
- activity pages for learners to be introduced to, identify and apply new concepts



- comprehensive educators notes
- a focus for each learner and corresponding educators page
- a definition of the focus and purpose for learning
- suggestions to support the use of each worksheet
- ideas for further practise in English or other key learning areas
- answers
- checklists
- a glossary of definitions and terms

| | | |
|---------|--------|---------------------|
| Grade 1 | Book A | RIC-6240 |
| Grade 2 | Book B | RIC-6241 |
| Grade 3 | Book C | RIC-6242 |
| Grade 4 | Book D | RIC-6243 |
| Grade 5 | Book E | RIC-6244 |
| Grade 6 | Book F | RIC-6245 |
| Grade 7 | Book G | RIC-6246 |
| | | R210.00 each |

Grammar minutes

One hundred minutes to better grammar!

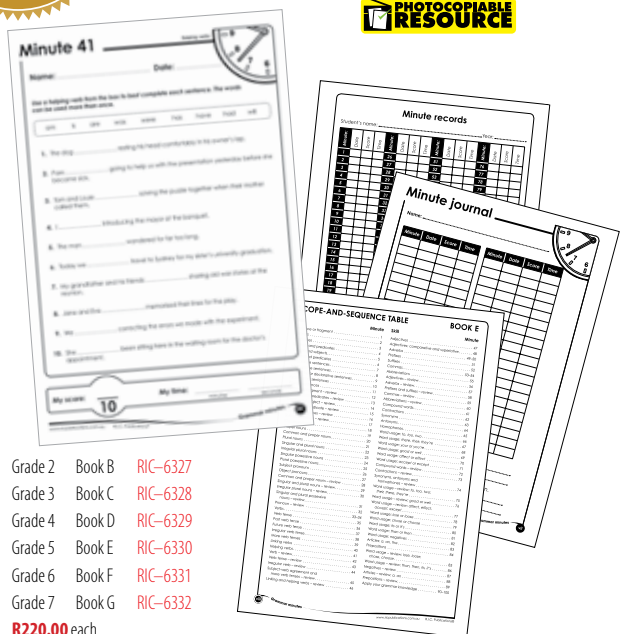


From the people who brought you *Maths minutes*, this exciting six-book series from R.I.C. Publications® will help your learners apply and extend their grammar skills step-by-step over one hundred 'minutes'. And what's more, as they challenge themselves while applying their knowledge and understanding of the features of the English language, they will have fun!

Grammar minutes provides the opportunity to let learners practise their grammar skills and enhance their overall grammar proficiency across a variety of areas, including sentence structure, use of capital letters and punctuation, and understanding of common nouns, proper nouns, pronouns, verbs, adjectives, synonyms, antonyms ... and many more elements of language.

Additional resources:

- **Minute records**
Educators can record learner scores and times on the Minute records table.
- **Scope and sequence**
The scope-and-sequence table gives the 'minute' in which each new skill and concept appears for the first time.
- **Minute journal**
Once a 'minute' is completed, learners record their score and time on their Minute journal.
- Answers to all questions.



| | | |
|---------|--------|---------------------|
| Grade 2 | Book B | RIC-6327 |
| Grade 3 | Book C | RIC-6328 |
| Grade 4 | Book D | RIC-6329 |
| Grade 5 | Book E | RIC-6330 |
| Grade 6 | Book F | RIC-6331 |
| Grade 7 | Book G | RIC-6332 |
| | | R220.00 each |



'I have, who has?' — English

- activities to reinforce basic literacy skills using auditory discrimination as the major focus
- use of interactive game cards
- learners work in small groups or as a whole class
- designed to take learning to the application level
- each learner maintains involvement in each game by using the supporting active listening enrichment blackline
- contains simple-to-prepare activities, blank proformas (to produce your own games) and clear and concise answer pages

Ages 6–7 RIC-6321
 Ages 8–10 RIC-6322
 Ages 11+ RIC-6323
R220.00 each



Talking and listening

- comprehensive photocopiable series
- contemporary and fun activities that children will love
- each speaking and listening topic consists of one page of educators notes and two pages of worksheets
- detailed teachers notes include activity objective, summary of activities, background information, list of things to prepare before the lesson, suggestions on how to teach the lesson, answers (where applicable) and additional/extension activities

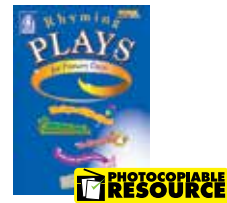
Ages 6–7 RIC-6250
 Ages 8–10 RIC-6251
 Ages 11+ RIC-6252
R220.00 each



Listening comprehension

- designed as teaching tools to build the listening skills of learners
- arranged to become progressively more difficult
- can also be used as evaluative materials to identify problem areas and assess the development of learners' listening skills
- record sheet, providing immediate feedback on their listening skill development

Ages 6–7 PR-2023
 Ages 8–10 PR-2024
 Ages 11+ PR-2025
R210.00 each



Rhyming plays for primary days

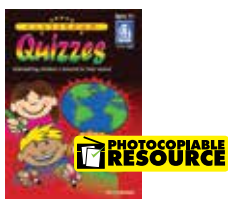
- 10 pantomime-style plays based on familiar fairytales or stories, each with a fun twist and a moral or message
- each play can be adapted to accommodate various cast numbers up to a whole class
- production notes, costume and prop suggestions, stage directions, stage-space diagrams and points for discussion accompany each play
- vocabulary lists and a stage play word bank are provided

Ages 8+ RIC-190
R220.00

ALSO AVAILABLE

'I have, who has?' — Mathematics

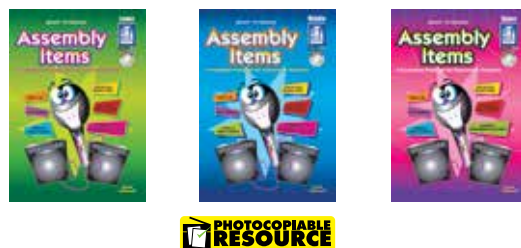
See page 12 for details.



Classroom quizzes

- designed to increase learners' general knowledge
- quiz questions cover a wide range of subjects
- quizzes are easy to implement and assess
- encourages discussion and interaction in the classroom
- answers provided

Ages 10–14 RIC-392
R210.00



Assembly items

- each level contains a variety of units suitable for assembly presentations
- units incorporate song, dance, skits, plays, movement or poetry
- detailed step-by-step directions and practical tips for the educator
- units cover a variety of key learning areas
- sheet music provided
- includes a CD with music for each song

Ages 6–7 RIC-650
 Ages 8–10 RIC-651
 Ages 11+ RIC-652
R220.00 each

THE LITERACY BOX



The Literacy box provides supplementary materials to support the reading programme of educators, catering for the needs of capable, independent readers at each level in the classroom.

75 four-page cards in each box



'Learner tracking sheet pad' included in each box

Each box contains:

- 75 colourfully-illustrated four-page cards with texts covering a variety of genres and text types
- 15 colour-coded sections (in the same sequence as *The Comprehension boxes*)
- 5 cards in each of the 15 sections, numbered (front to back) from 1 to 5
- multiple-choice questions on three pages of each card
- answer cards
- teachers guide

Features:

- incorporates three levels of comprehension, word study and grammar questions in a multiple-choice format
- assesses 12 different comprehension skills and pronoun references
- features both fiction and nonfiction texts
- includes cross-curricular activities
- provides separate answer cards to allow the learners to work and progress at their own rate
- comprehensive educators notes for each card with suggested speaking and listening, writing and viewing activities

Box 1 Ages 6–7 RIC-6930 **R3500.00**
 Box 2 Ages 8–10 RIC-6931 **R3500.00**
 Box 3 Ages 11+ RIC-6932 **R3500.00**

Sample cards from *The Literacy box*



Fiction and nonfiction
THE COMPREHENSION BOX

The boxed sets provide supplementary materials to support the reading programme of educators, catering for the needs of capable, independent readers at each level in the classroom.

The cards feature both fiction and nonfiction texts, incorporating Society and Environment, Science, and Health and Values.

The *Comprehension box* is a set of three boxes of comprehension cards suitable for independent readers.

Box 1 Ages 6–7, **Box 2** Ages 8–10, **Box 3** Ages 11+



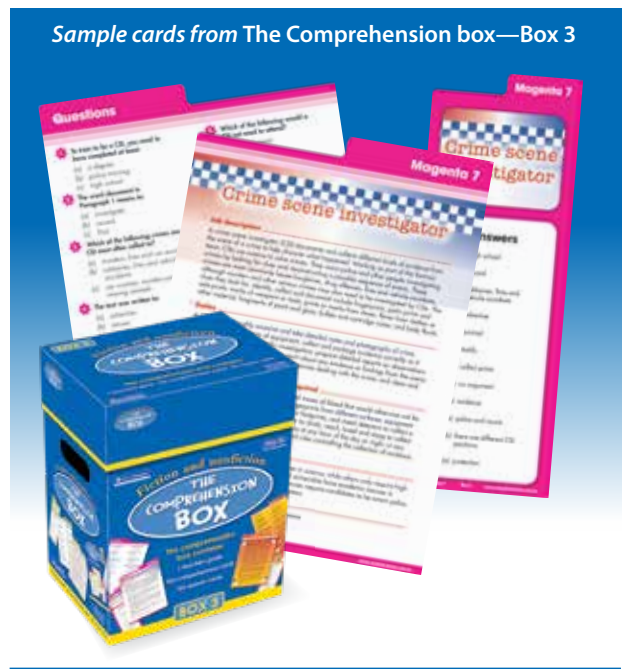
Box 1 Ages 6–7 RIC-6946 R3500.00
 Box 2 Ages 8–10 RIC-6947 R3500.00
 Box 3 Ages 11+ RIC-6948 R3500.00



Sample cards from The Comprehension box—Box 1



Sample cards from The Comprehension box—Box 2



Sample cards from The Comprehension box—Box 3

Teaching comprehension strategies

A high-interest series that doesn't just talk about comprehension, it teaches it!



PHOTOCOPIABLE RESOURCE

Teaching comprehension strategies: A metacognitive approach is a contemporary series that methodically and creatively teaches learners the skills and strategies needed for effective comprehension.

These strategies have been defined as: understanding words, finding information, identifying the main idea, sequencing, comparing, predicting, concluding, summarising, inferring, cause and effect, fact or opinion, and point of view.

- Grade 1 Book A RIC-6296
 - Grade 2 Book B RIC-6297
 - Grade 3 Book C RIC-6298
 - Grade 4 Book D RIC-6299
 - Grade 5 Book E RIC-6300
 - Grade 6 Book F RIC-6301
 - Grade 7 Book G RIC-6302
- R210.00** each

Features include:

- original and varied texts customised to suit the strategy being highlighted
- skills and strategies specifically taught using explicitly modelled, as well as supported, examples and activities
- a learner 'test' page, where learners apply the particular strategy being taught; suitable for assessment purposes
- background notes and information for each strategy, to assist the educator and to give the activities the widest possible application
- answers where necessary

Educator pages

An indicator states the expected outcome.

The three skills in the section are identified.

Background information about the skill and teaching strategies is provided.

Teachers notes - 1

The focus of this section is on the following skills:

Concluding Summarising Inferring

Concluding Indicator

Students will make judgments and reach conclusions based on facts and details provided in a text.

Background Information

This section demonstrates how to decide on the meaning of facts and details provided in a text and to build up evidence in order to make judgments and reach conclusions about this information. Students also need to be able to search for evidence to support a particular conclusion by locating the relevant information in the text, and then making judgments about it. In higher order comprehension skills such as this, answers are not always immediately obvious and discussion about why one answer is judged to be the best should be encouraged. However, teachers may decide to accept another answer if a student can provide the necessary evidence to support the answer he or she has given.

Answers

Pages 54-55

Practice page: Page 54

- (b)
- (c)
- Teacher check: Drawings should include tall, big hands and feet, freckles, spots, spiky hair, humps and scrapes on legs and arms, glasses, shirts hanging out.
- Boys don't look nice.
- Teacher check
- Answers should be similar to 'Boys don't like good things.'

On your own: Page 55

- (b)
- (c)
- These statements should be coloured: They push in front of you. They take toys off you. They don't see you when you want to join in.
- Teacher check: Drawings should include playing with trucks and trains, playing cricket or football, working or playing at school.

Dogs Pages 56-57

Try it out! Page 57

- (c)
- (c)
- (b)
- Teacher check: Students should have chosen 'Dogs are animals who make good pets.' or 'A dog would make a really great pet.'

Stranger plants Pages 58-61

Practice page: Page 60

- (a)
- Insects slip and fall down to the bottom of a deep hole in the middle of the pitcher plant and can't get out.
- (c)

On your own: Page 61

- (d)
- (a)
- Teacher check. Ensure all details are included.

Deities Pages 62-66

Try it out! Page 62

- (d)
- (b)
- They help you look after your teeth.

Teachers notes - 2

The focus of this section is on the following skills:

Concluding Summarising Inferring

Inferring Indicator

Students will make inferences about what is most likely to be true, based on information provided in the text.

Background Information

Inferences are opinions about what is most likely to be true and are formed after careful evaluation of all the available facts. Students need to realise that because there is no information that tells them the actual answer, their inferences may not be correct. They have to determine what makes the most sense, given the information provided, and to then look for details to support their decisions. They may need to use some prior knowledge to help them to determine their answer. The focus of this section is on teaching students how to use contextual information, both written and visual, to determine what they believe to be true, and then to find further evidence to support their decisions. Student answers will need to be teacher checked, but some possible answers have been provided as a guide.

Answers

Pages 64-67

Practice page: Page 66

- (a)
- (b)
- (c)

On your own: Page 67

- (d)
- (c)
- Teacher check: Answers will be similar to 'It did not have to go to school.'
- Teacher check

Letter to Jack Pages 68-69

Try it out! Page 69

- (d)
- (b)
- 'Sam and Pop are the parents of Ty's mum.' (He stayed in his Mum's old room.)
- Teacher check

Student tests

Tests have been incorporated to provide teachers with a clear record of each student's level of understanding and development pertaining to each skill. A class test record sheet is provided on page viii and an individual student evaluation sheet on page xi.

Make fabulous fruit salad

Test 1 - Concluding Page 71

- (c)
- (a)
- Teacher check

Test 2 - Summarising Page 72

- (a)
- (a) cut (b) mix (c) add (d) stir
- (c) symbol (f) refrigerate
- Teacher check

Test 3 - Inferring Page 73

- (b)
- (c)
- Teacher check. Answers could include: (a) make it sweeter (b) it is cool

Answers are given for many questions but they may vary, particularly with the higher order comprehension skills. Educators may choose to accept alternative answers if learners are able to justify them.

Information about and answers for learner tests for each of the three skills are included.



Primary comprehension

Literal — Inferential — Applied

As Required by CAPS

Primary comprehension is a series of seven books (A–G) designed to provide opportunities for learners to read texts in a variety of genres; to answer literal, inferential and applied comprehension questions; and to practise a selection of comprehension strategies. A variety of genres are used, including humour, fantasy, diary, journal, myth or legend, folktale, mystery, adventure, horror/ supernatural, fairytale, play, fable, science fiction, autobiography, biography, poetry, and information texts such as letters, journalistic writing, timetables and reports. Specific strategies such as predicting, making connections, comparing, sensory imaging, determining importance, scanning, synthesising and paraphrasing or summarising have been used to aid comprehension.

- learner texts written in particular genres
- three levels of questioning
- specific learner activities to utilise or practise appropriate comprehension strategies
- indicators
- worksheet information for educators
- answers
- extension activities usually involving texts written in the same genre
- text indicators to show three different levels of questioning
- genre definitions
- comprehension strategy definitions
- explanations of three levels of questioning
- outcome links

Literal, inferential and applied questions are presented in a specified order.

| | | | | | |
|---------|--------|----------|---------|--------|---------------------|
| Grade 1 | Book A | RIC-6253 | Grade 5 | Book E | RIC-6257 |
| Grade 2 | Book B | RIC-6254 | Grade 6 | Book F | RIC-6258 |
| Grade 3 | Book C | RIC-6255 | Grade 7 | Book G | RIC-6259 |
| Grade 4 | Book D | RIC-6256 | | | R210.00 each |

Sample learner pages—Book C

Learner page 1

The title of the text is given.

The particular text genre is given.

The text is presented.

Some literal questions may start on this page.

THE ANT AND THE DOVE – 1

Read the fable.

One hot day, a little ant was crawling along a river bank.

"How nice and cool the water looks," the ant thought to himself. "I think I'll take a drink." The thirsty ant crawled down to the edge of the river. As he began to drink, his feet slipped on a wet rock and he fell in. The water began to sweep him away.

"Oh, somebody please help me," the little ant cried out, "or I will surely drown!"

A dove, who was perched on a branch overhanging the river, saw that the ant was in danger.

"I can help him," she thought. "If I drop a leaf into the water, the ant can climb onto it. It will be like a little boat."

So the dove dropped the leaf close to the ant and called out what to do. The ant climbed onto the leaf and soon floated safely to the shore.

"Thank you, kind dove," said the little ant. "You have saved my life. I hope I can help you one day."

A few days later, a hunter came by looking for birds to catch. He saw the dove resting on a branch and began to get out his net. However, the little ant had seen what the hunter was up to. He raced up to the hunter and bit him on the leg. The hunter yelled in pain. The dove heard the noise and flew away to safety. The hunter picked up his net and walked on.

"Thank you this time, little ant," cooed the dove. "You did help me after all."

Right there

(a) Circle the correct answer.

One hot day, a little ant was crawling along ...

(i) the edge of a stream. (ii) a river bank. (iii) the edge of a lake.

(b) Why did the ant take a drink?

Learner page 2

THE ANT AND THE DOVE – 2

Use the text on page 11 to answer the questions.

Right there

(c) Why did the little ant fall in the river?

(d) Use the numbers 1 to 6 to show the order of each event in the fable.

A hunter got out a net to catch the dove. The ant fell in the river.

The dove noticed the ant was in danger. The ant bit the hunter on the leg.

The dove flew away to safety. The dove dropped a leaf in.

Think and search

Use a dictionary to help you match each word with its meaning.

(a) perched • • or

(b) thirsty • • se

(c) yelled • • to

(d) drown • • ne

On my own

The story of the ant and the dove is a fable. Which means it teaches us a lesson. What lesson does it teach? Tick the best answer.

Don't go near water if you can't swim.

Bite people if you want to scare them.

Learner page 3

THE ANT AND THE DOVE – 3

Use the text on page 11 to complete the activities.

1 Explain how the dove helped the ant from possibly being drowned.

(a) _____

(b) _____

2 List two other ways the dove could have helped the ant.

(a) _____

(b) _____

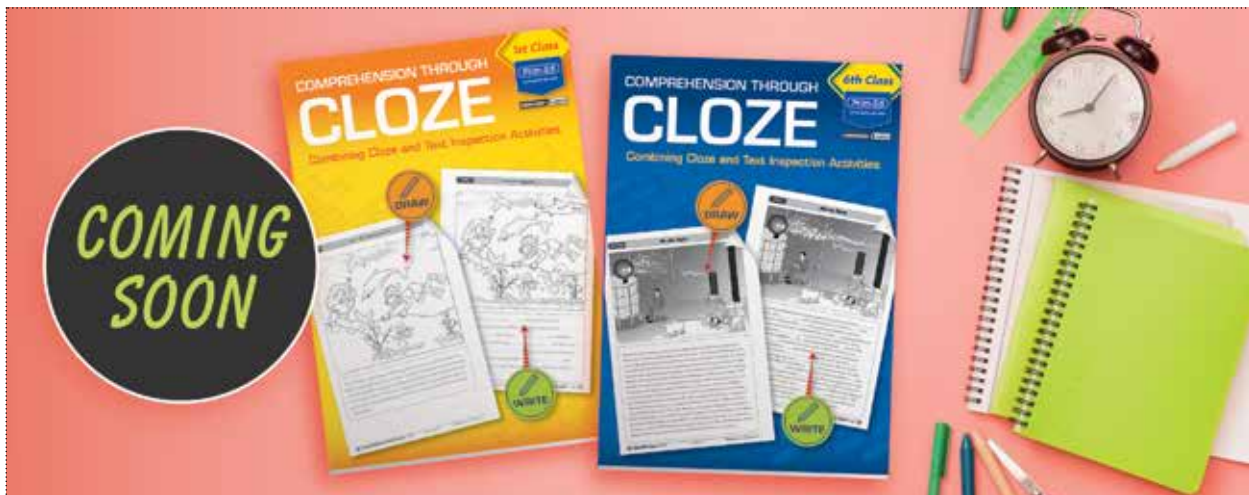
3 Choose one of your answers to Question 2 to change part of the fable of The ant and the dove. Use your own words to fill in the missing lines. Draw a picture in the space below to illustrate how the dove helped the ant in your story.

... "Oh, somebody please help me," the little ant cried out, "or I will surely drown!" A dove, who was perched on a branch overhanging the river, saw that the ant was in danger.

"I can help him", she thought. "If I _____"

So the dove _____

Activities to practise and investigate particular comprehension strategies are provided.





READING COMPREHENSION AND WORD READING



Each book contains:

- 18 six-page units of work: three pages of educator notes and three pages of accompanying learner worksheets
- comprehension texts
- comprehension activities
- word reading activities
- assessments
- detailed lesson plans for each unit.

Understand if your learners are working towards, meeting or exceeding curriculum expectations:

- Three summative assessment tests (one after every six units) in each book.
- Formative assessment activities built into each unit.
- Guidance on assessing learner performance within three categories:
 - Working towards expectations, Meeting expectations, and Exceeding expectations
- Learner self-assessment is prioritised in each unit.

For learners:

- Three learner worksheets in each unit: a text page, a comprehension worksheet and a word reading worksheet.
- All three learner worksheets have a self-assessment section, 'My learning log', at the bottom of the page, to encourage learners to reflect on their own learning and progress.

For educators:

- 18 six-page units of work in each book:
 - three pages of learner worksheets and three pages of accompanying educators notes.
- Each unit begins with clearly stated curriculum objectives and suggested outcomes at the text, comprehension and word reading levels.
- A lesson plan is provided for each learner worksheet (three in total) and is divided into useful sections: background, educator information, introduction, development, differentiated individual/pair/group work and review.
- Three formal assessment units in each book focusing separately on comprehension and word reading for the three terms of the academic year.
- Answers provided for all worksheets and assessment units.

Strong emphasis placed on:

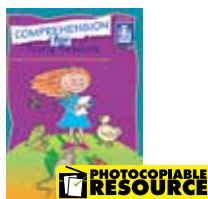
- numerous different assessment activities built into each unit
- summative assessment tests after every six units
- learner self-assessment is prioritised in each unit.

Level 1 UK-2975
 Level 2 UK-2976
 Level 3 UK-2977
 Level 4 UK-2978
 Level 5 UK-2979
 Level 6 UK-2980
R210.00 each



Literacy through science

Ages 6–7 RIC-6318
 Ages 8–10 RIC-6319
 Ages 11+ RIC-6320
R179.00 each



Comprehension for young readers

Ages 6–7 RIC-223 **R150.00**



Viewing

Ages 5–7 RIC-227
 Ages 8–10 RIC-228
 Ages 11+ RIC-229
R210.00 each



Comprehending the newspaper

Ages 9–113 RIC-218 **R150.00**



Reading comprehension

- present original and exciting passages of fiction to learners
- questions cover the literal, interpretive and evaluative forms
- art forms an integral part of the comprehension process
- each book develops a high-interest theme
- ideal resource to supplement and support your language programme
- educators notes and answers included

Tales to make you smile Ages 6–7 RIC-114

Tales with a moral Ages 8–10 RIC-115

Tales for a dark night Ages 11+ RIC-116

R179.00 each



LIZZIE

AND THE BIRDS



Story Book

Lizzie and the Birds is an imaginative text that will inspire a wide variety of spoken language, reading and writing opportunities and challenging activities.

Written by an experienced educator and English language consultant, this book has enormous potential as a springboard for spoken language, leading into further reading and writing activities.

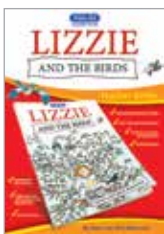
Lizzie and the Birds Reader 6627 **R250.00**

Teacher Guide

Not only do the children get to read a heart-warming story, the educator is able to delve deeper into the story through the use of a comprehensive *Teacher Guide*. The *Teacher Guide* provides fully developed lesson ideas, activities and samples of children's work. Actual classroom displays and projects completed by different classes are included to inspire educators to build a unit of work around the story. The *Teacher Guide* provides photocopiable scaffolds, worksheets, word banks and guided reading question mats, so that educators can immediately deliver the activity in class without having to spend time creating the resources.

The authors were extremely keen that the *Teacher Guide* would support and inspire the educator to get maximum use, benefit and enjoyment out of the story with his/her class. Specific starter lessons for spoken language lessons are provided which can then be developed into further reading and writing activities. Due to the themes within the story, both science and PSHE objectives are also explored. By using this book, there are enough language ideas and cross-curricular activities to get an extended use out of it; potentially a couple of weeks can be spent exploring the book bringing it to life in the classroom.

Lizzie and the Birds Teacher Guide 6628 **R210.00**



Sample pages from the Teacher Guide



New Wave English in practice



An overview of the structure in New wave English in practice

| | UNITS | NUMBER OF QUESTIONS | REVISION SECTION |
|---------------------------|----------------------------|----------------------|---|
| Grade 2 to Grade 3 | 15 units: 10 days per unit | 10 questions per day | revision section 20 questions per section |
| Grade 4 to Grade 5 | 15 units: 10 days per unit | 15 questions per day | revision section 30 questions per section |
| Grade 6 to Grade 7 | 15 units: 10 days per unit | 20 questions per day | revision section 40 questions per section |

Sample page from Grade 2

Spelling

DAY 49

- What letter is missing?
t u w x
- Write the capital letter that goes with **v**.
- Which word is correct?
Joon June
- How many syllables in **shop**?
- Fill in **sh** or **ch**.
pu__
- Circle the correct spelling.
Tuesday Toosday
- Find a small word in **open**.

UNIT 5

- The opposite of **day** is:
night morning
- Fill in **Where** or **Why**.
the toys did you put
- Tick what is missing from the sentence.
My friend gave me a gift
capital letter full stop

DAY 50

- What letter is missing?
o p r s
- Write the capital letter that goes with **q**.
- Which word is correct?
Janyouarry January
- How many syllables in **chip**?
- Fill in **sh** or **ch**.
for__
- Circle the correct spelling.
Wednesday Weddsday
- Find a small word in **then**.

- The opposite of **clean** is:
smelly dirty
- Fill in **Who** or **Why**.
the chicken cross the road?
- Tick what is missing from the sentence.
He can ask his dad to help
capital letter full stop

Phonics

Vocabulary

Grammar

Punctuation

- These six books concentrate on core areas of English language learning.
- Educators will welcome the focus on the common problem areas of English throughout the series.
- The emphasis on practice, repetition and revision will help learners acquire and strengthen the skills they need to be competent and confident in their use of English.
- Confusing words and common errors in writing are targeted to ensure learners develop the knowledge and skills to deal with these issues in their own personal writing.
- The days are labelled using a numbered format allowing educators to use the book flexibly and to suit their own teaching style.
- Revision units, which revise the content, concepts and question types within each unit, are placed at the back of the book.
- Assessment: Learner record sheets have been included in each book helping children to record and monitor their own progress.

New wave English in practice WORKBOOKS

| | | |
|------------------------------|---------|---------|
| New wave English in practice | Grade 2 | PR-6220 |
| New wave English in practice | Grade 3 | PR-6221 |
| New wave English in practice | Grade 4 | PR-6222 |
| New wave English in practice | Grade 5 | PR-6223 |
| New wave English in practice | Grade 6 | PR-6224 |
| New wave English in practice | Grade 7 | PR-6225 |

R120.00 each

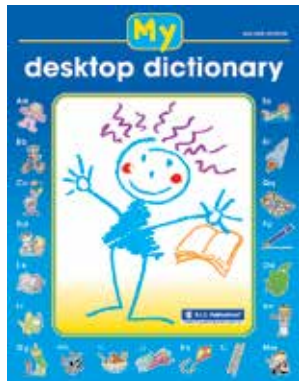
New wave English in practice TEACHERS GUIDE FOR GRADES 2-7



New wave English in practice Teachers guide
PR-6226 **R210.00**

My Desktop dictionary

The ideal language companion for young learners.



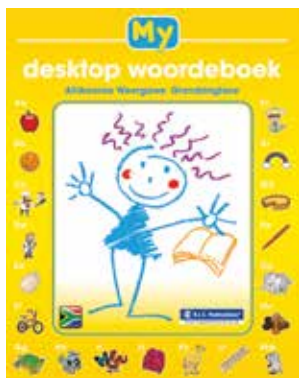
My desktop dictionary is designed, written and illustrated for young children in their first grades of learning. It is a learner dictionary for children who are developing a written vocabulary and contains a wide range of commonly used words. Ample space is provided for recording new words that learners may add to the dictionary.

- handy desktop size, slightly smaller than A4, which allows easy storage
- 26 lists of A-Z words commonly used by children in storywriting
- a blank square on each double page allows children to write letters of the alphabet in the script used in their school
- a popular high-interest theme for each letter of the alphabet is included
- words relating to the theme are surrounded by appealing and informative artwork which will promote language development

Ages 5-8 RIC-1111 R69.00

My Desktop woordeboek

Die My “desktop” woordeboek is ontwerp, geskryf en geïllustreer vir jong kinders wat aan geskrewe taal blootgestel word.



Kenmerke van My “desktop” woordeboek is:

- 'n Handige grootte, kleiner as A4 so dit pas maklik in leerders se laai of tas.
- 'n Lys van A-Z woorde (een per dubbelblad wat gereeld deur leerders in skryfwerk gebruik word).
- 'n Blankoblok op die alfabetbladsye (bl. 4 - 55) wat leerders toelaat om toepaslike letters en woorde in hul eie handskrif te skryf volgens wat hul by skool leer.
- 'n Gewilde, relevante tema vir elke letter van die alfabet en woorde wat met die tema verband hou word omring deur aantreklike en insiggewende kunswerke. Hierdie woorde, saam met die illustrasies, sal taalontwikkeling bevorder, woordeskat uitbrei, dien as boustene vir die uitbreiding van idees en die belangstelling in leer stimuleer.

Anvullende woordelyste oor gewilde onderwerpe en temas aan die einde van die boek.

Ages 5-8 RIC-1060SA R69.00



THE ENGLISH WORKBOOK

The English workbook is designed to develop and improve learners' literacy skills in reading, writing and language conventions. Each grade, learners are tested on the types of literacy skills that are developed using this series.



Analysis

Working with text

Language features

Evaluation

Each book contains:

- ten units of work based on five writing formats
- writing format analysis and practice
- planning proformas specific to each writing genre
- writing activities
- speaking and listening, spelling and vocabulary
- literal, inferential and applied comprehension
- comprehensive literacy teaching and learner practice activities
- group and individual activities
- editing and proofreading checklists
- learner assessment

| The English workbook | | |
|----------------------|--------|----------|
| Grade 1 | Book A | RIC-6353 |
| Grade 2 | Book B | RIC-6354 |
| Grade 3 | Book C | RIC-6278 |
| Grade 4 | Book D | RIC-6279 |
| Grade 5 | Book E | RIC-6280 |
| Grade 6 | Book F | RIC-6281 |
| Grade 7 | Book G | RIC-6282 |

Supported by a teacher resource book. **R120.00** each

- learner analysis of writing form
- speaking and listening
- structure of the writing form
- group and individual activities
- literal, inferential and applied comprehension questions
- vocabulary development and extension
- spelling strategies and rules practice
- specific language features of the particular text, such as proper nouns and imperative verbs and punctuation
- writing activities focused on specific writing skills related to the particular genre
- writing topics set with planning proformas and editing and proofreading checklist
- learner evaluation

TEACHERS RESOURCE BOOK



Features of *The English workbook: Teachers resource book*

- descriptions of the five different writing formats
- photocopiable planning outlines with proformas specific to each writing format
- speaking and listening notes and photocopiable charts
- additional information about vocabulary, useful reference lists and spelling rules
- photocopiable learner editing and proofreading checklists specific to each writing format
- class evaluation sheets to record information about learner understanding and performance
- clear and concise explanations of the included language features
- integrated activities for each specific writing format as it appears in the learner workbook
- comprehensive integrated activity sheets provide cross-curricular extension to stimulate learner interest
- answers to learner activities

| Teachers resource book | | |
|------------------------|--------|----------|
| Grade 1 | Book A | RIC-6355 |
| Grade 2 | Book B | RIC-6356 |
| Grade 3 | Book C | RIC-6303 |
| Grade 4 | Book D | RIC-6304 |
| Grade 5 | Book E | RIC-6305 |
| Grade 6 | Book F | RIC-6306 |
| Grade 7 | Book G | RIC-6307 |

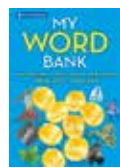
R210.00 each

ALSO AVAILABLE

My word bank

My word bank is designed for primary learners in middle to upper grade levels. It is a learner dictionary to help develop written and oral vocabulary

Ages 8–12 RIC-1092 **R59.00**



Daily dash diary— Writing journal

Designed to promote writing skills by giving learners the opportunity to express their thoughts, feelings and ideas on a wide range of high-interest writing themes. The ideal companion to assist with the development of writing skills. Over 90 stimulating topics to motivate and challenge young writers.

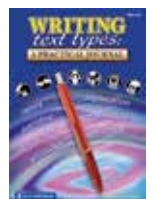
Ages 9–12 RIC-1117 **R55.00**



Writing text types: A practical journal

- six themes, each with 10 writing activities
- tasks cover the seven writing forms within each theme
- explanation of each writing genre, including definition, text structure and language features
- icons indicate each theme being covered

Ages 11+ RIC-6236 **R115.00**



New wave Spelling

A phonics-based approach



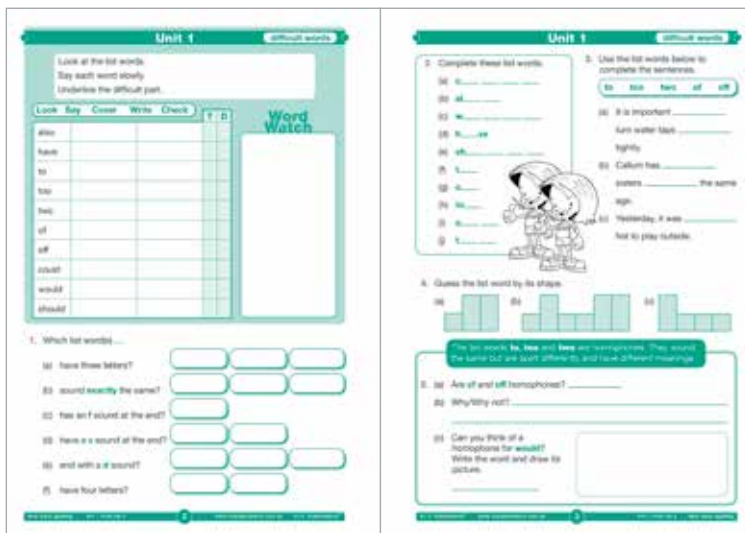
Learner workbooks:

- comprehensive whole-grade programme of 20 units of work
- spelling lists of words with common phonemes represented in different ways
- revision list treated in each unit
- words selected from proven contemporary lists
- variety of activities to develop different strategies for spelling
- teaches spelling rules
- vowel and consonant phonics reference charts

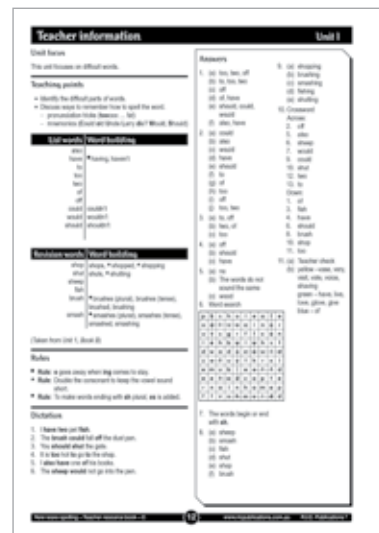
New wave spelling workbooks

| | | | | | |
|---------|--------|----------|---------|--------|---------------------|
| Grade 1 | Book A | RIC-6276 | Grade 5 | Book E | RIC-6271 |
| Grade 2 | Book B | RIC-6268 | Grade 6 | Book F | RIC-6272 |
| Grade 3 | Book C | RIC-6269 | Grade 7 | Book G | RIC-6273 |
| Grade 4 | Book D | RIC-6270 | | | R120.00 each |

Sample pages from Book C workbook



Sample page from Book C Teacher resource

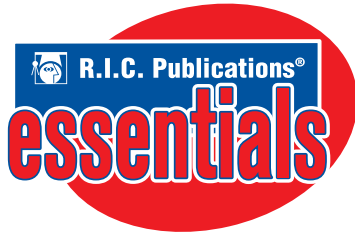


Teacher resource books

- detailed programme outlines on how to use each workbook
- suggested timetables
- unit focus, teaching points, word-building examples, dictation sentences and answers
- evaluation checklists
- spelling activities and games for individual, partner and group work as well as learning centres
- overview of list focus and activity types
- spelling strategy cards
- activities for learners with special needs

New wave spelling: Teacher resource book

| | | | | | |
|--------|----------|--------|----------|--------|---------------------|
| Book A | RIC-6201 | Book D | RIC-6204 | Book G | RIC-6207 |
| Book B | RIC-6202 | Book E | RIC-6205 | | R210.00 each |
| Book C | RIC-6203 | Book F | RIC-6206 | | |



Grammar essentials

- punctuation
 - word classes
 - text level grammar
- Ages 9–14 RIC-6801 R45.00

Learners will find these attractive, easy-to-use reference materials crucial to everyday learning and teaching. Laminated for durability, the *Essential study guides* come in a convenient A4 size specifically designed to fit neatly into a standard ring binder or just stand alone. Or, perhaps, have a set at home and a set at school (parents will find them a fantastic resource to have at home, too!)

There are three guides available for upper primary learners:



Writing essentials

- writing frameworks
 - poetry frameworks
 - hints and tips to improve writing
 - proofreading and editing checklist
 - ideas and tips for note-taking
 - literary terms and devices
 - constructing text
- Ages 9–14 RIC-6803 R45.00

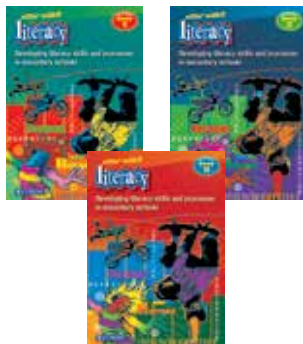


Spelling essentials

- spelling rules
 - common spelling for sounds
 - prefixes and suffixes
 - homophones
 - difficult words
- Ages 9–14 RIC-6802 R45.00

Secondary **NEW WAVE** literacy

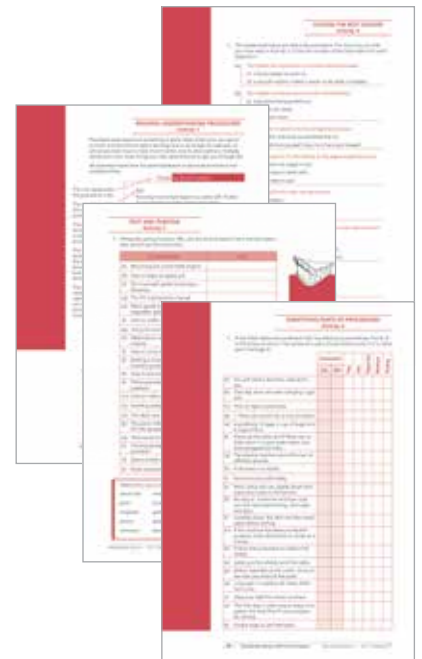
Developing literacy skills and processes in secondary schools



- a three-book literacy skills workbook resource—the perfect resource to support any literacy programme
- a programme of skill development focusing on upper-level thinking skills that underpin literacy competence
- based on a modern text approach to reading and writing
- content themes are based on interests of learners at each level
- process themes are a sequential development of the reading and writing processes
- skills are treated in the context of a high-interest theme
- reflects the technical age to which schools and children belong
- organised into easily managed modules built around a theme
- can be used in group or independent learner situations
- provides a developmental, sequential coverage of major literacy skills

Ages 12–14
 Book 1 RIC-1179
 Book 2 RIC-1180
 Book 3 RIC-1181
 R100.00 each

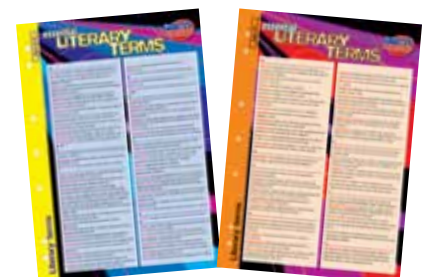
Sample pages from Book 2



Essential study guides for secondary English

These comprehensive, easy-to-use references provide clear, concise definitions of the literary terms learners need to understand and use in describing specific features of narrative, poetic and dramatic texts.

Laminated for durability, these two *Essential study guides for secondary English*, for ages 12–15 and 15+, are presented in A4 size, specifically designed to fit neatly into a standard ring binder or be used as a handy desk reference.



Essential study guides for secondary English
 Ages 12–15 RIC-6804
 Ages 15+ RIC-6805
 R45.00 each



The English workbook

- Grade 1 Book A RIC-6353
- Grade 2 Book B RIC-6354
- Grade 3 Book C RIC-6278
- Grade 4 Book D RIC-6279
- Grade 5 Book E RIC-6280
- Grade 6 Book F RIC-6281
- Grade 7 Book G RIC-6282

R120.00 each



Primary comprehension

- Grade 1 Book A RIC-6253
- Grade 2 Book B RIC-6254
- Grade 3 Book C RIC-6255
- Grade 4 Book D RIC-6256
- Grade 5 Book E RIC-6257
- Grade 6 Book F RIC-6258
- Grade 7 Book G RIC-6259

R210.00 each



Teaching comprehension strategies

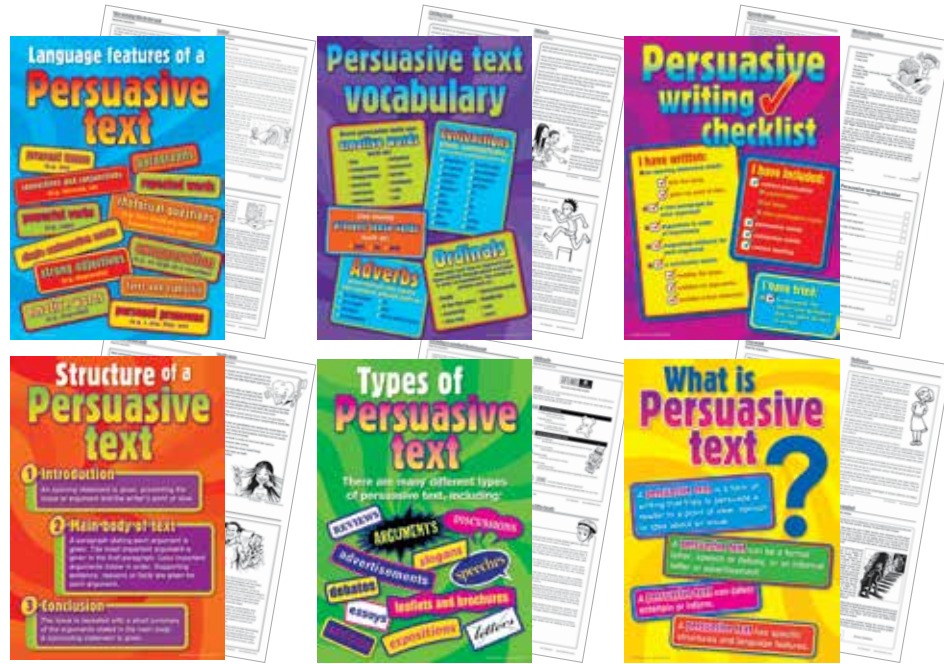
- Grade 1 Book A RIC-6296
- Grade 2 Book B RIC-6297
- Grade 3 Book C RIC-6298
- Grade 4 Book D RIC-6299
- Grade 5 Book E RIC-6300
- Grade 6 Book F RIC-6301
- Grade 7 Book G RIC-6302

R210.00 each

Persuasive texts

- 6 boldly-coloured A2 (594 mm x 420 mm) posters in each set
- suitable for classroom or library, permanent or casual display
- 4 blacklines on the back of each posters

RIC-7089 **R460.00** (set of 6 posters)



Comprehension skills

A set of 12 A2-sized laminated posters that methodically and graphically set out the steps required to utilise the defined strategies/skills to achieve comprehension mastery. The strategies are defined as: cause and effect, concluding, fact or opinion, finding information, inferring, point of view and purpose, predicting, sequencing, similarities and differences, summarising, (finding) the main idea, and understanding words.

RIC-7067 **R610.00** (set of 12 posters)



Introducing text types

Colourful posters, each covering a popular writing genre. Each poster contains a definition and explanation of the writing genre, plus an annotated example. Written for younger primary learners, but also ideal for older learners with special needs.

RIC-7004 **R460.00** (set of 6 posters)



Understanding text types

Colourful posters, each covering a popular writing genre. Each poster contains a definition and explanation of the writing genre, plus an annotated example on the reverse.

RIC-7005 **R460.00** (set of 6 posters)



Full educator support on the reverse of each poster



Introducing text types
RIC-6951
R460.00

Understanding text types
RIC-6952
R460.00

Spelling rules posters

- These posters cover a range of spelling rules, conventions and difficult words to spell. Each set contains 12 colourful and durable A3 posters graduating in difficulty.
- Useful learning tools to teach, consolidate or remind learners of important spelling conventions.

Set 1 **RIC-P7097 R610.00**

Set 2 **RIC-P7098 R610.00**

Set 3 **RIC-P7099 R610.00**



Software may be copied and installed on multiple computers at your school.



New wave English in practice WORKBOOKS

- Grade 2 PR-6220 Grade 3 PR-6221
 - Grade 4 PR-6222 Grade 5 PR-6223
 - Grade 6 PR-6224 Grade 7 PR-6225
- R120.00** each



Primary grammar and word study

- Grade 1 Book A RIC-6240
 - Grade 2 Book B RIC-6241
 - Grade 3 Book C RIC-6242
 - Grade 4 Book D RIC-6243
 - Grade 5 Book E RIC-6244
 - Grade 6 Book F RIC-6245
 - Grade 7 Book G RIC-6246
- R210.00** each

Introducing punctuation

- boldly-coloured A2 (594 mm x 420 mm) posters in each set
- suitable for classroom or library, permanent or casual display
- easy-to-read text set at the learners' comprehension levels
- examples chosen for their direct learner relevance
- strongly laminated for durability and ease of cleaning
- ideal for introducing the most common forms of punctuation to younger primary learners, as a reinforcement resource, or as a ready reference for older learners

RIC-7015 **R460.00** (set of 6 posters)



Introducing parts of speech

A set of six boldly-coloured A2-sized posters aimed at introducing the most common parts of speech—nouns and pronouns, verbs, adverbs, adjectives, conjunctions and prepositions—with simple definitions and examples.

RIC-7013 **R460.00** (set of 6 posters)



Understanding parts of speech

A set of six boldly-coloured A2-sized posters aimed at consolidating the most common parts of speech—nouns and pronouns, verbs, adverbs, adjectives, conjunctions and prepositions, and interjections—with comprehensive definitions and examples.

RIC-7014 **R460.00** (set of 6 posters)



Introducing parts of speech

RIC-6953
R460.00



Introducing punctuation

RIC-6954
R460.00

Software may be copied and installed on multiple computers at your school.





Higher-order Thinking Skills focuses on the critical and creative thinking skills that learners need in their daily life. The unique activities stimulate learners and promote them to 'think outside the box'.

In the fast-paced and ever-changing world we live in, never has there been a more important time to develop critical thinking skills—but how do you fit this into an already-packed schedule? Prim-Ed Publishing has the answer with the latest release, *Higher-order Thinking Skills*. Through a range of engaging and challenging activities designed to test and strengthen problem-solving skills, this series helps learners make deeper connections by integrating their learning across key curriculum areas.

Features:

- activities that build and grow learners' problem-solving skills through engaging logic puzzles, brainteasers and more
- each activity focuses on a behavioural verb such as analyse, predict or design, and integrates into a different curriculum area
- a mixture of short early-finisher activities, and more involved tasks
- learners gain meaningful practice that they can apply across subject areas and in life

- Level 1 8454
- Level 2 8455
- Level 3 8456
- Level 4 8457
- Level 5 8458
- Level 6 8459
- R210.00** each

What do you see?
 visualise: to imagine how something will look.
 Read the poem. Visualise what it is describing, then circle the picture that looks most like what you pictured in your mind.
 Shiny wet skin
 Wide eyes watching
 Being very still
 In the open wild
 [Images of a dolphin, a fish, and a turtle]

A new ending
 rewrite: to change something by writing it again
 Read about the problem in the story, then complete the tasks.
 In the story of Goldilocks and the three bears, a young girl named Goldilocks wanders into the bears' house. She needs food and a place to rest. She eats the bears' food and rests on their furniture. When the bears come home, they are angry. Goldilocks is scared and runs away.
 1. What rule did Goldilocks break?
 2. What problem did the characters have?
 Goldilocks _____
 The bears _____
 3. Rewrite the ending of the story so that the characters solve their problems.

Crack the code
 explain: to give good reasons for your thoughts or for what you did
 Oh, no! Someone wrote a maths problem on a piece of paper, but it's in code. Use the clues to deduce what number each letter stands for, then rewrite the maths problem in the box, replacing the letters with numbers.
 A, B, C and D are different digits.
 A and C are odd.
 B and D are even.
 C is greater than 1.
 CA
 + CB

 DC
 [Illustration of a girl]
 Work space
 1. the maths problem with numbers
 [Grid for numbers]
 2. Explain what you did to solve the problem.

Sample pages from Book 3

Bullying



PHOTOCOPIABLE RESOURCE

- contains English, SOSE and health activities
- open-ended activities which encourage exploration and discussion of feelings and ideas
- educators notes for each page, including educator information, discussion points and bullying facts
- generic pages, including a letter to parents, incident proforma and learner self-assessment of behaviour

Targeting bullying?

➤ Identify ➤ Cope ➤ Prevent

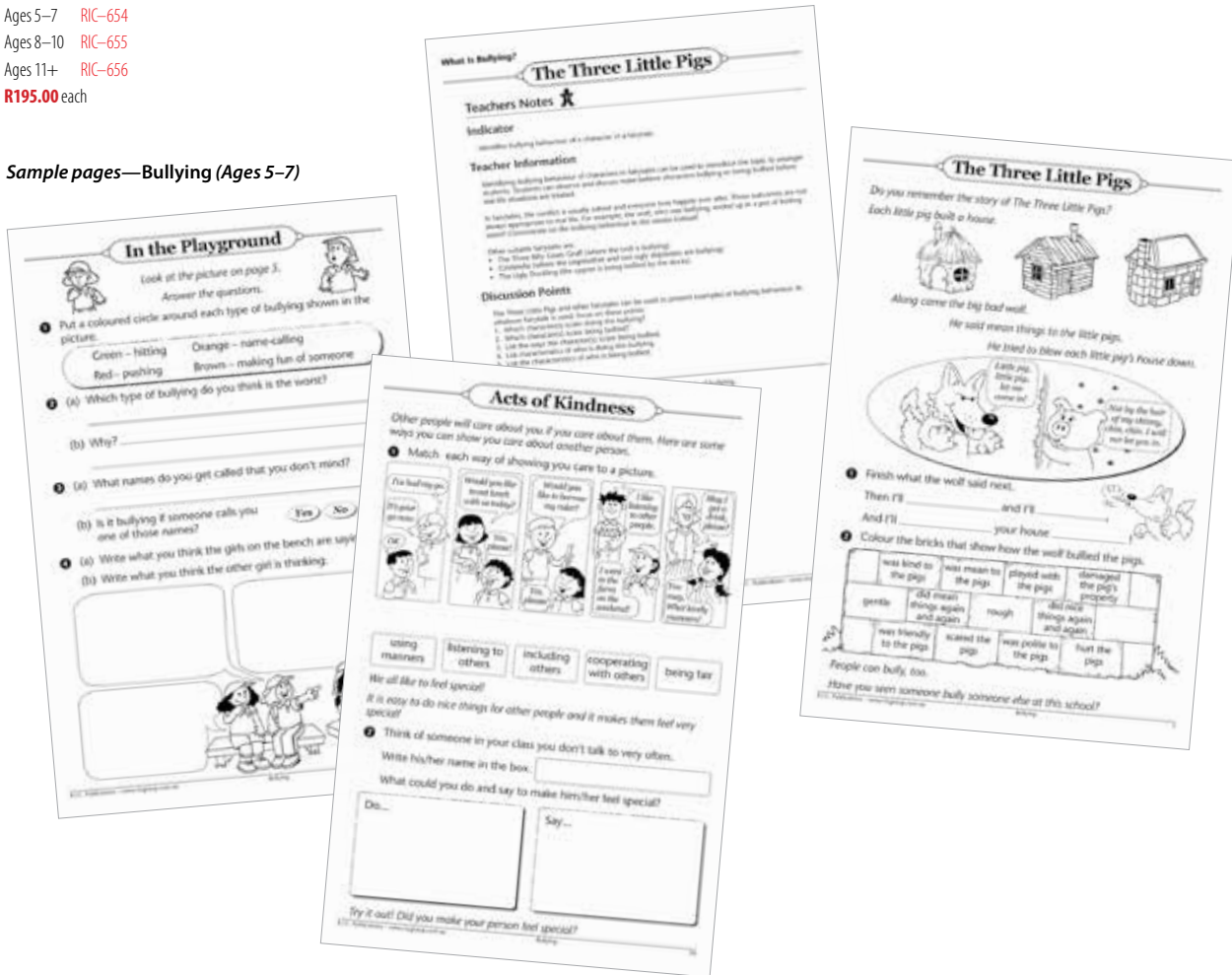
Ages 5–7 RIC-654

Ages 8–10 RIC-655

Ages 11+ RIC-656

R195.00 each

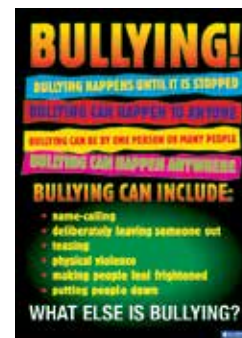
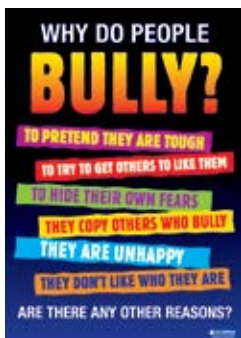
Sample pages—Bullying (Ages 5–7)



Bullying posters

RIC-7001

R460.00 (set of 4 posters)



BULLYING IN A CYBER WORLD :-)



PHOTOCOPIABLE RESOURCE

Supporting educators pages contain:

- a focus identifying the main purpose of the learner activity
- background information
- an introduction to the activity
- questions to promote discussion
- answers, as necessary
- supporting exercises to further develop the learner activity.

Learner activity pages include:

- a stimulus text, to promote discussion
- a comprehension activity, 'Write about it', in which learners demonstrate what they have learned from the stimulus text
- an extension activity, encouraging learners to think about the focus and relate it to their own lives.

Educators notes include:

- detailed information about the aspects of bullying covered in the book
- suggestions for promoting a 'bully safe' school environment
- a sample bullying incident report for educators
- a sample bullying incident report for learners
- anti-bullying pledges for the whole class, individuals and use in homes
- merit certificates and bookmarks to be awarded for demonstrations of positive behaviour against bullying
- a sample learner internet safety checklist
- a sample parent internet safety checklist
- a list of useful websites and literature resources to promote understanding of and information for dealing with bullying.

Early learning RIC-6450

Ages 6-8 RIC-6451

Ages 9-10 RIC-6452

Ages 11-13 RIC-6453

R210.00 each

Bullying in a cyber world (Ages 6-8)

Anti-bullying pledge

School: _____ Class/Group: _____

We want everyone to be safe and happy at school. We don't want bullying.

We promise to:

- be nice to everyone
- not bully
- tell if we see someone being bullied
- help someone being bullied
- tell the bully to stop

Class teacher: _____

Ouch! That hurts!

READ ABOUT IT

There are many ways someone can hurt us, like ...

hitting, pinching, pushing, kicking

We are also hurt when someone does something to our things, like ...

breaking them, taking them, throwing them at us

WRITE ABOUT IT

Use the clues to place the bold words from above in the puzzle.

Across

1. Do this with your hands.
5. This means destroying.
7. Do this with your feet.

Down

2. You need a good aim.
3. Squeezing a tiny bit of skin.
4. Shoving
6. This means stealing.

MORE ABOUT IT

Write some other ways a bully can harm a person's body or things.

Be cybersmart!

When online, never give your:

- passwords
- phone numbers
- your address
- family details
- school or study names

- Don't open messages from strangers.
- Never tell others your passwords.
- Don't reply to nasty messages.
- Keep and show an adult any nasty messages.

Bullying!

Bullying is ...

wrong hurtful

done on purpose done again and again

It is something that can happen:

to anyone anywhere anytime in any way

Bullying!

Bullying is ...

- taking someone's things
- telling lies about someone
- saying you'll hurt someone
- calling someone names
- making fun of someone
- hurting someone
- leaving someone out
- getting others to bully someone

Bullying in a cyber world posters (Lower)

A set of six A2-sized laminated posters with bold, easy-to-read text aimed at the learners' level of understanding.

RIC-7085

R460.00 (set of 6 posters)

Bystanders!

If you see someone being bullied, you can help by:

- not laughing
- telling the bully to stop
- not joining in
- telling an adult about it

If you join in or do nothing, YOU are a bully, too!

Cyberbullying!

Cyberbullying is ...

- wrong
- often done secretly

using these things to hurt someone:

- computers
- mobile phones

Dealing with bullying!

- ★ Ask someone for help.
- ★ Stay with friends.
- ★ Try not to look upset or scared.
- ★ Keep away from bullies.

You can:

- ✓ tell bullies you don't like what they're doing
- ✓ tell the bully to stop

AWESOME art AND craft

Sample pages—Awesome art and craft Book 3

Awesome art and craft is a three-book collection of vibrantly creative and uniquely inventive art and craft projects for children.

Featuring stunning, full-colour photography and an innovative design, the series encourages children of all ages to develop, explore and enhance their visual arts experience.

Each book is tailored to suit a specific age range, with Book 1 aimed at ages 3–5; Book 2 targeting ages 6–7 and Book 3 focused on learners aged 8+. In addition to this, many projects include instructions on how to extend and improve the activities for older learners or how to simplify them for younger ages.

Features:

- Easy-to-follow, step-by-step, instructions
- Each step is also accompanied by a full-colour photograph, giving visual support to the written explanation
- Learners can independently follow the process via the high-quality images, rather than relying solely on textual instructions
- Detailed class preparation notes on how to set up each activity
- Each project utilises inexpensive, recycled or readily-available materials
- Clear explanations of visual arts terminology and techniques, along with instructions on how to apply these principles to children's art
- An extensive range of visual arts processes, including drawing, painting, collage, sculpture, textile art, paper mâché, puppet making, costumes, colour theory, mosaics and much more!

Ages 4–5 Book 1 RIC-6598
Ages 6–7 Book 2 RIC-6599
Ages 8–11 Book 3 RIC-6600

R240.00 each



Exploring visual arts

Features

- full-colour photographs of each completed art project
- comprehensive educators notes
- the number of lessons (duration) to complete each art project
- step-by-step instructions
- materials required to complete each project
- evaluation points in all four strands of visual arts
- additional educator resources including sample art assessment checklist, blank art assessment checklist, learner self-assessment sheet, 'Looking at art' sheet (for use when viewing and discussing artworks), 'Elements of art' labels, reward ribbons, sample activity cards and templates
- time saving tips
- an example of each piece of art is also provided on CD as a visual image for display to the class on completion of the unit, via computer projection or interactive whiteboard

Ages 5-7 Book 1 RIC-6582
Ages 8-10 Book 2 RIC-6583
Ages 11+ Book 3 RIC-6584
R220.00 each



Includes bonus CD
of all artwork in every level.

Exploring visual arts is a series of full-colour books designed to provide teachers with a range of art lessons. The series of books offers effective, easy-to-use, practical teaching strategies. The activities provide skills, techniques and ideas to satisfy curriculum requirements through classroom-tested art projects based on different topics suited to each age level.



PRIMARY Art



Primary art is a series of seven books which provide a straightforward, no-nonsense approach to visual arts. These visually stunning books present learners with a wealth of techniques and skills to make their work creative and meaningful. It is a high-quality, ready-to-use resource for even non-specialist art educators.

- 30 activities at each level range from 'quick and easy' to 'more sophisticated'
- lessons can be easily rearranged to suit special days, events or celebrations
- each lesson has a reflection sheet for meaningful learner self-evaluation, as well as a task assessment sheet, which identifies a learner's performance in terms of the stated criteria and objectives
- educators notes provide suggested starting and stimulus discussions
- all activities develop and expand across the Grade levels
- activities are multi-skilled and require only basic arts supplies or 'useful junk'
- codes are used to identify which of the four art strands is being addressed in each activity

Ages 5–6 Book A RIC-6586
 Ages 6–7 Book B RIC-6587
 Ages 7–8 Book C RIC-6588
 Ages 8–9 Book D RIC-6589
 Ages 9–10 Book E RIC-6590
 Ages 10–11 Book F RIC-6591
 Ages 11+ Book G RIC-6592
R240.00 each

Sample pages— Primary art Book B



Sample pages— Primary art Book D



Sample pages— Primary art Book G

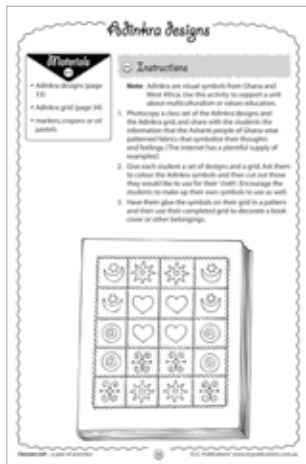




Classroom craft is a useful educator resource that provides fun and easy craft projects which will capture your learners' interest and foster excitement and creativity for the entire school year. All projects are simple, low-preparation activities.

- over 60 craft projects
- a variety of styles of craft projects
- projects for the entire year
- projects utilise easily-available materials
- resource sheets make preparation easy
- full instructions
- an artist's impression of each completed craft project
- letter to parents requesting resources
- information about starting craft projects

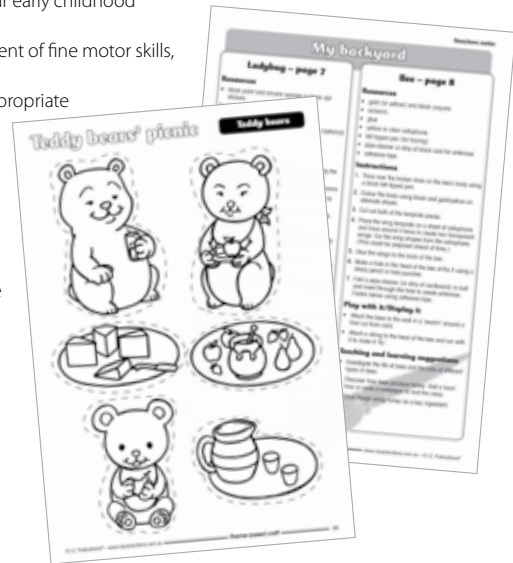
Ages 5–8 RIC-6595
R210.00



Theme-based craft is a comprehensive, well-organised resource of interesting, age-appropriate craft activities based on the following popular early childhood themes: My backyard, Space, The circus, The farm, Transport, The zoo, Colours, Fairies, The beach, Teddy bears and Dinosaurs.

- a comprehensive collection of more than 60 craft activities to be completed by kindergarten children
- based around 11 popular early childhood themes
- supports the development of fine motor skills, creativity and literacy
- challenging but age-appropriate fine motor tasks
- practice in cutting, tracing, colouring and gluing
- opportunities to construct craft with minimal adult help, fostering independence and promoting self-esteem

Ages 3–5 RIC-6585
R210.00



Super Stickers

SEE PAGES
57-64



Merit stickers

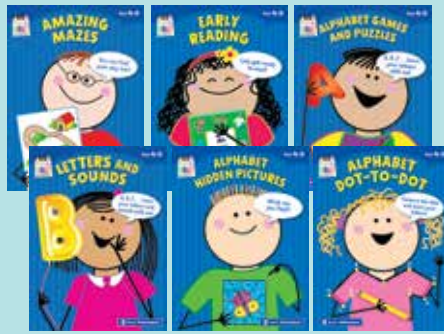


Posters



Maths equipment

Stick Kids® English – WORKBOOKS



Ages 4–5
 Amazing mazes RIC-7502
 Early reading RIC-7503
 Alphabet games and puzzles RIC-7508
 Letters and sounds RIC-7509
 Alphabet hidden pictures RIC-7510
 Alphabet dot-to-dot RIC-7511
R65.00 each

Sample pages from *Alphabet hidden pictures* ►



Ages 5–6
 Amazing mazes RIC-7536
 Beginning reading RIC-7539
 Phonics fun RIC-7541
 Sight words RIC-7542
 Reading puzzlers RIC-7543
 Super sight word search RIC-7544
 Vocabulary word search RIC-7545
R65.00 each

Sample pages from *Super sight word search* ►



Ages 6–7
 Sight words RIC-7518
 Reading puzzlers RIC-7519
 Reading comprehension RIC-7520
 Word wizard RIC-7521
 Word searcher RIC-7522
 Phonics fun RIC-7523
R65.00 each

Sample pages from *Reading puzzlers* ►



Ages 7–8
 Reading comprehension RIC-7527
 Word wizard RIC-7528
 Word searcher RIC-7529
R65.00 each

Sample pages from *Word searcher* ►



Ages 8–9
 Reading comprehension RIC-7530
 Wild word searches RIC-7533
 Word wizard RIC-7534
R65.00 each

Sample pages from *Reading comprehension* ►



Ages 4-5

- Early maths RIC-7501
 - Patterns and sequence RIC-7504
 - Numbers hidden pictures RIC-7505
 - Numbers dot-to-dot RIC-7506
 - Number fun RIC-7507
 - Tracing and cutting RIC-7512
- R65.00 each**



Stick Kids® Maths – WORKBOOKS



Research has shown that repetition is essential for the brain to learn and recall information. The engaging activities in this book will provide your learners with repeated practice of year-level-appropriate vocabulary and maths skills. This kind of practice helps develop fluency and builds a strong foundation in mathematical thinking and reasoning and other important skills for academic success.

Whether learners need extra practice with year-level skills or a head start on next year, Stick Kids® workbooks offer engaging activities, games and puzzles that help make learning lots of fun. Each 56-page book features full-colour activities, a list of the skills, and an explanation of why those skills are important for development. Also included are helpful tips, an answer key, a handy tracking sheet, stickers for acknowledging achievements, and appearances by the lovable Stick Kids!

These handy-sized skill practice workbooks are perfect for use at school, or as entertaining activities on the go. Tuck them into a backpack or travel bag. Great for school holidays and year-long practice.



Sample pages from *Number fun*

Ages 5-6

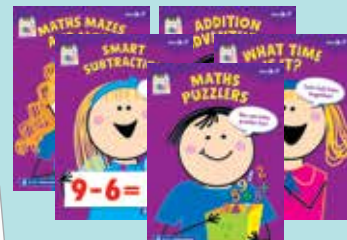
- Beginning maths RIC-7535
 - Patterns and sequence RIC-7537
 - Counting fun RIC-7538
 - Telling time RIC-7540
- R65.00 each**



Sample pages from *Telling time*

Ages 6-7

- Maths mazes and more RIC-7513
 - Addition adventures RIC-7514
 - Smart subtraction RIC-7515
 - What time is it? RIC-7516
 - Maths puzzlers RIC-7517
- R65.00 each**



Sample pages from *Maths puzzlers*

Ages 7-8

- Awesome addition RIC-7524
 - Super subtraction RIC-7525
 - Maths puzzlers RIC-7526
- R65.00 each**



Sample pages from *Super subtraction*

Ages 8-9

- Multiplication and division RIC-7531
 - Maths puzzlers RIC-7532
- R65.00 each**



Sample pages from *Multiplication and division*



Early finishers

- a variety of reproducible, ready-to-use puzzles and brain-teasers to motivate learners, keeping them actively and constructively engaged as they practise a range of skills
- activities focus on the areas of looking at words, working with numbers, critical thinking, following directions, looking at pictures and getting creative
- activities can be completed individually or with a partner or small group
- encourages working independently of the educator
- individual learner record sheet
- answers

| | | |
|---------|--------|----------|
| Grade 1 | Book A | RIC-6394 |
| Grade 2 | Book B | RIC-6395 |
| Grade 3 | Book C | RIC-6396 |
| Grade 4 | Book D | RIC-6397 |
| Grade 5 | Book E | RIC-6398 |
| Grade 6 | Book F | RIC-6399 |
| Grade 7 | Book G | RIC-6400 |

R210.00 each



Primary Mathematics: Back to basics

| | | |
|---------|--------|----------|
| Grade 1 | Book A | RIC-6056 |
| Grade 2 | Book B | RIC-6057 |
| Grade 3 | Book C | RIC-6058 |
| Grade 4 | Book D | RIC-6059 |
| Grade 5 | Book E | RIC-6060 |
| Grade 6 | Book F | RIC-6061 |
| Grade 7 | Book G | RIC-6062 |

R210.00 each



Finished already!

- blackline masters that are designed to develop and consolidate skills
- covers major curriculum areas
- encourages the development of problem-solving strategies
- contains topics that are of high interest to children
- provides a basis for the development of classroom learning centres

| | |
|-----------|---------|
| Ages 5-7 | RIC-471 |
| Ages 8-10 | RIC-472 |
| Ages 11+ | RIC-473 |

R210.00 each



Relief teacher pack

- includes a range of activities covering the areas of English, Maths, Science, Society and Environment
- each page can be broken into two or more parts and can be presented as separate lessons, worksheets or as reinforcement activities
- the blackline masters are designed to be easy to use, with little preparation or equipment required
- introductory and follow-up activities that may be needed, as well as educators notes

| | |
|-----------|---------|
| Ages 5-7 | RIC-395 |
| Ages 8-10 | RIC-396 |
| Ages 11+ | RIC-397 |

R220.00 each



Multiple intelligences

- educator and learner self-assessment proformas to identify individual intelligence strengths and weaknesses
- overview pages providing further topic development and extension
- learner self-assessment pages
- comprehensive educators notes, answers and additional activities

| | |
|-----------|---------|
| Ages 5-7 | RIC-747 |
| Ages 8-10 | RIC-748 |
| Ages 11+ | RIC-749 |

R220.00 each



The relief teacher

- detailed educators information about how to use the books
- class record sheets for efficient maintenance of records
- a educators page accompanying each learner worksheet including learning areas covered, indicators, specific resources required for the activities, specific websites where appropriate, detailed lesson plan and organisation suggestions, additional activities and answers where necessary
- learner worksheets provide a range of activities to assist in the development of skills across a variety of learning areas
- theme pack, including stand-alone learner worksheets which may be brought together as a short topic or used as a springboard for a long-term relief project

| | |
|---------|---------|
| Grade 1 | RIC-756 |
| Grade 2 | RIC-757 |
| Grade 3 | RIC-758 |
| Grade 4 | RIC-759 |

R220.00 each

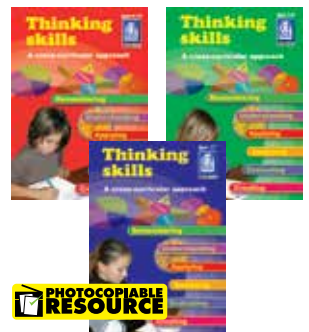


Welcome relief

- provides the answer to situations when the normal teaching program is suspended
- age-specific blackline masters which contain a one-week program of work covering all major components of the curriculum
- includes comprehensive educators notes, directions and worksheets

| | |
|---------|---------|
| Grade 1 | RIC-421 |
| Grade 2 | RIC-422 |
| Grade 3 | RIC-423 |
| Grade 4 | RIC-424 |
| Grade 5 | RIC-425 |
| Grade 6 | RIC-426 |
| Grade 7 | RIC-427 |

R210.00 each



Thinking skills

- curriculum links to key learning areas
- comprehensive educator information, including skill definitions and ideas for developing and assessing each skill
- overview of activities
- additional theme-based thinking challenges for independent student work or extension
- metacognitive thought suggestions for each activity
- educators notes for each learner page, including indicators, additional activities and answers
- title page for each thinking skill
- learner self-evaluation pages
- six activities encompassing six learning areas for each thinking skill
- wide variety of fun and interesting activities

| | |
|-----------|----------|
| Ages 5-7 | RIC-6401 |
| Ages 8-10 | RIC-6402 |
| Ages 11+ | RIC-6403 |

R220.00 each

Merit stickers

Each pack contains 100 stickers. 5 sheets of 4 designs (size 27 mm).



HAPPY BIRTHDAY
RIC-9232
MSA-9232



SMILEY FACE
RIC-9239



STAR
RIC-9240
MSA-9240



YOU'RE A STAR
RIC-9241
MSA-9241



R39.00
per packet



DRAGONS
RIC-9242
MSA-9242



SEA
RIC-9243
MSA-9243



DINOSAURS
RIC-9244
MSA-9244



POLAR ANIMALS
RIC-9245
MSA-9245



SPACE
RIC-9246
MSA-9246



MONSTERS
RIC-9247
MSA-9247



BEE – WELL DONE
RIC-9249
MSA-9249



R39.00
per packet

= Afrikaans version also available. Please use MSA code.

Merit stickers

Each pack contains 100 stickers. 5 sheets of 4 designs (size 27 mm).

LADYBIRD –
SPOT ON
RIC-9252
MSA-9252



MONKEY–
WOW!
RIC-9263
MSA-9263



TIE-DYED
RIC-9264
MSA-9264



SUPER GIRL
RIC-9270
MSA-9270



SUPER BOY
RIC-9271
MSA-9271



SWIRLS
RIC-9273
MSA-9273



GOLD/SILVER
BRONZE
RIC-9274
MSA-9274



R39.00
per packet

FUNNY
SMILEYS
RIC-9275



PIRATES
RIC-9278
MSA-9278



PINWHEEL
RIC-9279
MSA-9279



GOOD AT
MATHS
RIC-9281
MSA-9281



GOOD
READING
RIC-9280
MSA-9280



VERY GOOD
RIC-9288
MSA-9288



WELL DONE
RIC-9289
MSA-9289



R39.00
per packet

✓ = Afrikaans version also available. Please use MSA code.

Mini merit stickers

Each pack contains 280 stickers. 5 sheets of 7 designs (size 15 mm).

MINI MERITS CREEPY CRAWLIES RIC-9282

MINI MERITS SEA CREATURES RIC-9283

MINI MERITS ZOO ANIMALS RIC-9284

R39.00
per packet

SPACE RIC-9266

SMILEY STARS RIC-9267

MINI MERITS CIRCUS CLOWNS RIC-9285

MINI MERITS FUNNY FACES RIC-9286

MINI MERITS DINOSAURS RIC-9287

MONSTERS RIC-9265

Principal stickers



PRINCIPAL'S AWARD RIC-9234 MSA-9234 R39.00 per packet

Each pack contains 100 stickers. 5 sheets of 4 designs (size 27 mm).

R39.00
per packet



PRINCIPAL'S STICKERS R50.00 per packet

Each pack contains 48 stickers of the same design (size 42 mm)



PA 1

R50.00
per packet



PA 1

= Afrikaans version also available. Please use MSA code.

Merit stickers

Each pack contains 72 adhesive labels with 4 different designs (size 26 mm).

SMILES
MS 9



PETS
MS 10



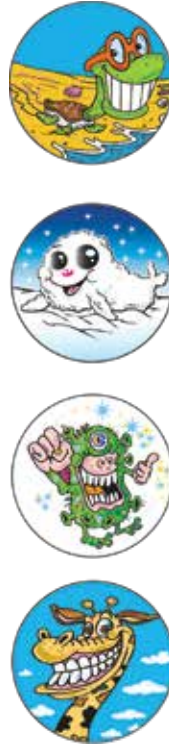
STARS
MS 12



SMILES 2
MS 16



FUNNY ANIMALS
MS 17



BUGS 1
MS 51
MSA 51



BUGS 2
MS 52
MSA 51



R29.00
per packet

FROG WORDS
MS 53
MSA 53



EFFORT MONSTERS
MS 65



MUSICAL
MS 66



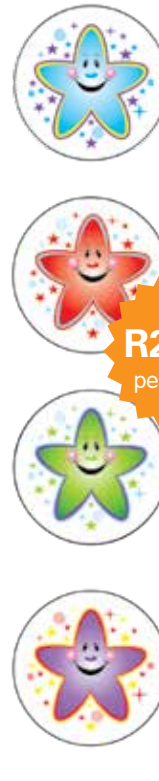
COOL BEAN
MS 75
MSA 75



HAPPY FACE
MS 79



STARS
MS 81



CUTE BUGS
MS 82



R29.00
per packet

= Afrikaans version also available. Please use MSA code.

Merit stickers

Each pack contains 72 adhesive labels with 4 different designs (size 26 mm).



SEA CREATURES
MS 90
MSA 90



HIPPUS
MS 91
MSA 91



SPRINGBOK
MS 92
MSA 92



GIRAFFE
MS 93
MSA 93



SCIENCE
MS 94
MSA 94



JELLYFISH
MS 95



ZEBRA
MS 96
MSA 96



RHINOS
MS 97
MSA 97



MATHS LIONS
MS 98
MSA 98



FOOTBALL
MS 99
MSA 99



BUG WORDS
MS 106
MSA 106



BUTTERFLY
MS 108
MSA 108



TEDDY BEAR
MS 109
MSA109



WOW WORDS
MS 117
MSA 117



R29.00 per packet

= Afrikaans version also available. Please use MSA code.

Merit stickers

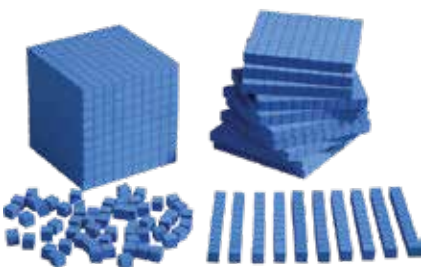
Each pack contains 72 adhesive labels with 4 different designs (size 26 mm).

| | | | | | |
|--|---|---|--|---|---|
| <p>CATERPILLAR MS 118 MSA 118</p>  | <p>FACE WORDS MS 122 MSA 122</p>  | <p>STAR WORDS MS 123 MSA 123</p>  | <p>MONSTER WORDS MS 125 MSA 125</p>  | <p>LITTLE BEASTS MS 128 MSA 128</p>  | <p>BIRTHDAY GREETINGS MS 132 MSA 132</p>  |
|--|---|---|--|---|---|

R29.00
per packet



BLANK STUDENT NUMBER LINES, SET OF 10
Featuring a single line on one side, and two number lines on reverse- these write-on/ wipe-off cards are ideal to help learners solve operations, ratio, and a variety of other problems. 4" x 20" each.
CODE: 211775W R215.00



SMALL GROUP BASE TEN KIT (PLASTIC)
The Base ten kit includes 100 unit cubes, 10 ten rods, 10 hundred flats and 1 thousand block.
CODE: 2-K24W R280.00



COUNTING STICKS 500 ASSORTED
CODE: E14 R90.00



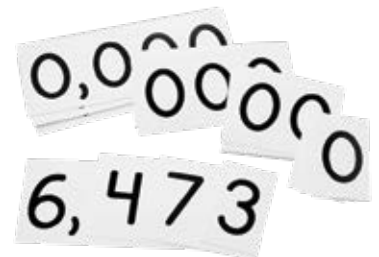
TEACHERS CLOCK WITH BACK CONTROL
CODE: E6 R295.00



12-HOUR LEARNER CLOCK, SET OF 6
CODE: E5 R280.00



PLAY MONEY NEW NOTES
CODE: E19 R195.00



EUREKA MATH WHOLE NUMBER PLACE VALUE CARDS
Set of 40 cards in four sizes (2.5" x 4", 5" x 4", 7.5" x 4", 10" x 4") to show place value from ones to thousands. Cards are printed on durable laminated cardstock and packaged in a re-sealable zip-lock bag.
CODE: 600547W R215.00



SLIDE ABACUS
SIZE: 15 CM X 23 CM
CODE: E7 R105.00

Sticker Theme packs

Only **R89.00** per pack (5 x A4 sheets)

All packs include five sheets of stickers.

Regular pack: 270 stickers Mini-stars pack: 750 stickers



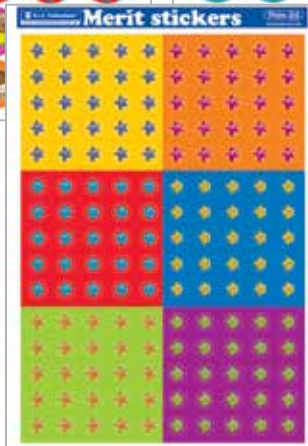
MIXED THEME PACK
RIC-9210
R89.00



DINOSAURS RIC-9220 R89.00



SPACE
RIC-9219
R89.00



MINIBEASTS RIC-9222 R89.00

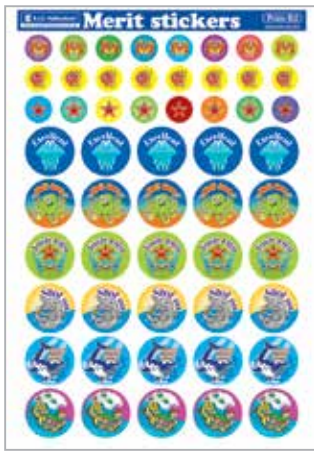


MINI-STARS
RIC-9212
R89.00

CHRISTMAS RIC-9214 R89.00



THE SEA RIC-9221 R89.00



SIX KINDS OF BEST RIC-9211 R89.00



EASTER RIC-9216 R89.00



EARLY YEARS THEMES: PEOPLE RIC-9224 R89.00

STARS AND SMILEYS
RIC-9215 R89.00



R89.00
per packet

Sticker Theme packs

Only **R89.00** per pack (5 x A4 sheets)



All packs include five sheets of stickers.

Regular pack: 270 stickers

Mini-stars pack: 750 stickers

R89.00
per packet

EARLY YEARS THEMES: PLACES **RIC-9223 R89.00**



EARLY YEARS THEMES: ANIMALS **RIC-9225 R89.00**



EARLY YEARS THEMES: SCIENCE **RIC-9226 R89.00**



EARLY YEARS THEMES: FANTASY **RIC-9227 R89.00**



EARLY YEARS THEMES: FAIRYTALES **RIC-9228 R89.00**



EARLY YEARS THEMES: SPECIAL DAYS AND CELEBRATIONS **RIC-9229 (6 X A4 SHEETS) R89.00**

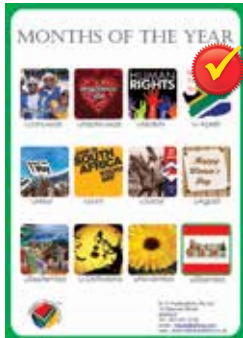


Themed posters A2 Laminated posters

R59.00
each



ALPHABET
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AFRP24 R59.00



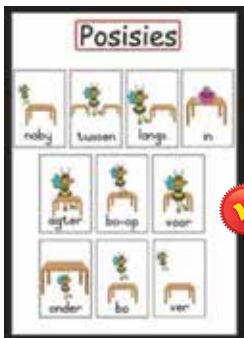
MONTHS OF THE YEAR
CODE: ENGP30
AFRP30 R59.00



DAYS OF THE WEEK
CODE: ENGP31
AFRP31 R59.00



SEASONS
CODE: ENGP32
AFRP32 R59.00



POSITIONS
CODE: ENGP48
AFRP48 R59.00



MY FAMILY
CODE: ENGP50
AFRP55 R59.00



SENSES
CODE: ENGP52 AFRP52 R59.00



VEGETABLES
CODE: ENGP53 AFRP53 R59.00



FRUIT
CODE: ENGP54 AFRP54 R59.00



EMOTIONS
CODE: ENGP56 AFRP56 R59.00



MY BODY
CODE: ENGP58
AFRP58 R59.00



WILD ANIMALS
CODE: ENGP59 AFRP59 R59.00



DOMESTIC ANIMALS
CODE: ENGP60 AFRP60 R59.00



INSECTS
CODE: ENGP98 AFRP98
R59.00

R59.00
each



EMERGENCY SERVICES
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AFRP76 R59.00



ROAD SAFETY
CODE: ENGP78
AFRP78 R59.00

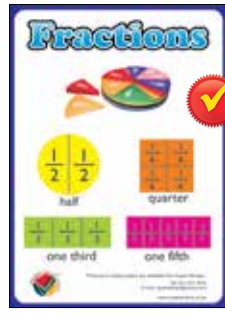
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Maths posters A2 Laminated posters

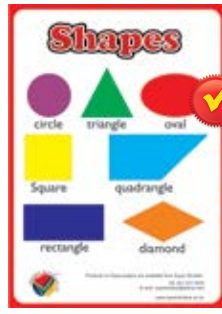
R59.00
each



NUMBERS
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COMPLEX FRACTIONS
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SHAPES
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MASS
CODE: ENGP42 AFRP42 R59.00



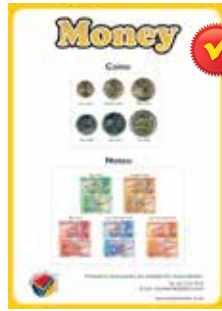
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VOLUME
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TIME
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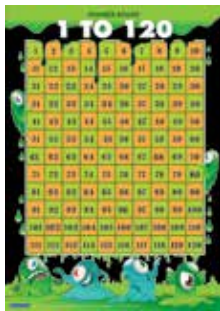
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3D SHAPES
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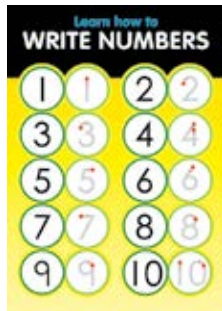
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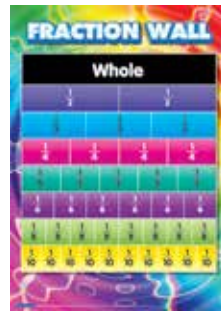
NUMBER BOARD 1-120
CODE: ENGP102 R59.00



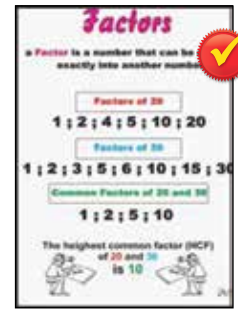
MULTIPLES
CODE: ENGP105 AFRP105 R59.00



LEARN HOW TO WRITE NUMBERS
CODE: ENGP106 R59.00



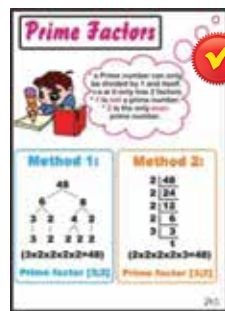
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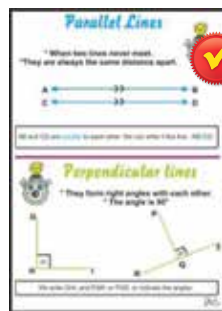
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PERIMETER
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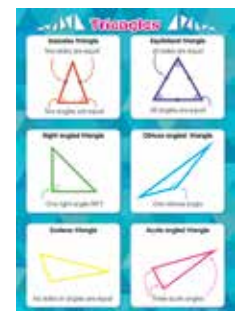
PRIME FACTORS
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PARALLEL LINES
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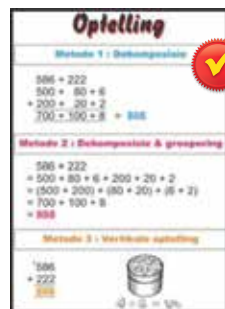
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TRIANGLES
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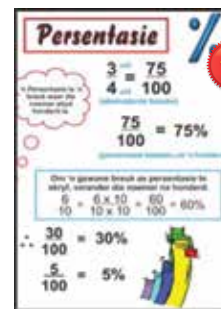
SIMPLE FRACTIONS
CODE: ENGP116 AFRP116 R59.00



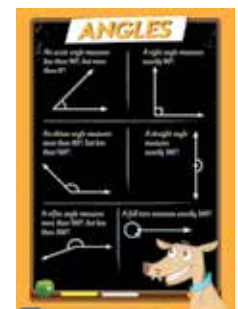
ADDITION
CODE: ENGP117 AFRP117 R59.00



POLYGONS
CODE: ENGP118 AFRP118 R59.00



PERCENTAGES
CODE: ENGP119 AFRP119 R59.00



ANGLES
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VERSLAG
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CODE: AP020 R59.00



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CODE: AP022 R59.00



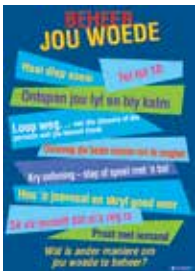
PROSEDURE
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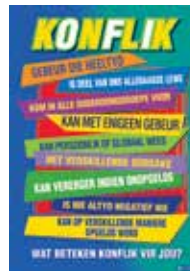
WAT VEROORSAAK KONFLIK
CODE: AP008 R59.00



HOE OM KONFLIK OP TE LOS
CODE: AP009 R59.00



WAT IS DIE NEGATIEWE UITWERKING VAN KONFLIK
CODE: AP010 R59.00



KONFLIK
CODE: AP011 R59.00



N GOEIE SPANLID
CODE: AP012 R59.00



GOEIE SOSIALE VAARDIGHEDHE
CODE: AP013 R59.00



GOEIE WAARDES
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DIE GEDRAGSWIEL
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GOEIE MENSE VAARDIGHEDHE
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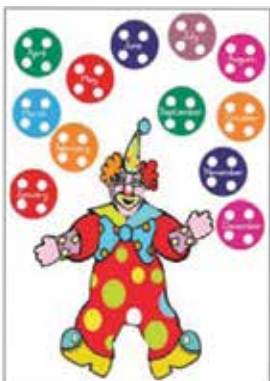


GEDRAGSKODE
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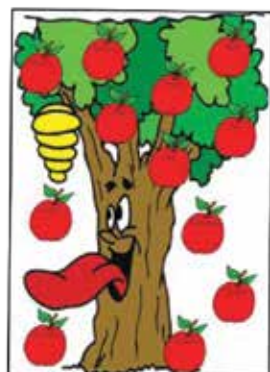


GOEIE MANIERE
CODE: AP018 R59.00

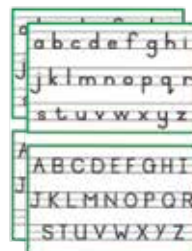
General posters



BIRTHDAY POSTER
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COUNTING APPLES
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PRINT UPPER AND LOWER CASE.
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CURSIVE UPPER AND LOWER CASE.
SET OF 2
CODE: P27 R110.00



NUMBER LINE 1-120. 10 STRIPS 7 CM X 80 CM
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Isixhosa posters A2 laminated posters. R59.00 each



ISIVO
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IZILWANYANA ZASEKHAYA
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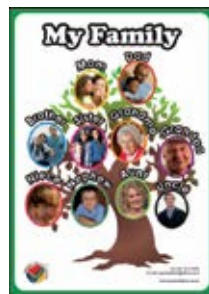
IZILWANYANA ZASENDLE
CODE: ISXP59 R59.00



IZINAMBUZANE
CODE: ISXP98 R59.00



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MY FAMILY
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DAYS OF THE WEEK
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SOLAR SYSTEM
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FLAG OF SOUTH AFRICA
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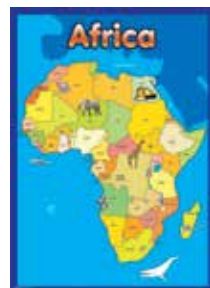


PROVINCES OF SOUTH AFRICA
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EMBLEMS OF SOUTH AFRICA
CODE: ENGP65 R59.00



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AFRICA MAP
CODE: P123 R59.00



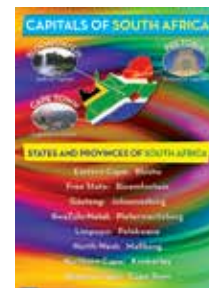
SOUTH AFRICAN COAT OF ARMS
CODE: ENGP64 AFRP64 R59.00



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CAPITALS OF SOUTH AFRICA
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