



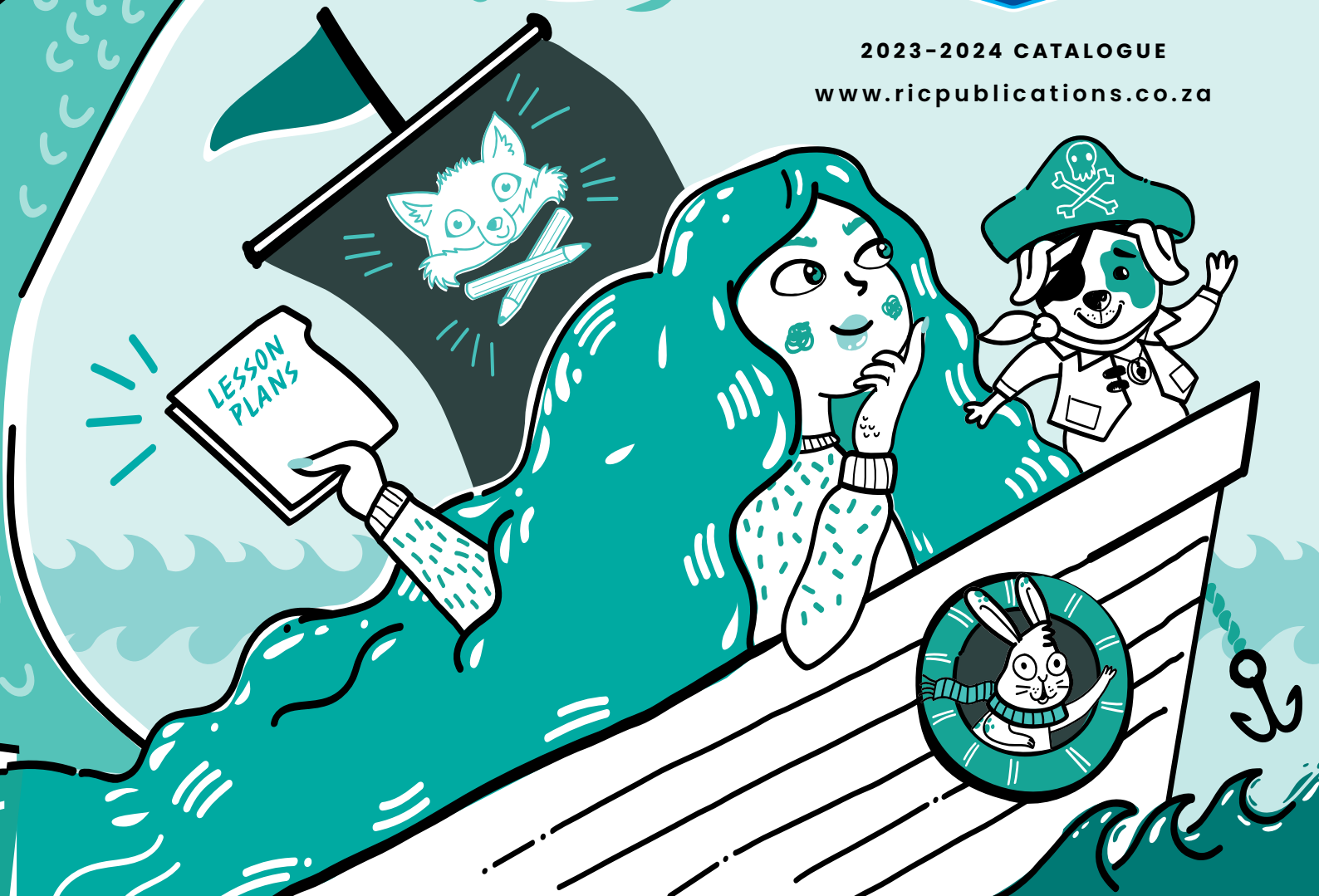
LEARNING NEVER
EXHAUSTS THE
MIND

- Leonardo da Vinci



2023-2024 CATALOGUE

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THERE ARE MANY ELEMENTS FROM THE PAST THREE YEARS THAT SCHOOL COMMUNITIES ARE HAPPY TO LEAVE BEHIND. BUT THERE ARE ALSO SOME INNOVATIONS AND CHANGES – LIKE VARIOUS DIGITAL LEARNING PATHWAYS – THAT THEY ARE WILLING TO INTEGRATE INTO CURRENT PRACTICE.

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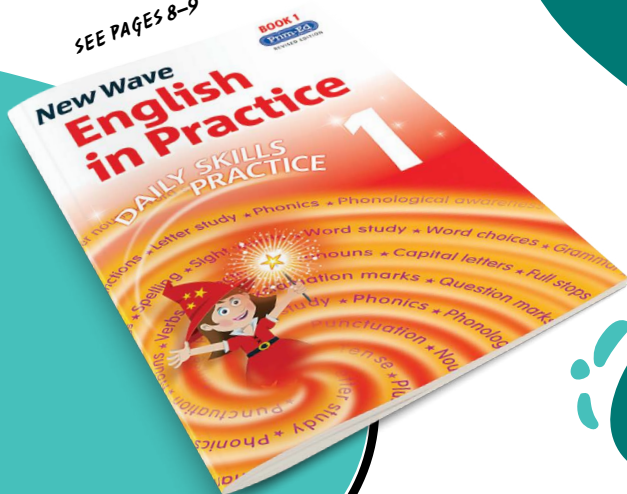
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... NOT ONLY TO SHARE KNOWLEDGE WITH OUR CHILDREN, BUT ALSO TO INSTIL THE BELIEF THAT EACH GENERATION HAS A RESPONSIBILITY TO HELP THE NEXT BY SPREADING THIS KNOWLEDGE AND WISDOM. FOR THESE CONTRIBUTIONS, EDUCATORS DESERVE NOT ONLY OUR GRATITUDE BUT ALSO OUR FULL SUPPORT.

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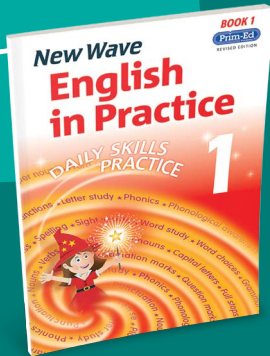
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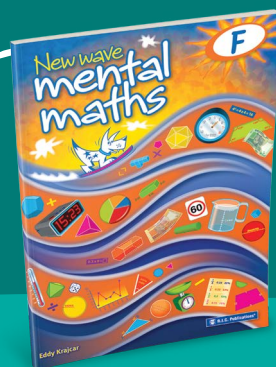
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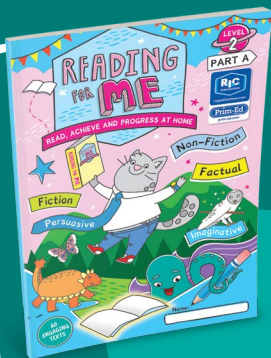
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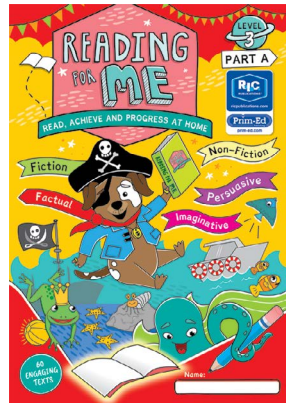
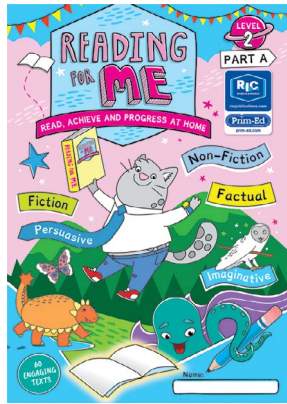


ENGLISH

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Reading for Me



Foster a love of reading by supporting children to become independent readers.

- » Six-book series and online portal
- » Suitable for ages 6–12
- » A dyslexia-friendly font is used throughout

Reading for Me can be used independently or alongside the Curriculum and Assessment Policy Statement as a support resource, so educators and parents can be assured that children’s reading skills develop as they progress through the series.

Each workbook uses a dyslexia-friendly font throughout for accessibility. Questions consolidate the reading experience: these questions are literal, inferential, evaluative, and vocabulary-based, and allow educators and parents to assess if children are actually reading the texts and comprehending the content.

There are four single-page texts per week for 30 weeks. This equates to 120 texts per grade, with Part A (printed workbook format) containing 60 texts and Part B (digital online format via the Reading for Me portal) containing an additional 60 texts.

The text types vary and fit into three categories: persuasive, factual, and imaginative. This means children get exposed to different styles of writing, enriching their reading experience.



Sample pages from Level 2

Imaginative

The Gingerbread Man

There was once an old woman and an old man. The old woman made a gingerbread man. She put him in the oven to bake. She waited.

The old woman opened the oven door. The gingerbread man jumped out. He ran out the door. The old woman chased him. The old man chased him. The gingerbread man laughed. "Run, run as fast as you can. You can't catch me! I'm the gingerbread man!" He ran faster. They ran after him.

He ran past some farm workers. They saw him. They saw the old woman and the old man chasing him. They ran after him too.

The gingerbread man laughed. "Run, run as fast as you can. You can't catch me! I'm the gingerbread man!" He ran faster. They ran after him.

He ran past some farm animals. They saw him. They saw the old woman and the old man chasing him. They ran after him too.

The gingerbread man laughed. "Run, run as fast as you can. You can't catch me! I'm the gingerbread man!" He ran faster. They ran after him.

He ran to the river. He could not cross. The fox saw him. "I will take you across," he said. "You're too heavy for my back so jump onto my nose." So the gingerbread man did. They got to the middle of the river. The fox tossed the gingerbread man into the air. "Snap! Crunch! Munch!" The fox ate the gingerbread man. And that's exactly what should happen to all gingerbread men.

Imaginative

A Life-changing Gift

Dear wheelchair company

My mum helps me write this letter.

I want to thank you so much for my wheelchair. It has changed my life. It has changed Mum's life.

When I was born, my legs were different. They were very fragile.

As I grew, Mum tried to help me do things. She wanted me to have as much help as I could. She carried me to school. She carried me home. It was hot and dry. It was dirty. It was hard for her. We could not afford a wheelchair.

I was so happy when my wheelchair came. I can move around on my own now. I have a tray on my wheelchair to write on. My handwriting is getting better. I don't have to eat sitting on the floor. I can play with my friends. I can go around the neighbourhood. I can go around the community. My life is so much better.

I know I am different but everyone is different. I am happy with myself.

Thank you for my wheelchair.

From Balinda.

Imaginative

What Is a Good Friend?

A good friend is always there for you. You can depend on them. They don't judge what you do. They are a real gem.

A good friend doesn't belittle you. They only build you up. They never hurt your feelings. They're there through every hiccup.

A good friend is kind. They respect you. A good friend is loyal. They stay true. They're someone you like being with. They're someone who understands you.

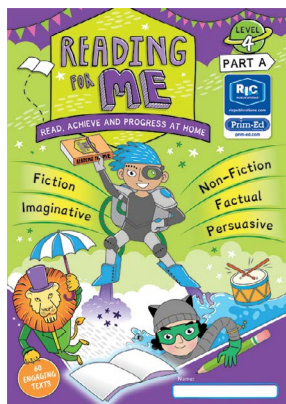
A good friend is someone that you can trust. They tell you the truth. It may not always feel good. They are always there when things get tough. They comfort you as good friends should.

A friend makes you smile. A friend makes you laugh. They listen. They hear you out. It makes me wonder How many good friends I have about.

Reading for Me

ENGLISH

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	AGE	CODE	PRICE
Level 1	6-7	8538	R195.50
Level 2	7-8	8539	R195.50
Level 3	8-9	8540	R195.50
Level 4	9-10	8541	R195.50
Level 5	10-11	8542	R195.50
Level 6	11-12	8543	R195.50

REVIEW 'This is a great resource for independent comprehension practice—the texts are accessible, varied and engaging, and the questions test a range of comprehension skills.'

Mrs Cross, Educator

Why choose Reading for Me?

- A dyslexia-friendly font is used throughout the books.
- The reading difficulty of the texts increases gradually.
- Progression dots are shown on every text.
- Six questions follow each text to help monitor progress.
- Answers are provided for educators and parents, or for children to self-assess.
- The series is versatile and can be used for independent reading, guided in-class reading, group reading, and as homework.
- The texts available via the *Reading for Me* portal can be accessed anywhere with login details.



Sample pages from Level 4

Interesting Facts You Probably Didn't Know About Your Body

Our bodies are one of the most incredible life forms on Earth. Check out 15 weird and wonderful facts about the human body below.

1. Your ears and nose never stop growing.
2. Babies are born with 300 bones in their bodies. As they grow older, some of the bones fuse together and they end up with 206 bones.
3. Earwax is a type of sweat. Ironically, its job is to keep the ear clean.
4. You are about 1 cm taller in the morning than in the evening. This is due to the soft cartilage between your bones squashing during the day.
5. You can't breathe and swallow at the same time. Try it!
6. If you smooth out all the wrinkles in your brain, it will be roughly the size of a pillowcase.
7. Just as you have a unique set of fingerprints, you also have a unique tongue print.
8. The jaw is the strongest muscle in the body.
9. Humans produce about two swimming pools of spit in an average lifetime.
10. About 50% of your hand strength comes from your little finger!
11. Humans are the only animals with chins.
12. The sound of cracking knuckles comes from gas in your joints.
13. A person will die quicker from a total lack of sleep than from hunger.
14. You lose about 4 kg of skin cells every year, which often end up as dust in your home. The entire surface of your skin is replaced every month.
15. The average lifespan of an eyelash is 150 days.

Make Your Own Dessert

Wouldn't it be great if you made the dessert for the next family dinner? Follow the recipe below to make chocolate brownies.

Chocolate Brownies
 Preparation time: 15 minutes Baking time: 40 minutes Servings: 20

Ingredients

- 200 g butter or margarine
- 3 extra large eggs
- 1½ cup plain flour
- pinch of salt
- 300 g dark or milk chocolate
- 1 cup sugar
- 1 teaspoon baking powder

Method

Step 1
 Preheat the oven to 160 °C. Grease a baking pan of about 18 x 27 cm with a non-stick spray, then lightly flour.

Step 2
 Melt the chocolate and butter in the microwave. Check the bowl every 20 seconds and remove when completely melted and smooth.

Step 3
 Mix the eggs and sugar with an electric mixer until light and creamy. Fold the chocolate mixture into the egg mixture.

Step 4
 Sieve the flour, baking powder and salt in a bowl.

Step 5
 Add the dry ingredients (flour, baking powder and salt) to the chocolate mixture and stir to mix.

Step 6
 Bake for 40 minutes. Allow to cool for 15 minutes and cut into squares.

Variations: Add 100 g chopped marshmallows or 60 g chocolate chips to the batter.

How Animals See the World

Have you ever wondered how the world looks through your pet's eyes? Scientific research has made it possible to study animals' eyes. You might be surprised to find out that animals and humans don't see the world in the same way at all.

Colour is detected by cones in the eye. If an eye has cones, it will be able to see some colour. Scientists can study an animal's eye and find out if it contains any cones. They can find out what colours these cones can detect. Cones function best in daytime, when there is bright light.

Other cells in eyes, called rods, helps us see in low light. Humans can only see shades of grey at night time.

The human eye has three cones. A dog's eye has two cones. This means that dogs can see various shades of blue, yellow and green. Dogs can't see red or orange. To a dog, red looks grey.

Cats' eyes also have two cones. They are also unable to see red. They can see three times more rod cells than humans. This means that they can see extremely well in the dark.

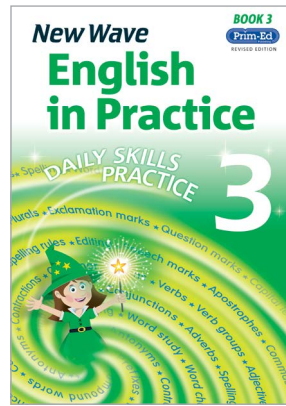
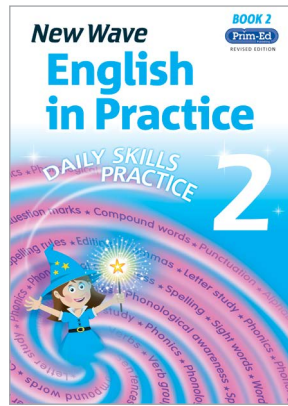
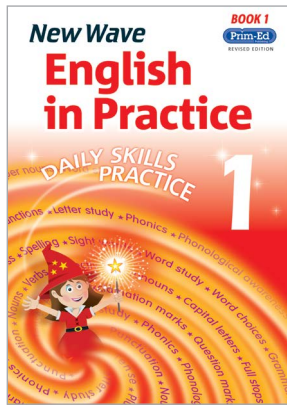
The magnificent Bengal tiger in India likes to hunt chital deer. You would think that the chital would spot a huge, bright orange Bengal tiger immediately. Interestingly, the chital also has only two cones. It can't see red or orange. Can you see how this makes it easy for the Bengal to hunt the chital?

Bumblebees' eyes also have three cones, but unlike humans, their eyes can detect ultraviolet. This guides them to nectar stores on plants like lights on an airport runway. This is very handy for their survival.

Birds have four cones. They can see what we see, but they can also see ultraviolet. Birds can see many colours that are invisible to the human eye. A study has shown that some bird species actually have different coloured males and females. To the human eye, they look the same.

It is difficult to imagine that the different species that live on Earth don't see it in the same way. Luckily, science helps us understand our differences!

New Wave English in Practice



Perfect Learners' English skills through fun, daily practice.

- » Six-book series
- » Suitable for Grades 2–7
- » Teacher manual provides guidance, scope and sequence charts, answers, record sheets, and a glossary

The *New Wave English in Practice* workbooks provide repeated, daily practice of English language concepts that have already been taught, so your learners can really hone their skills. With sections on phonics, spelling, grammar, vocabulary, and punctuation, *New Wave English in Practice* covers all the key areas of language learning.

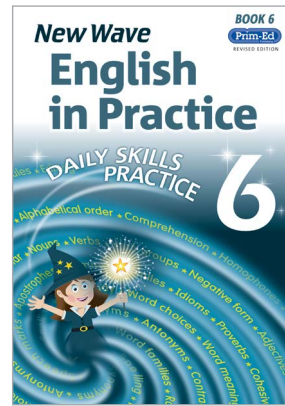
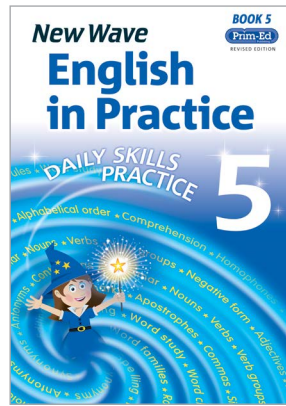
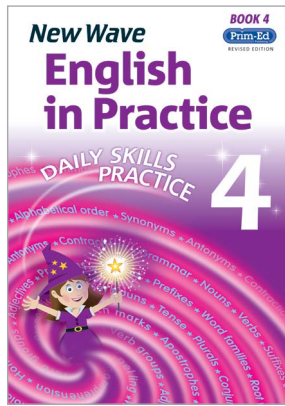
Sample pages from Book 3

WEEK 3 Skill Focus Verbs and Tense Verbs are words that show an action. think bring go Every sentence needs a verb. Verbs can tell us about: • what is happening now (in the present); • what has happened in the past; and • what will happen in the future. This is called tense. Endings like <i>ing</i> or <i>ed</i> are usually added to verbs to show their tense. I <i>played</i> at the park yesterday. I can hear children <i>playing</i> there now. However, some verbs become a different word when we change their tense. I want to <i>eat</i> a cookie. My sister already <i>ate</i> one. Practice Questions 1. Circle the verb. The dog <i>caught</i> the ball. 2. Circle the past tense form of <i>count</i> . counted counting counts	Day 1 1. Circle the verb. I am in a race. 2. Circle the past tense form of <i>jump</i> . jumping jumped jumps 3. Circle and rewrite the misspelt word. I <i>into</i> my ten times table. 4. Write the singular form of <i>foxes</i> . 5. Add <i>y</i> to make a new word. sand kick _____ 6. Write the correct word. source source I don't like <i>larnate</i> . 7. Circle the word closest in meaning to <i>enormous</i> . small captured hugs 8. The opposite of <i>first</i> is _____. 9. Punctuate: ? or ! Get down _____ 10. Circle the word that needs a capital letter. cop _____
	Other Words for People or Things Some words can be used instead of the names of people and things. I me it they them him her He kicked the ball. The man <i>shouted</i> at him. (He and him match.) They like to run. It keeps them <i>healthy</i> . (They and them match.) We can also use words like these to show who something belongs to: yours ours theirs mine hers his Abby has a new bike. It is <i>hers</i> . That dog is our dog. It is <i>ours</i> . Practice Questions 1. Is this sentence correct? yes <input type="checkbox"/> no <input type="checkbox"/> Mum said it was her skirt. 2. Write <i>its</i> or <i>their</i> . Tommy and John played with the ball. It is _____
WEEK 6 Skill Focus Shortened Words Some words can be joined together to make a new, shorter word. One or more letters can be removed and replaced by a mark called an <i>apostrophe</i> . An apostrophe looks like this: . Shortening words makes them quicker and easier to say. it + is = it's they + are = they're you + are = you're we + are = we're Some shortened words sound the same as other words. its and it's there, their and they're your and you're where, were and we're But remember, if it has an apostrophe, it is a shortened word. Day 1 1. Write <i>for me</i> . Do you think _____ can do this? 2. Write <i>his</i> or <i>hers</i> . It is Jack's birthday cake. The cake is _____. 3. Correct the spelling mistake. Can you <i>shp</i> me your homework? _____ <i>ow sh</i> 4. Circle the word that comes second in alphabetical order. bed pillow rug 5. Write <i>blue</i> or <i>blew</i> . My favourite colour is _____. 6. The shortened word <i>isn't</i> means: is not has not 7. Circle the word that tells how Dad pushed the swing. Dad pushed the swing <i>gently</i> . 8. Use the joining word <i>or</i> or <i>and</i> . He washed the car _____ moved the lawn.	Day 1 1. Make a shortened word. we are _____ 2. Which word? <i>there their they're</i> Dad said _____ coming home. 3. Rewrite the misspelt word correctly. The ruler is a <i>meester</i> long. 4. What is the correct spelling for <i>love + ing</i> ? 5. Add two letters to <i>happy</i> to make it the opposite. That bear looked _____ happy in its cage. 6. Which word can be added to make a new word? <i>yellow pop</i> _____com 7. Add the words <i>break</i> and <i>brake</i> in the correct places. Use the _____ on your bike so you don't crash and _____ something! 8. Is <i>or</i> or <i>and</i> ? _____
	Day 2 1. Correct the spelling mistake. The snow is <i>wife</i> . _____ <i>is wh</i> ! 2. Add <i>oo</i> or <i>ew</i> and <i>ea</i> or <i>ee</i> . The rare _____ was the prettiest I had _____. 3. Number the words in alphabetical order. pink green black 4. Add <i>un</i> to one word to make the opposite. fair bad little 5. Write <i>sun</i> or <i>son</i> . His _____ is called Dylan. 6. Circle the word that means the same as <i>chop</i> . cut roll chew 7. Write <i>- for ?</i> in the box. How are you feeling _____? 8. Circle the word that tells how the cat ate. My cat ate greedily.
WEEK 12 Skill Focus How is it Done? Sentences are made from many different words. Words that tell us what someone or something is doing are called <i>verbs</i> . Some words tell us how the verb happened. These words often end in <i>ly</i> . The lady rode her bike <i>safely</i> . The lady rode her bike <i>dangerously</i> . David wrote his name <i>carefully</i> . David wrote his name <i>carelessly</i> . These words help us understand how the action was done. Practice Questions 1. Circle the word that tells how the action was done. I can see a cow _____ a sheep. I can see a cow _____ a sheep. He has shiny, _____ shoes. nouns _____ adjectives _____	Day 1 1. Add <i>ly</i> to <i>strong</i> to make a new word. _____ 2. Which word tells how the girl dived? girl _____ safely _____ pool The girl dived <i>safely</i> into the pool. 3. Write the jumbled word correctly. I need to <i>actip</i> the wood for the fire. _____ 4. Circle the word that comes last in alphabetical order. river sea lake 5. Circle the word you can add to <i>egg</i> . chick shell yellow 6. Add two capital letters. Is your birthday in <i>october</i> ? _____ 7. Write <i>or</i> or <i>and</i> . I can see a cow _____ a sheep. 8. Are the underlined words nouns or adjectives? He has shiny, _____ shoes. nouns _____ adjectives _____
	Day 2 1. Write the jumbled word correctly. There is a dirty <i>atps</i> on your shirt. _____ 2. Add <i>ea</i> or <i>ee</i> and <i>oo</i> or <i>ow</i> . We are going to _____ a film _____. 3. Number the words in alphabetical order. ant spider beetle 4. Add <i>ed</i> or <i>ing</i> . Connor <i>pick</i> _____ a pretty flower for his mum. 5. Shorten <i>I am</i> into one word. _____ 6. Write <i>sun</i> or <i>son</i> . The _____ is behind a cloud. 7. Circle the joining word. Mum likes chocolate and Dad likes it too. 8. Write the correct word. I _____ Me My name is Oscar. _____ am a boy.

New Wave English in Practice

ENGLISH

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REVIEW 'Every morning we use them as daily practice. Each unit contains enough variation to cover spellings, phonics, vocabulary, punctuation, etc. They are just brilliant for reinforcing and extending the children's command of English.'

Niamh Kelly



Features

- An improved, clear, and uncluttered page layout to appeal to learners.
- A useful weekly review is placed at the end of every unit.
- A reduction in the number of daily questions enables learners to practise and consolidate a more contained range of language concepts.

Sample pages from Book 5

Skill Focus Day 1

How Do Suffixes Change Words?
 Suffixes are letters joined to the end of words to make new words. They can also change how words are used in a sentence. Look at some of these examples:

clever (adjective)	clever + ly	cleverly (adverb)
teach (verb)	teach + er	teacher (noun)
poison (noun)	poison + ous	poisonous (adjective)
enjoy (verb)	enjoy + able	enjoyable (adjective)
soft (adjective)	soft + en	softer (verb)
happy (adjective)	happy + ness	happiness (noun)

Knowing how a suffix changes the meaning of a word is important. It helps make your writing clearer and allows you to explain things in many different ways.

Practice Questions

- The suffix *ly* changes the *adj.* _____ to an *adv.* _____.
- The suffix *ous* changes the *v.* _____ to a *n.* _____.
- The suffix *en* changes the *v.* _____ to a *v.* _____.
- The suffix *er* changes the *v.* _____ to a *n.* _____.
- The suffix *able* changes the *v.* _____ to an *adj.* _____.
- The suffix *ness* changes the *adj.* _____ to a *n.* _____.

Skill Focus Day 1

Plural Nouns from Other Languages
 English borrows many words from other languages such as Latin, French and Greek. Often this means that there are different rules for making them plural.

Let's explore two of these irregular plurals below.

Words ending with 'us'

One cactus Two cacti

One hippopotamus Two hippopotamuses

Words ending with 'is'

One oasis Two oases

When words end with 'us' or 'is' a plural can be made by changing 'us' to 'i'.

Practice Questions

- Circle the plural of *oasis*. *oasises* *oases*
- Write the singular of *oases*.
- Correct the spelling mistake. *oasises* → _____
- You must associate the building *steadily* in case of _____.
- Write the homophone for *place* _____.
- The underlined word is the synonym or antonym for *serene*?
serenely *serenously* *serenously*
- Expand the contraction in context. _____
It's been caught in the net so *near* *dead*!
- Adding the suffix *er* changes *peace* _____.
v. _____ to *n.* _____.
- Paraphrase the sentence. *The adventure camp was visited by the school children each year.*
- Circle the word that tells who the underlined noun belongs to. *One year* *help* *me* *unpack* *when* *you* *have* *finished* *making* *your* *bed*!
- Circle the word that does not belong. *I was* *looking* *forward* *to* *unpacking* *and* *for* *bed* *before* *they* *should* *all* *be* *invented* *on* *their* *own* *last* *other* *beds*.
- Circle the verb groups. *The* *instructor* *couldn't* *prevent* *the* *children's* *hormonal* *strength*, *and* *for* *that* *reason* *they* *should* *all* *be* *invented* *on* *their* *own* *last* *other* *beds*.
- Circle the proper noun. *On* *Thursday* *evening* *there* *was* *a* *special* *dinner* *and* *a* *show*.
- Add *that* or *those*. *The* *activity* _____ *with* *the* *activity* *was* *the* *only* *fun*.
- Circle the adverbs. *Some* *children* *couldn't* *prevent* *the* *children's* *hormonal* *strength* *and* *for* *that* *reason* *they* *should* *all* *be* *invented* *on* *their* *own* *last* *other* *beds*.
- Circle the prepositions. *The* *children* *can* *cross* *the* *field* *and* *climb* *over* *the* *gate*.

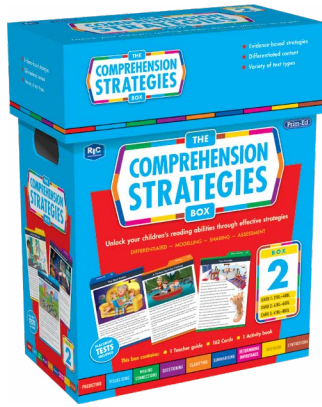
WORKBOOKS

	GRADE	CODE	PRICE
Book 1	2	6220IR	R130
Book 2	3	6221IR	R130
Book 3	4	6222IR	R130
Book 4	5	6223IR	R130
Book 5	6	6224IR	R130
Book 6	7	6225IR	R130

TEACHER RESOURCE BOOKS

	GRADE	CODE	PRICE
Lower	2-3	8545IR	R220
Middle	4-5	8546IR	R220
Upper	6-7	8547IR	R220

The Comprehension Strategies Box



Unlock learners' reading abilities.

- » Six-box series
- » Easy to use with small groups or individuals
- » 162 cards per box, colour-coded by strategy

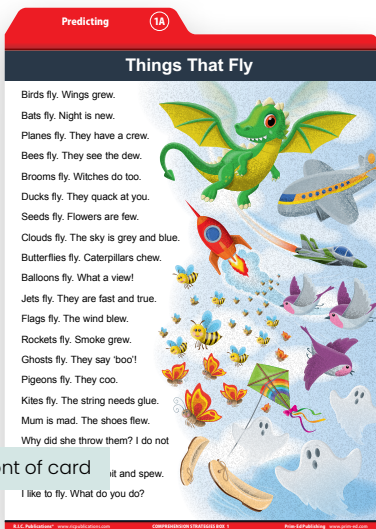
The *Comprehension Strategies Box* is a set of six boxes suitable for children aged 5–11+. Each box contains a set of colourful, differentiated literacy cards designed to support the teaching and learning of nine different comprehension strategies. These well-researched and proven strategies—predicting, visualising, making connections, questioning, clarifying, summarising, determining importance, inferring, and synthesising—are compiled to help educators unlock their learners' reading abilities.

Features

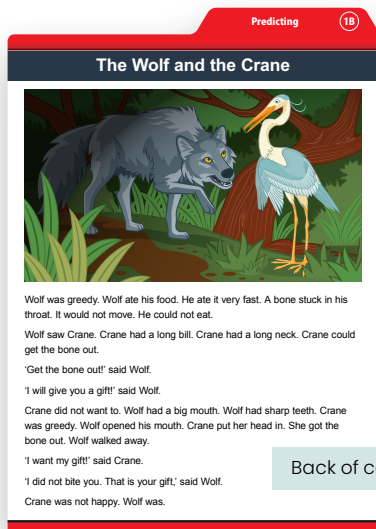
- Each box contains 81 original texts, across both the cards and the educator guide, allowing learners to experience a variety of fiction and nonfiction text types.
- This series caters for all learners with three differentiated reading levels determined by suggested Lexile® ranges for each strategy. Plus, a placement test is provided to ascertain where each learner should start.
- Educators are provided with extensive support through a comprehensive educator guide and an additional activity book that has worksheets for all of the texts on the cards.

EACH BOX INCLUDES AN ACTIVITY BOOK AND A TEACHER GUIDE.

Sample card from Box 1



Front of card



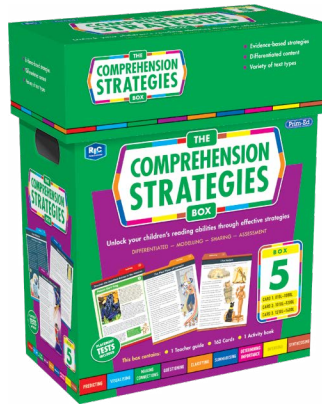
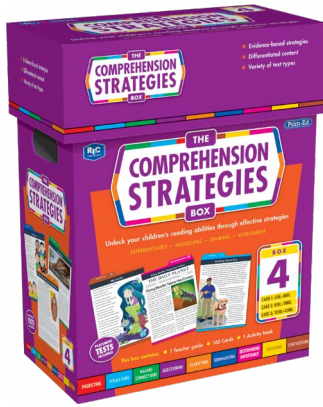
Back of card



The Comprehension Strategies Box

ENGLISH

For a free sample, go to:
ricpublications.co.za/comprehension-strategies-box-sample-form/



Sample pages from Box 1 Teacher Guide

Modelling text

Summarising **Modelling Text**

Dear Mr Colour Wheel

SPEAKER: Welcome, dear Mr Colour Wheel. We're pleased to speak to you today. People want to know all about you.

MR COLOUR WHEEL: Thank you. I'm very glad to answer your questions. I don't know what people want to know. I'm a very simple fellow.

SPEAKER: Please tell us what you do.

MR COLOUR WHEEL: I'm the circle that shows the important colours people need. The colours are yellow, blue and red. We use them to make all other colours.

SPEAKER: What do you mean?

MR COLOUR WHEEL: Mix yellow and blue and you get green. Mix blue and red and you get purple. Mix red and yellow and you get orange.

SPEAKER: Very clever! People can't use colours without you.

MR COLOUR WHEEL: Of course not! But don't ask about black or white! They're real impostors! No colour at all!

Sharing text

Summarising **Sharing Text**

The Blue Flamingo

The Blue Flamingo is a good book. Les Drake wrote it. Tim Clares drew the pictures.

The book is about Bluey. Bluey is a flamingo. Most flamingos are pink. They are pink because they eat pink shrimps. Bluey is not pink. Bluey is blue. He is very sad. He does not want to be blue. Bluey tries to find out why he is not like the other flamingos. He does some funny things. He meets some funny characters. Then he finds out it is okay to be different. It is okay to be who you are.

The writer makes funny things happen. He writes about funny animals. He teaches about some good things.

The pictures are funny and colourful. They are like a cartoon.

I liked *The Blue Flamingo*. I think you will like it too.

Assessment text

Summarising **Assessment Text**

Not a Great Colour!

Yesterday, we went to the beach. Mum carried the towels. Dad carried the food. Joey carried the beach umbrella. Seb carried the ball. I carried the buckets and spades.

We found a good spot. It was close to the water. There weren't too many other people to crowd us.

We swam and built sandcastles. We played games with the ball and ate the food. We stayed all day.

When we got home, we were really tired. We washed our buckets, spades and ball. Then we put them in the garden to dry.

Soon it was my turn to shower. When I was dry, I spied my face and shoulders in the mirror. What a shock! Red is not a great colour! It was starting to hurt.

That's when I realised that no-one had carried the sunscreen.

Sample card from Box 1

Summarising **2A**

The Ballad of Brown Cow

Brown Cow was a fussy sort. He loved his hide. He truly did. 'I must keep it brown!' he thought. He had some ideas jumbled in his head.

Brown Cow was a fussy sort. He loved his hide. He truly did. He drank chocolate milk when he went to town. He painted his hide brown. He let it dry. He ate hay all day. It was always brown. He rolled in mud when rain fell from the sky.

Brown Cow was a fussy sort. He loved his hide. He truly did. The others thought him very strange. They didn't do things that were odd or weird. You are what you are. You cannot change. 'We're glad to be what we are!' they cheered.

BUT ...

Brown Cow was a fussy sort. He loved his hide. He truly did.

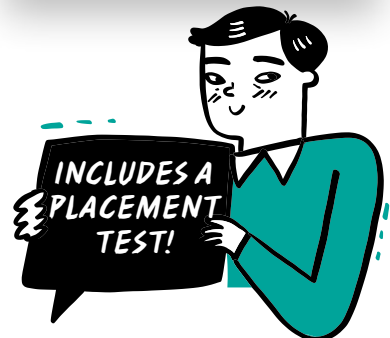
Summarising **3A**

Colour-changing Chameleons

Chameleons are lizards. Chameleons have clever skin that can change colour. Their skin can make patterns of many colours. They can change the colour of their skin to hide from enemies. They show dark colours when they are angry or trying to scare other animals. Male chameleons show colours to attract females. Desert chameleons change to black to help them stay warm. They also change to light colours to keep cool.

They have large, bulging eyes that can rotate. This allows them to focus on one thing. They can see insects metres away. They use their long tongues that they can use very quickly to catch insects.

Colour-changing chameleons are very interesting!



	CODE	PRICE
Box 1	RIC-8494	R3,500
Box 2	RIC-8495	R3,500
Box 3	RIC-8496	R3,500
Box 4	RIC-8497	R3,500
Box 5	RIC-8498	R3,500
Box 6	RIC-8499	R3,500

Differentiated cards

The Comprehension Box



Help your learners become better readers.

- » Three-box series
- » Suitable for ages 6–12+
- » Great for independent learning and guided reading

The *Comprehension Box* is a series of three boxes that provides supplementary materials to support the reading programme of educators, catering for the needs of capable, independent readers at each level in the classroom. Each box incorporates three levels of comprehension question cards in a multiple-choice format and assesses the 12 different comprehension strategies. They are easy to use for any level, so jump right in and make a difference with your learners today.

Samples from Box 2

Questions

Back of card

1. The word 'malicious' in Paragraph 2 means enjoys hurting others?
(a) bad-tempered (b) malicious (c) fearsome

2. In Paragraph 3, it means:
(a) waste. (b) his temper. (c) Nightfire.

3. Which word in Paragraph 7 tells us Florian's whip crumbled into tiny bits?
(a) fireball (b) disintegrated (c) shot.

4. The 'huge piles of steaming waste' would be made of:
(a) leftovers. (b) droppings. (c) fresh r

5. Nightfire shot a fireball at Florian:
(a) before (b) after (c) just as

6. Which paragraph describes the way Florian treated Nightfire?
(a) Paragraph 6 (b) Paragraph 2 (c) Paragraph 3

7. Becoming a dragonrider is:
(a) popular. (b) hard work. (c) great fun.

8. Nightfire attacked Florian to protect Ryan because:
(a) Ryan was going to be a gold rider. (b) Nightfire liked kind and respectful Ryan more than cruel Florian. (c) Florian ran away.

9. Ryan and Nightfire both:
(a) wore gold. (b) disliked Florian. (c) liked flying.

10. What is the moral of the story?
(a) Kindness is more powerful than cruelty. (b) Nasty people get burnt. (c) The best way to control dragons is to be

Sapphire 10

Dragonrider

1. Ryan had wanted to be a dragonrider since he'd first seen a magnificent red dragon flying over his village when he was just one year old. Back then, he hadn't known how hard it was to become one of these legendary riders. Now, as he entered his second year of ten years of training, he knew exactly how hard it was.

2. Each trainee rider was assigned to work for one rider and dragon. Trainees woke early and worked hard until dusk. Ryan had been assigned to Florian, a fearsome gold rider with a bad-tempered gold dragon named Nightfire. It was hard working for Florian, a malicious man who enjoyed using his whip to control trainees and dragons.

3. Ryan dragged the bucket of small animals he'd caught yesterday to Nightfire's pen. Nightfire had a big appetite, which meant Ryan had to catch a lot of animals ... and clean up huge piles of steaming waste. Ryan didn't mind. Despite Nightfire's temper, Ryan respected the majestic dragon and treated it with kindness.

4. 'Greetings, Nightfire', said Ryan as he entered the pen. Instead of tipping the meat on the floor like other trainees, Ryan threw each piece for Nightfire to catch. Nightfire seemed to enjoy this game as it snapped the meat in its strong jaws. Ryan chatted away as he started cleaning the pen, hoping Nightfire wouldn't send any fireballs his way.

5. He was still chatting when Florian burst into the pen, scowling.

6. 'Why isn't Nightfire saddled?' he yelled, whip in his hand. 'I told you I was flying today! It seems my whip needs to teach you yet another lesson!' Florian raised his whip to strike Ryan.

7. A burst of fire shot across the pen. Florian screamed as the fireball disintegrated his whip and burnt his hand. Nightfire roared and shot another fireball towards Florian, who ran from the pen. He knew what this meant. Nightfire had chosen a new master.

8. Nightfire lowered its head in front of Ryan and snorted softly. Ryan touched the golden head, then climbed up onto the strong neck. Nightfire leapt into the air, and Ryan realised that kindness and respect were far more powerful than cruelty.

Sapphire 10

Dragonrider

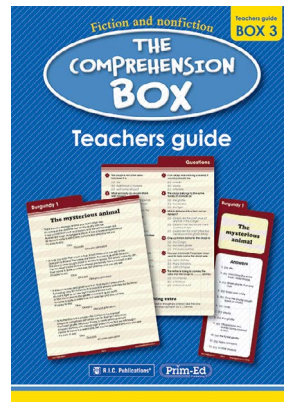
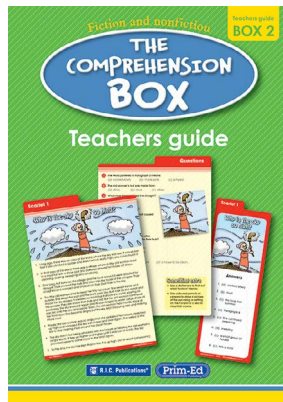
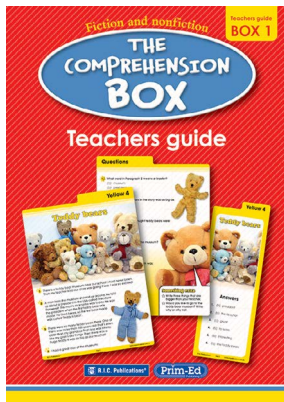
Answers

- (b) malicious
- (c) Nightfire
- (b) disintegrated
- (b) droppings
- (a) before
- (b) Paragraph 2
- (b) hard work
- (b) Nightfire liked kind and respectful Ryan more than cruel Florian.
- (b) disliked Florian
- (a) Kindness is more powerful than cruelty.

Answer card

The Comprehension Box

For a free sample, go to:
ricpublications.co.za/comprehension-box-sample/



EACH BOX INCLUDES A TEACHER GUIDE.



Features

- 150 brilliantly illustrated, full-colour cards in each box, covering a variety of genres and text types.
- Levelling guides and assessment sheets to track learner progress.
- Clear classification through colour-coding for ease of use, with 15 levels of difficulty within each box.

Samples from Box 2

Card explanation

Front

The coloured tab at the top of the card indicates the different sections. There are ten cards the same colour in each section. This ensures that all cards can be returned to the box in the correct section.

The cards are numbered from 1 to 10 in each section. All cards should be returned to the correct coloured section and placed in the correct numerical order.

Each card has an interesting or fun title which may or may not tell exactly what the card is about. It motivates the pupils to read on to find out more.

Each text is written in numbered paragraphs and/or steps so information can be readily located when answering the questions. Texts which are procedures will have numbered steps or instructions.

Scarlet 1

Why is the sky so high?

1. Long ago, there was an area of the world where the sky was low. It was so low that if you climbed a ladder and stretched up really high, you could touch it.

2. In that area of the world, there was a village where a little old woman lived in a mud hut with a thatched roof. She polished around her house all day—cleaning, dusting, sweeping and scrubbing.

3. One long, hot summer, the village and the land around it were affected by drought. Dust covered the huts and blew into the faces of the villagers. They coughed and sneezed and choked on dust. Dust rose to the sky.

4. The little old woman tried to keep her tiny hut clean. She swept inside and outside. She swept the roof and the front yard. The dust rose as she swept and made the sky sweeter. It sweated so hard that it shook the world, scaring all the people. They ran inside their huts and hid. But the old woman continued sweeping. The sky sneezed again and its eyes began to water. Large drops of rain fell onto the dry land below. Soon, the old woman had muddy steps at her front door. She became angry, but the sky kept dropping rain and making more mud.

5. Finally, the old woman was so angry that she grabbed her broom, stretched up high and whacked the sky with it over and over again. She yelled at the sky to stop making mud around her clean house.

6. The sky didn't like being whacked with the broom or hearing the old woman's angry words. It flew up higher and higher until it was out of reach. The sky promised never to come close to the land again.

7. To this day, the sky has kept its promise. It is up high, out of reach (of brooms!).

Colourful artwork supports the text. The artwork may be diagrams, drawings, cartoons or photographs to motivate pupils, add interest to the topic or comprehension.

Teacher Guide

Pupil answer recording sheet (see page 38)

Pupils record:

- their name
- the card colour
- the card number
- and write the appropriate answer: (a), (b) or (c) for each question. Both the short and full answers are provided on the answer cards.

Pupils indicate in the right-hand column, using a cross or a tick, whether the answer is correct or incorrect.

At the bottom of the recording sheet, pupils write the number of correct answers they scored.

Teachers may photocopy a number of recording pages and staple them together to form a pad. This information can then be used to complete the teacher tracking sheets.

Pupil tracking sheet (see page 80)

The pupil tracking sheet allows the pupil to monitor his/her own progress through the cards in the box.

Pupils record each card as it is completed. Generally speaking, it will not be practicable to complete the cards in the exact order. In this case, pupils should colour or tick the card completed and go forwards or backwards to the next available card.

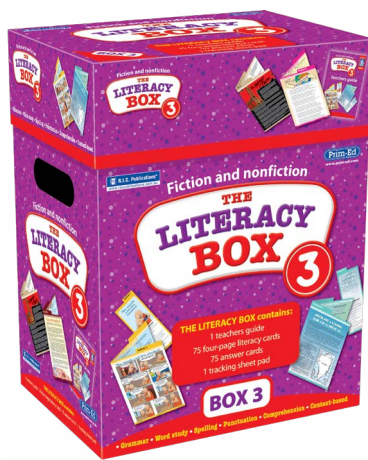
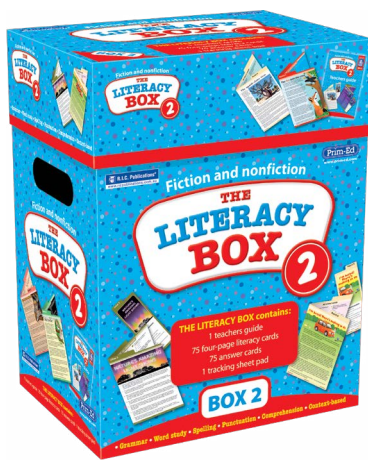
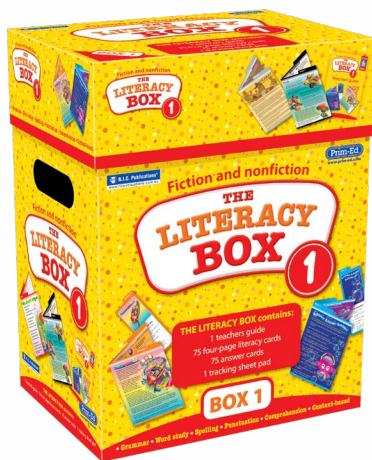
Card	1	2	3	4	5	6	7	8	9	10
Scarlet										
Peach										
Indie										
Apricot										
Emerald										
Violet										
Olive										
Saffron										
Light										
Sage										
Lavender										
Blue										
Indigo										
Pink										
White										

REVIEW 'We have purchased all the boxes to use as part of our guided reading sessions. The children love the variety of texts and the multiple-choice questions!'

Kate Will, Educator

	AGES	CODE	PRICE
Box 1	6–8	6946	R3,500
Box 2	8–10	6947	R3,500
Box 3	10–12+	6948	R3,500

The Literacy Box



Take your learners on a literary adventure!

» Three-box series

» Suitable for ages 6–12+

» 75 four-page literacy cards in each box

The Literacy Box covers all your teaching needs! With these colourfully illustrated cards, featuring texts covering a variety of genres and text types, literacy will become less of a chore and more of a fun learning adventure for learners. The Literacy Box series provides supplementary materials to support the reading programme of educators, catering for the needs of all readers at each level in the classroom.

Sample card from Box 1

Comprehension

The word whole in Paragraph 3 means:

- all of it
- an opening in the ground
- large

Which two characters come to the house after the cat in the hat?

- Sally and her brother
- Thing One and Thing Two
- their pet fish

Who is the author of the book?

- Sally
- The cat in the hat
- Dr Seuss

Which paragraph is mainly about the pictures?

- Paragraph 4
- Paragraph 3
- Paragraph 2

The word He in Paragraph 7 means:

- Dr Seuss
- the books
- the words

This writer wants you to:

- read the book.
- learn about cats.
- smile.

All about words

1 Which word means clever or funny things a person does?

- tricks
- words
- colours

2 A word that rhymes with cat and hat is:

- net
- chat
- tells

3 Which word has the same sound as read, clean and leaves?

- see
- the
- red

Red 4

Red 4

Grammar

1 Which one should not have a capital letter when it is in the middle of a sentence?

- Children
- Thing Two
- Mum

2 Which one needs an exclamation mark?

- They had nothing to do
- You should read them all
- Are the pictures funny

3 Which word is a noun, like story? (He tells the story.)
The pictures are funny too.

- pictures
- are
- funny

4 Which adjectives tell more about the book?
I think this is a clever, funny book.

- is, book
- think, this
- clever, funny

5 Which word is a verb, like brings? (The cat brings two friends.)
The pictures make it easy.

- pictures
- make
- easy

THE CAT IN THE HAT

- The cat in the hat is the best book! It is great fun to read. You should read it!
- Lots of children learn to read with this book. The lines are short. The words are easy. The same words are used over and over. They make a good story.
- Many words have the same sounds at the end. The whole book is like a very long poem. It is very clever.
- The pictures are funny too. There are not many colours on them. It makes it easy to see the pictures.
- The story is about two children. One is called Sally. Her brother tells the story. Mum has gone out. They are home alone. It is raining and they have nothing to do. A cat wearing a big hat comes in. He does tricks for the children. He makes a big mess in the house. The family pet fish does not like the cat.
- The cat brings two friends—Thing One and Thing Two. They fly a kite in the house. They make a mess. The children catch Thing One and Thing Two with a net. Then they make the cat clean up the mess. He leaves just before Mum comes home.
- Dr Seuss made up some of the words for this book. He made up words for his other books too. You should read them all! You will love them as well!

Card—inside

Card—outside

Something extra

★ Read *The cat in the hat* or another book written by Dr Seuss.

★ Draw a character from *The cat in the hat*. Write his or her name on the picture.

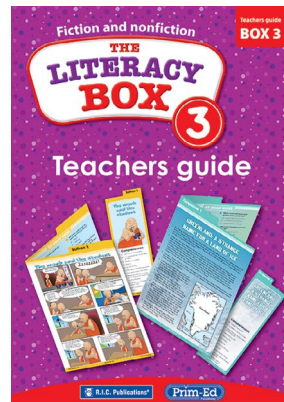
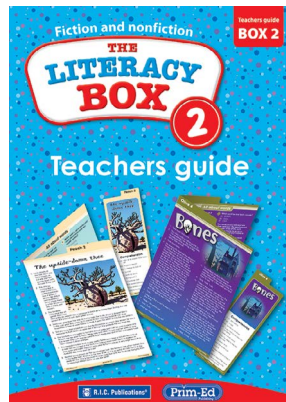
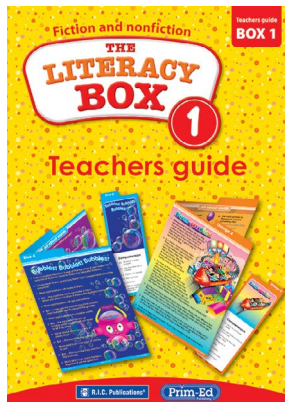
16

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The Literacy Box

ENGLISH

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	AGES	CODE	PRICE
Box 1	6-8	6930	R3,500
Box 2	8-10	6931	R3,500
Box 3	10-12+	6932	R3,500

REVIEW *"It is my favourite resource! I use it daily as part of my reading rotations, extension and consolidation of reading skills. I love how it explores not only comprehension but grammar and all things about words. It was worth every penny and I would be lost without it ..."*

@missmercersclassroom

Features

- Incorporates three levels of comprehension, word study, and grammar questions in a multiple-choice format.
- Comprehensive educator notes for each card include suggested speaking, listening, writing, and viewing activities.
- Provides separate answer cards to allow learners to work and progress at their own rate.

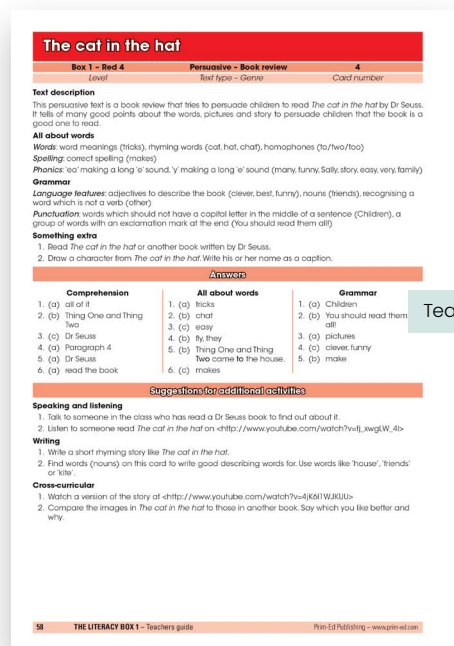
EACH BOX INCLUDES A TEACHER GUIDE.



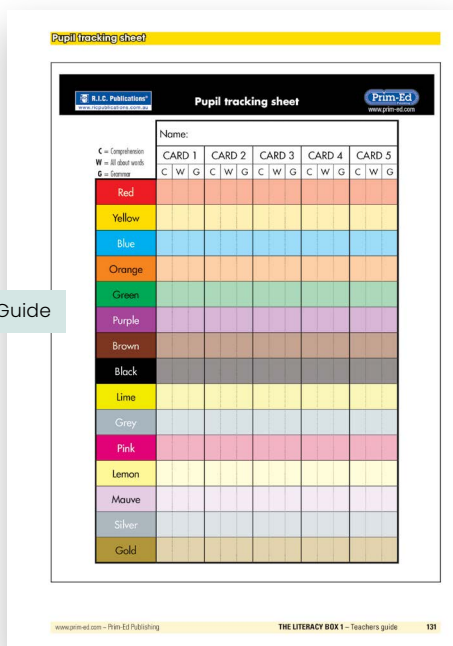
Answer card



Samples from Box 1



Teacher Guide



Sounds in Focus



Your whole-school phonemic approach to sounds and spelling.

» Suitable for Grades R-7

» Package includes online portal access

» Develops spelling, vocabulary, grammar, and writing

Sounds in Focus is a phonemic literacy programme that teaches the encoding and decoding of the English language. This sound-to-letter approach has been recognised as the most effective method for teaching literacy and has a proven track record of increasing learners' literacy capabilities.

TAKE A CLOSER LOOK WITH A FREE TRIAL.

SET UP THE PROGRAMME FOR ONLY R30 PER LEARNER AND YOU WILL RECEIVE THE FOLLOWING:

Workbooks

Engage learners with the stimulating activities covered within each workbook—perfect for daily practice to teach and reinforce their spelling knowledge.

Teacher Guides

Feel confident in delivering this programme with our comprehensive Teacher Guide that will give you lesson structures and explicit teaching directions.

Sounds in Focus Online

Streamline learning with the online portal that features weekly lesson plans, teaching slide shows, projectable learner books, and so much more.

Support Materials

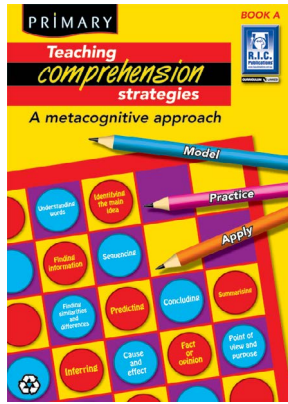
Inspire and guide your classroom through a variety of support materials, such as teaching charts, learner glance cards, and sound cards.



Teaching Comprehension Strategies

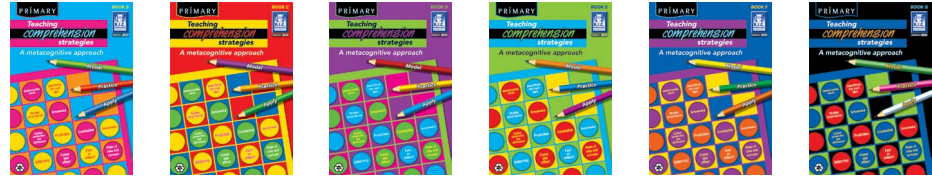


For a free sample, go to:
ricpublications.co.za/series/teaching-comprehension-strategies/



Use the metacognitive approach to teach comprehension.

- » Seven-book series
- » Suitable for ages 6–12+
- » Test page for every strategy



Teaching Comprehension Strategies: A Metacognitive Approach 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.

Features

- Original and varied texts, customised to suit the strategy being studied.
- Skills and strategies taught using explicitly modelled examples and activities.
- Assessment activities where learners can apply the comprehension strategies that have been taught to answer questions.

Sample pages from Book B

Teachers notes = 1
 The focus of this section is on the following skills:
 Understanding words Finding information Identifying the main idea

Understanding words

Indicators

- Students will use context clues to determine the meaning of words and phrases in text.
- Students will apply metacognitive strategies to determine the meaning of words and phrases.

Background Information

The meaning of the words and phrases in the text depends on how they are used in a sentence. Contextual information is a very useful clue in determining meaning.

Some students find the concept difficult and need explicit teaching and supported practice in understanding the use of a contextual clue to determine word or phrase meaning. Many are unaware that the information necessary to identify connotations of words and phrases are often found in the text.

By choosing contexts to explore, teachers should first locate the word in the text. They should then read the sentence and perhaps other sentences around it as well as other parts of the text that may provide clues to its meaning. They should consider all sources before making a decision on meaning.

Students may also need to use specific information to check that the meaning they have selected is the correct one.

Answers

1. Multiple Choice Page 7

1. (a) 1.00 2. (a)
3. (a) 1.00 4. (a) 1.00

4. Our year class Page 7

1. (a) 1.00 2. (a) 1.00
3. The answer was much alike. (almost identical)
4. (a) 1.00

Goldfish Page 9-10

1. Day of week Page 9

1. (a) 1.00 2. (a) 1.00
3. (a) 1.00 4. (a) 1.00

2. Multiple Choice Page 10

1. (a) 1.00 2. (a) 1.00
3. (a) 1.00 4. (a) 1.00

3. Multiple Choice Page 10

1. (a) 1.00 2. (a) 1.00
3. (a) 1.00 4. (a) 1.00

4. Multiple Choice Page 10

1. (a) 1.00 2. (a) 1.00
3. (a) 1.00 4. (a) 1.00

5. Multiple Choice Page 10

1. (a) 1.00 2. (a) 1.00
3. (a) 1.00 4. (a) 1.00

6. Multiple Choice Page 10

1. (a) 1.00 2. (a) 1.00
3. (a) 1.00 4. (a) 1.00

7. Multiple Choice Page 10

1. (a) 1.00 2. (a) 1.00
3. (a) 1.00 4. (a) 1.00

8. Multiple Choice Page 10

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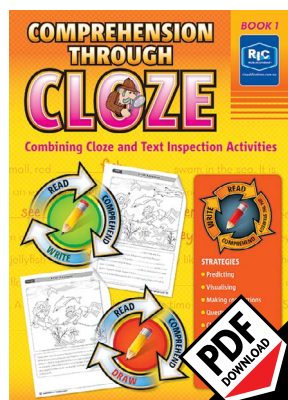
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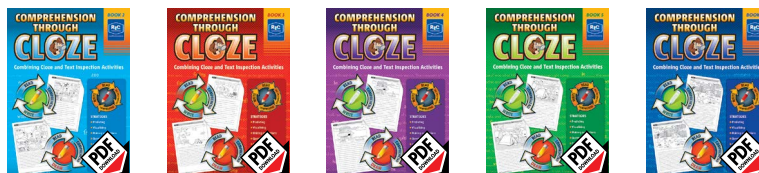
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Comprehension Through Cloze

**EBOOK
AVAILABLE**
ENGLISH


Develop comprehension skills through imagination and illustration.

- » Six-book series
- » Suitable for ages 6–12+
- » Covers the nine comprehension strategies



Comprehension Through Cloze aims to develop learners' comprehension using high-interest, engaging, and challenging activities. Each unit develops comprehension through three approaches: a reading passage with an incomplete illustration; a cloze passage based on the illustration; and two focus pages on a specific comprehension strategy.

Features

- The activities encourage greater sensitivity to detail as learners must identify missing details in illustration and text.
- Learners are kept engaged and enthralled with original stories from a variety of genres and high-interest activities.
- This series extends vocabulary by encouraging learners to choose new and different words to complete a story.

Sample pages from Book 2

Pictorial Morning chores

Visiting her grandparents' farm was Molly's favourite thing to do in the school holidays. There were so many chores she could help with each morning as the sun was coming up. Since the sow had her two piglets she was always so Molly would throw her kitchen scrap bucket. Next, she would feed the baby milk her grandfather had prepared. After bucket by the fence for the animals to drink the two geese as they were very watchful knew they could bite, hard! The hen and h with the chicken feed kept by the henhouse

Making connections Morning chores - 2

Text to text

4. Does this text make you think of a nursery rhyme? Write the name of it.

5. Does this text make you think of another story? Write a sentence to explain what the story is about.

Text to world

6. How is this story the same as something that is in the real world? Write a sentence.

7. Do you think that all children have chores to do?

Yes No

Explain your answer.

8. List three chores that children might help with. They could be inside the home or in the garden.

Cloze Morning chores

Visiting her grandparents' _____ was Molly's favourite thing to do in the school _____. There were so many chores she could help with each _____ as the sun was coming up. Since the sow had her two _____ she was always hungry, so Molly would throw her kitchen scraps from the night before from the _____ bucket. Next, she would feed the baby _____ with a bottle of special _____ prepared. After that, she would fill the large _____ bucket by the fence for the _____ to a little _____ of the two geese as they their four baby goslings and she knew they could bite, _____ five chicks were the last to be fed with the chicken feed

Making connections Morning chores - 1

Text to self

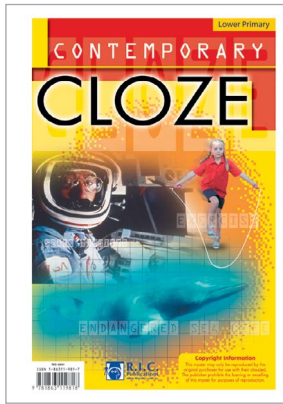
1. Molly has a lot of chores to do on the farm. Write or draw about a time you have done chores.

2. Molly is afraid of the geese on the farm. Draw a picture of an animal you have felt afraid of in the past.

3. Write why you are afraid of this animal.

	AGE	CODE	PRICE
eBook 1	6–7	3109	R210
eBook 2	7–8	3110	R210
eBook 3	8–9	3111	R210
eBook 4	9–10	3112	R210
eBook 5	10–11	3113	R210
eBook 6	11–12	3114	R210

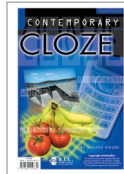
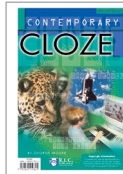
Contemporary Cloze



Cloze with high-interest topics.

- » Three-book series
- » Suitable for ages 6–12+

- » Used to assist in the development of reading and comprehension skills.



This series covers a wide range of contemporary topics and delivers the cloze teaching strategy to help learners develop their comprehension skills.

Features

- Features high-interest, contemporary topics such as mobile phones, bullying, and the Harry Potter™ phenomenon.
- Presents reading strategies that allow learners to choose a word from a list by using context clues or provide their own words.
- Includes activities that help promote written expression and expand vocabulary.

Sample pages from Upper

Teachers Notes

Contemporary Cloze provides students with the opportunity to practise using semantic and syntactic skills to assist in the development of reading and comprehension. Students use the context clues to answer the missing words in the text to make sense of individual sentences.

A variety of contemporary topics is covered including popular student interests or themes, recent inventions or developments, or discussion about a contemporary issue. Teachers should be aware of the sensitivities of some students with topics such as 'cloning' or 'xenotransplantation (Animal Organ implants)'.
 In some activities, students are provided with the list of missing words. After reading the text, students should not only select the obvious choices first and cross out the words as they are used.
 Sometimes students will need to refer to a dictionary, map or illustration to work out the missing word.
 In other activities, students must choose their own words to complete the text. Again, students should 'cross out' the obvious choices first. Students may choose words different from the answers provided. These may still be correct if used in the proper context.

Further suggestions:

- The topic can be discussed with the whole class or in small groups before students complete the cloze activity.
- Some of the contemporary topics suggest further discussion following the completion of the activity. Reports by small research groups on particular topics could feature in a series of lessons.
- Unless teachers want to assess the ability of individual students, the cloze activities could be completed in pairs to enable an interchange of ideas. This works well with less capable readers, who could be partnered with a reader of the same ability or have them in more capable students.
- Encourage the use of dictionaries to clarify the meaning of difficult words.
- Teachers could review with the students a particular part of speech for the activities where a specific group of words is missing. These include:
 Nouns: Use missing words like 'dog', 'doctor', 'hammer'.
 Adjectives: are words which describe nouns or verbs which represent nouns (pronouns). Adjectives usually appear in front of the word they describe but can appear after that word, e.g. 'The boy is tall' and 'The boy walked slowly down the road'.
 Verbs: used for 'action' words, e.g. 'run', 'fly', 'skate'.
 Adverbs: are groups of words which tell more about a themselves. They do not contain a 'finite' verb (a verb with a subject, e.g. 'Cullin ran home at once. Who ran? Cullin (subject). The adverb 'phases of place' answer the question 'Where?' and such phrases include 'near the door', 'in the class', 'at home'.

Contemporary Cloze ISBN 978-1-68111-662-2 R.I.C. Publications www.ricpubs.com.au

Use the following words to complete the passage. You will have to refer to the map and table to answer some questions.

cartoons next forced millions south damage slowly
 China Turkey illegal Black pressures black north
 float Peru buildings Earth earthquake safety

Tectonic Plates - Earthquakes

For _____ of years, huge tectonic plates, 10 km to 200 km _____ in places, have drifted slowly around the _____, moving about 10 cm each year. Part of the Earth's outer shell, they _____ on molten rock. Some plates move towards each other and one is _____ under the edge of another and the immense _____ cause earthquakes.

Seismic experts predict that Istanbul, a city near the _____ coast, _____ will suffer from a major earthquake in the _____ thirty years. At times, the Arabian plate _____ rises and pushes Turkey towards Europe. Turkey's fault line, _____ just _____ of Istanbul, feels the enormous stress _____ and earthquakes follow.

Cheap _____ construction practices mean that 50% of Istanbul's _____ would be damaged.

In a 1999 quake, about 80 km from Istanbul, _____ occurred in the city centre. As a result TV _____ Earthquake' teach 21st century children _____ precisions.

Thirty people, mainly school students, died in an Italian _____ in 2002, but the table shows 100 times that number died in one year in _____, it also indicates _____ that Japan had three times as many deaths as _____ and that _____ had more than 9 _____ Mexico 1985 40 000 _____ Turkey 1989 35 000

Earthquake Disaster Deaths

Japan	1922	150 000
India	1935	35 000
Turkey	1939	32 000
Peru	1970	50 000
China	1976	850 000
Turkey	1978	2 000
Mexico	1985	40 000
Turkey	1989	35 000

Contemporary Cloze ISBN 978-1-68111-662-2 R.I.C. Publications www.ricpubs.com.au

Use the following words to complete the passage. You will need to refer to the map and table to answer some questions.

drainage Brazil salts occurs Colorado China areas
 Tigris Ethiopia years available problem remove volunteers Egypt
 water table vegetation Victoria Indonesia notice

Salinity

Salt _____ naturally in soil and access no _____, until people upset nature's balance. Thousands of _____, ago the Sumerians salted the soil near the Euphrates and _____, rivers to inappropriate agricultural practices.

Clearing deep-rooted native _____ to grow shallow-rooted crops which don't use all the _____ ground water, causes the water table to rise. This brings soluble _____ closer to the surface, which _____ in turn inhibit plant growth. _____ in South America, Australia and near neighbour _____ are still clearing huge _____ of natural vegetation. In _____, start millions of trees, and deep drains and aquifer pumps are also used to _____ excess groundwater.

Overuse of irrigation water also raises the _____, especially in areas with poor _____, Salinity is slow and silent; it may be 25 years before farmers _____ that their trees are dying.

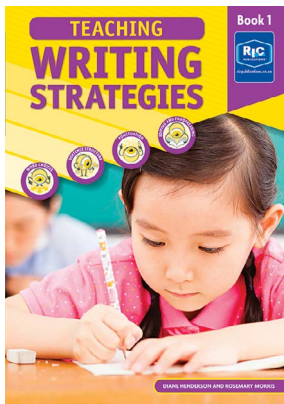
Millions of hectares worldwide are affected: the state of _____ in the USA; salt crusts on farmland in _____ the Sudan and _____ on the African continent; problems near the Yellow River in _____; and Western Australia and the states of NSW and _____ in Australia have problems.

Contemporary Cloze ISBN 978-1-68111-662-2 R.I.C. Publications www.ricpubs.com.au

	AGES	CODE	PRICE
Lower	6–8	0661	R220
Middle	8–10	0662	R220
Upper	10–12+	0663	R220



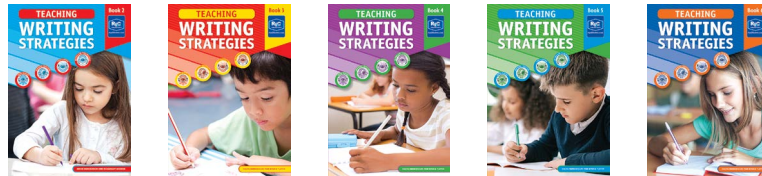
Teaching Writing Strategies



Improve writing at the sentence level.

- » Six-book series
- » Suitable for ages 6–12

- » Apply specific strategies to achieve better writing results for your learners



This series directs learners to produce clear, precise, and purposeful writing. By applying different strategies, learners will understand that editing and proofreading are integral parts of the writing process.

Features

- Each book is divided into four sections covering the basics of good writing—word choice, sentence structure, punctuation, and editing/proofreading.
- Worksheets can be completed independently, in groups, or with the educator.
- Assessment activities provide a record of individual understanding and highlight common points of weakness.

Sample pages from Book 4

Worksheet

Assessment

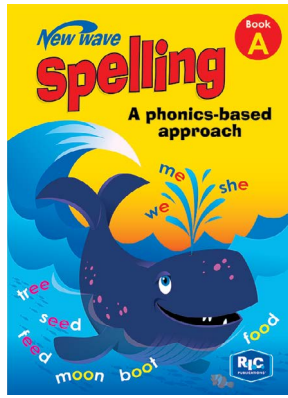
Learner self-evaluation

	AGES	CODE	PRICE
Book 1	6–7	6806	R210
Book 2	7–8	6807	R210
Book 3	8–9	6808	R210
Book 4	9–10	6809	R210
Book 5	10–11	6810	R210
Book 6	11–12	6811	R210

New Wave Spelling – A Phonics-based Approach

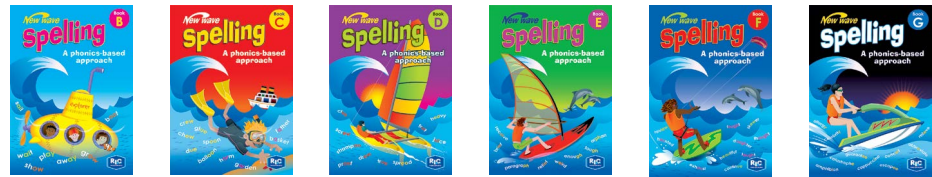


For a free sample, go to:
ricpublications.co.za/new-wave-spelling-sample/



Improve your learners' spelling.

- » Seven-workbook series
- » Suitable for ages 6–12
- » Comprehensive whole-year programme with 20 units of work



New Wave Spelling – A Phonics-based Approach is a whole-school spelling workbook series. The spelling lists within each unit are organised with a phonetic emphasis. Each workbook is supported by a comprehensive teacher resource book (complimentary with each class set) containing support material to enhance teaching and learning opportunities.

Features

- Spelling lists of words with common phonemes represented in different ways.
- Variety of activities to develop different strategies for spelling.
- Vowel and consonant phonics reference charts.

Sample pages from Book D

The sample pages show three units from Book D. Unit 1 includes a crossword puzzle and a list of words to be unjumbled. Unit 2 features a 'Word Watch' section with a list of words and a grid for writing. Unit 4 includes a 'Word Watch' section with a list of words and a grid for writing, along with a crossword puzzle.

WORKBOOKS			
	AGES	CODE	PRICE
Book A	6–7	6267	R130
Book B	7–8	6268	R130
Book C	8–9	6269	R130
Book D	9–10	6270	R130
Book E	10–11	6271	R130
Book F	11–12	6272	R130
Book G	12+	6273	R130

TEACHER RESOURCE BOOKS			
	AGES	CODE	PRICE
Book A	6–7	6201	R210
Book B	7–8	6202	R210
Book C	8–9	6203	R210
Book D	9–10	6204	R210
Book E	10–11	6205	R210
Book F	11–12	6206	R210
Book G	12+	6207	R210

Integrated Spoken Language



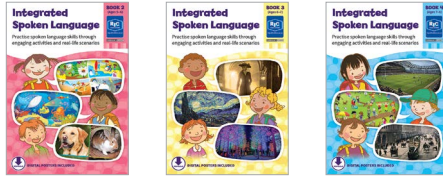
Preview the series:
ricpublications.co.za/tag/integrated-spoken-language/



Develop your learners' spoken language skills!

- » Four-book series
- » Suitable for ages 4-8

- » Includes free download of high-resolution posters



Spoken language enables us to use words to express knowledge, ideas, and feelings; and lays the foundation for essential reading and writing skills. *Integrated Spoken Language* is a four-book series that provides your learners with the opportunity to develop and reinforce their spoken language skills, all while having fun and relating their learning to real-life scenarios.

Features

- Develop oral language skills by providing plenty of opportunities for learners to practise through a large variety of activities.
- Promote faster adoption of oral language skills through a mix of cartoons and photographs in realistic scenarios that learners can relate to.
- Each book gives you access to the high-resolution digital version of all themed images, making it easy to display on an interactive whiteboard, to print out and display or give to learners.

Sample pages from Book 1

ON THE FARM TEACHER NOTES

farmer	dog	farm	sheep	cow	pig
tractor	horse	chicken	hen	duck	rooster
vegetable	pasture	field	pen	chick	chick
gate	fence	bush	path	pond	mud

THEME STARTER QUESTIONS

- What things can you see in this picture?
- Who is the person? What tool is he holding? What would he use it for?
- What animals can you see in this picture?
- Where are the pigs? What do you think they are doing? Why are they doing that?
- Where are the horses? What do you think they are doing? Why are they doing that?
- Where are the cows? What do you think they are doing? Why are they doing that?
- What is in the farmer's basket? Where do you think they come from?

THEMED ACTIVITIES

ACTIVITY FOCUS: Acquisition and use of vocabulary

ACTIVITY 1: CHAIN DANCE (whole class)

- Ask children to choose words that describe the farmer. Examples may include hat, strong, heavy, healthy, big, wearing a hat, wearing overalls and wearing boots.
- Select children to get words together to make phrases to describe the farmer using the descriptive vocabulary suggested. Accept single word answers but encourage descriptive phrases or simple sentence answers.
- Repeat with the pig, cow, horse, pig, farm and fence.
- If time allows, repeat asking about the cows etc. one doing. Then ask them to put words together such as 'The farmer looks after the cows.' 'Cows eat grass and flowers.'

ACTIVITY FOCUS: Engagement, listening and attention

ACTIVITY 2: CUMULATIVE LISTENING (whole class and small groups)

- The teacher states a sentence beginning and each child in turn adds another object to make the sentence as long as possible. For example, the teacher says 'On the farm, I saw a farmer.' The child next says 'On the farm, I saw a farmer and a dog.' The next child says 'On the farm, I saw a farmer, a dog and a pig.' Children add animals and objects until no more can be added. Repeat with other sentence beginnings such as 'The dog is brown.' The barn is full, adding extra adjectives.
- This activity provides excellent memory skills.

ON THE FARM RESOURCE SHEET 1

There is ...

I can see ...

It is ...

Look at ...

There are ...

I like ...

ON THE FARM RESOURCE SHEET 2

pig

cow

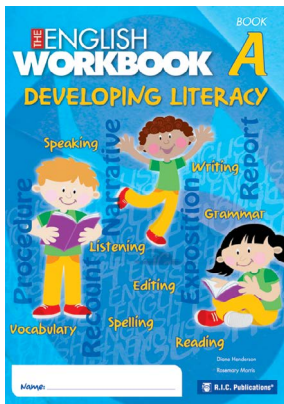


	AGES	CODE	PRICE
Book 1	4-5	8460	R240
Book 2	5-6	8461	R240
Book 3	6-7	8462	R240
Book 4	7-8	8463	R240

The English Workbook

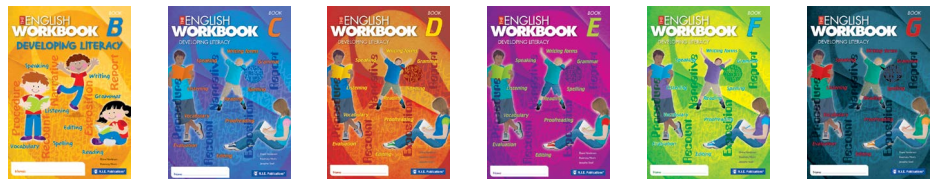
ENGLISH

Preview the series:
ricpublications.co.za/tag/the-english-workbook/



Develop your learners' literacy skills.

- » Seven-book series
- » Suitable for ages 6–12+
- » Educator resource book also available for each level

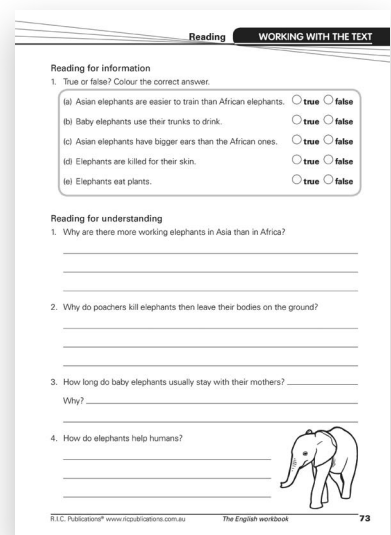
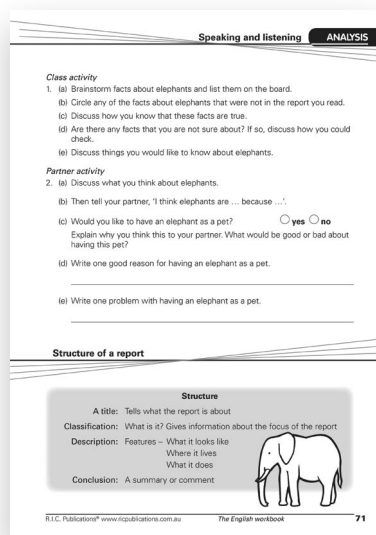
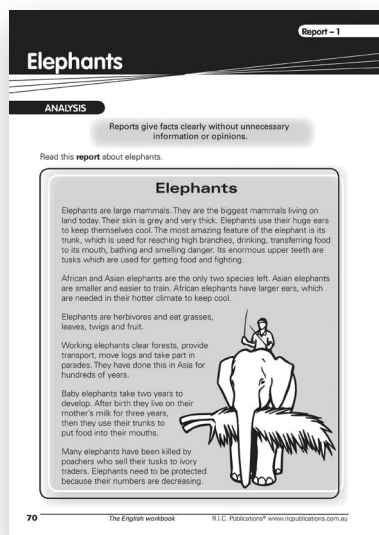


The English Workbook series features seven learner workbooks that look at writing formats such as procedures, recounts, expositions, narratives, and reports. The series is the ideal skills-based resource to accompany your writing programme. By taking a step-by-step approach, it guides learners through each of the five different writing genres, providing sample texts for each that they can use to analyse and understand how to structure their own writing.

Features

- All aspects of English literacy are thoroughly covered in the series.
- Procedural learning profiles for each specific writing skill being taught.
- Language-specific features of each text covered, showing when to use certain forms of language and text.

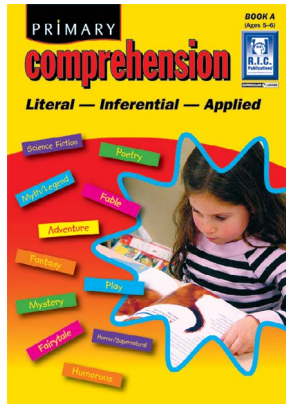
Sample pages from Book C



WORKBOOKS				TEACHER RESOURCE BOOKS			
	AGES	CODE	PRICE		AGES	CODE	PRICE
Book A	6–7	6353	R130	Book A	6–7	6355	R210
Book B	7–8	6354	R130	Book B	7–8	6356	R210
Book C	8–9	6278	R130	Book C	8–9	6303	R210
Book D	9–10	6279	R130	Book D	9–10	6304	R210
Book E	10–11	6280	R130	Book E	10–11	6305	R210
Book F	11–12	6281	R130	Book F	11–12	6306	R210
Book G	12+	6282	R130	Book G	12+	6307	R210

Primary Comprehension

Preview the series:
ricpublications.co.za/tag/primary-comprehension/



Comprehension practice learners will love!

- » Seven-book series
- » Suitable for ages 6–12+
- » Includes learner activities to practise appropriate comprehension strategies



Full of funny, suspenseful, horrifying, and exciting texts, *Primary Comprehension* is an educational adventure! With a wide array of literal, inferential, and applied comprehension questions, this seven-book series is essential for every educator's collection.

Features

- Each book contains 20 different texts from a variety of genres including humour, fantasy, legend, adventure, myth, report, and much more.
- Three levels of questioning—literal, inferential, and applied—to assess learners' comprehension.
- Nine specific strategies covered in each book: predicting, making connections, comparing, sensory imaging, determining importance, skimming, scanning, synthesising, and summarising.

Sample pages from Book B

THE STORK AND THE FOX

Educator information

Genre: Fable

Indicators:

- Analyzes and extracts information from a fable to answer literal, inferential and applied questions.
- Makes connections based on prior knowledge and the text.
- Compares and makes judgments based on connectors made.

Worksheet Information:

- Learners will need to understand the physical differences between foxes and storks affecting their ability to steal from bowls and jars of different shapes.
- Where learners are asked to explain that connects, they may benefit from opportunities to generate their ideas with a partner before attempting to write them.
- The clock and the fox is an Aesop fable. Learners need to be familiar with this genre and to understand that it is a story with a moral.

Answers:

Page 15–16

1. (a) (i) Yes (ii) No (iii) Yes (iv) No (v) Yes
 (b) Educator check

2. (a) Educator check. Answers may include:

- (i) hungry and angry
- (ii) long tail, thin
- (iii) get even, get his own back, play a trick, teach him a lesson
- (iv) his best case about

3. Educator check

Page 17

1. Educator check 2. Educator check 3. Educator check

Extension:

- Read and discuss a number of different fables with the learners, particularly the similarities and differences between them; for example, the number of animals featured, their personalities and the responses and meanings of the morals included.
- Collect and display books or folders taking particular note of the different types of illustrations.
- Other Aesop's fables include:
 - The man and the rooster
 - The crow and the pitcher
 - The ant and the grasshopper
 - The frog and the log
 - The hare and the tortoise

THE STORK AND THE FOX – 1

Read the fable.

Fox invited Stork to dinner and for a joke he put their soup in shallow dishes. Fox could lap it up but Stork could only wet the end of his long bill. Poor Stork left, still feeling hungry.

Fox smiled and said, 'I'm sorry that you didn't like the soup I made'.

'Don't apologise,' replied Stork. 'Come and visit me soon and I'll make dinner for you.'

When Fox went to visit Stork, he put their dinner in long-necked jars with narrow mouths. Fox couldn't reach the food and he just licked the outside of the jar.

'I will not apologise for the dinner,' Stork said, 'because one bad turn deserves another.'

Right there

(a) Write yes or no after each sentence.

(i) Fox made some soup for Stork.

(ii) Fox enjoyed the dinner that Stork made for him.

(iii) Stork ate the soup Fox made.

(iv) Fox played a trick on Stork.

(ii) Stork invited Fox to come for dinner.

(b) Draw the dishes the two animals liked.

This is the dish Fox liked.

This is the dish Stork liked.

THE STORK AND THE FOX – 2

Use the text on page 15 to answer the questions.

Think and search

(a) Write in the missing words.

(i) Stork was feeling _____ when he left Fox's house.

(ii) The jar was too _____ for Stork to reach the soup.

(iii) Stork made dinner for Fox because he wanted to _____.

(iv) The two animals did not really _____ each other.

On my own

(a) (i) Do you think that Stork was right to play the same trick on Fox that Fox played on him? _____

(ii) What do you think Fox learnt? _____

(iii) Do you think that Fox will play the same trick again?

(b) The word 'apologise' means to say you are sorry. In the story, Fox said, 'I'm sorry that you didn't like the soup I made'.

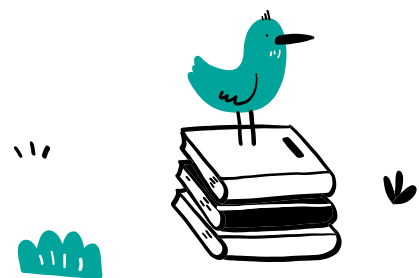
(i) Do you think Fox was really sorry?

(ii) Did Stork really not like the soup?

(iii) Why didn't Stork eat the soup? _____

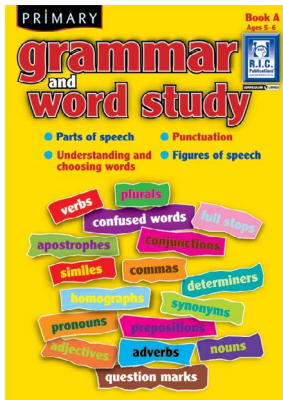
(c) Draw Stork trying to eat the soup.

	AGES	CODE	PRICE
Book A	6–7	6253	R210
Book B	7–8	6254	R210
Book C	8–9	6255	R210
Book D	9–10	6256	R210
Book E	10–11	6257	R210
Book F	11–12	6258	R210
Book G	12+	6259	R210



Primary Grammar and Word Study

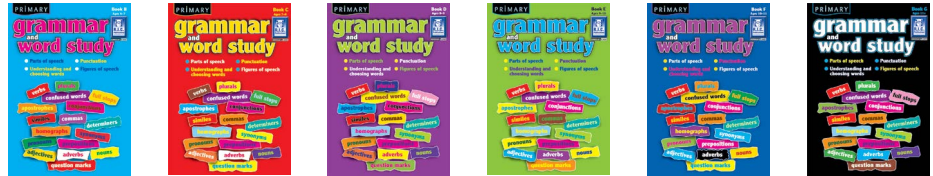
ENGLISH



Fun grammar and word learning adventures!

- » Seven-book series
- » Suitable for ages 6–12+

- » Ideal resource to build learners' grammar knowledge



Primary Grammar and Word Study is the complete package for introducing and building learners' knowledge of parts of speech, understanding and choosing words, punctuation, and figures of speech. With engaging activities and new concepts introduced on each high-interest worksheet, this is an ideal resource for all abilities.

Features

- Each book has four sections: parts of speech, understanding and choosing words, punctuation, and figures of speech.
- Features learner activity pages, each introducing a concept to be identified and applied, accompanied by comprehensive educator notes.
- A clearly identified focus is stated on each learner and educator page, along with further suggestions on how to support each worksheet.

Sample pages from Book C

Parts of speech
Common and proper nouns

Focus
Common and proper nouns

Classifications

- Common nouns name general, rather than particular, people, places and things.
- Proper nouns are used to name specific people, places or things. They begin with capital letters.

Examples

Example

Explanations

Answers

Teacher check

Common and proper nouns
Nouns can tell us who, what and where in a sentence.

Some nouns are **common nouns**. They name general people, places and things.

I watched a dog wandering around the city streets this afternoon. A kind lady picked him up and took him away.

That was my friend, Gravel the last her dog, Fluffy, then found him wandering around Kent Street in London! She took him back to her house in Harrogate.

Proper nouns name specific people, places and things and start with a capital letter.

1. Cut out common and proper nouns from a newspaper or magazine. Glue them into the table, then write some of your own.

Common nouns	Proper nouns

2. Write examples of two proper nouns for each of these common nouns.

(a) country _____

(b) restaurant _____

(c) street _____

(d) teacher _____

(e) actor _____

Collective nouns

If you drove past some fluffy sheep, would you mention them one-by-one? Stay to your friend! 'Quick, take a peek. There's one sheep and one sheep, plus one. And more plus some, then another eight. Standing together near that rock! Or would it be quicker to say, 'Hey, take a look at that big flock!'

Answers

A **collective noun** is the name for a group of animals, people or things.

A **gaggle** is a group of geese.
A **library** is a group of books.
A **class** is a group of students.

1. Name these groups.

(a) (b) (c) (d)

2. Match the collective nouns to each group of animals.

pod school litter swarm pack herd

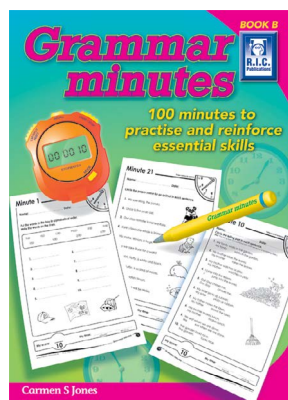
(a) fish _____ (b) whales _____
(c) bees _____ (d) puppies _____
(e) wolves _____ (f) cows _____

3. (a) Make up your own collective noun for one of the following groups.
boys shells girls smelly shoes
(b) Write a poem or story about your collective noun on back of this sheet.



	AGES	CODE	PRICE
Book A	6–7	6240	R210
Book B	7–8	6241	R210
Book C	8–9	6242	R210
Book D	9–10	6243	R210
Book E	10–11	6244	R210
Book F	11–12	6245	R210
Book G	12+	6246	R210

Grammar Minutes



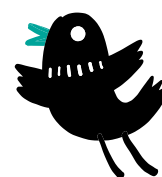
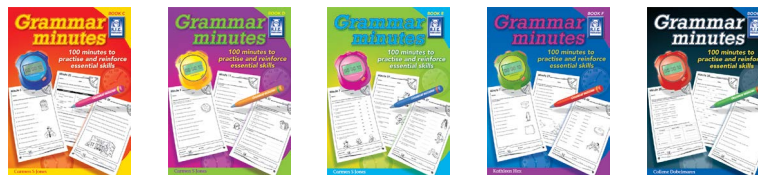
100 minutes to practise and reinforce essential skills.

Grammar Minutes allows learners to practise their grammar and enhance their overall grammar proficiency. This unique format offers learners an ongoing opportunity to improve their skills.

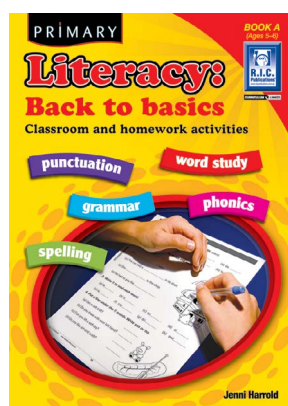
Features

- Practise and revise punctuation, parts of speech, sentence structure, compound words, contractions, and much more.
- Offers practice in speed of recall of the knowledge and understanding of many features of the English language.
- Ideal as a lesson starter activity, timed speed test, revision, or homework activity.

	AGES	CODE	PRICE
Book B	6-7	6327	R220
Book C	7-8	6328	R220
Book D	8-9	6329	R220
Book E	9-10	6330	R220
Book F	10-11	6331	R220
Book G	11+	6332	R220



Primary Literacy: Back to Basics



Support your learners' understanding of literacy concepts.

A series of educator resources that provides learners with guidelines for spelling, word study, punctuation, and grammar.

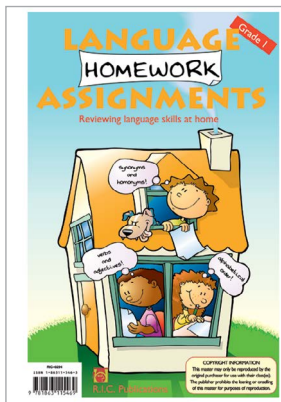
Features

- The series features an easy-to-follow format where concepts are repeated and expanded on throughout.
- Instructional concepts, with definitions and relevant examples, are provided to support learning.
- Comprehensive educator notes support learner progress and include additional reference information.

	AGES	CODE	PRICE
Book A	6-7	6311	R210
Book B	7-8	6312	R210
Book C	8-9	6313	R210
Book D	9-10	6314	R210
Book E	10-11	6315	R210
Book F	11-12	6316	R210
Book G	12+	6317	R210



Language Homework Assignments



Review language skills at home.

Each homework sheet in this series deals with a language skill specific to that grade, making it easy to link homework to what has been taught in the classroom. The homework sheets are aimed at a four-term year with nine exercises for each term.

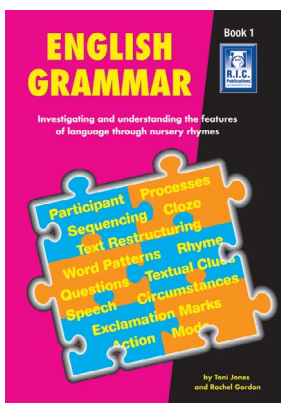
Features

- Each set of skills is followed by a review sheet which may be done as a test or as revision exercises.
- The basic work on each sheet is followed by a 'Challenge' section and most exercises have brief answers so that the homework can be worked through easily and quickly.
- Includes educator notes, an individual learner record sheet, and answers.

	AGES	CODE	PRICE
Level 1	6-7	0294	R210
Level 2	7-8	0295	R210
Level 3	8-9	0296	R210
Level 4	9-10	0297	R210
Level 5	10-11	0298	R210
Level 6	11-12	0299	R210
Level 7	12+	0300	R210



English Grammar



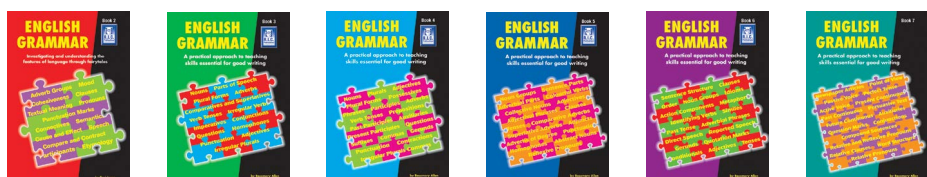
A functional approach to grammar.

Our *English Grammar* series offers a practical approach to teaching the essential skills for good writing. The main aim is to help learners progressively improve grammar by studying the way it works in various real-world situations.

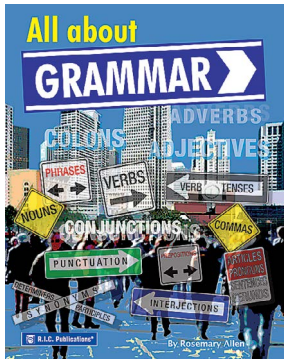
Features

- This series explores the systematic relationships that exist between the features of English grammar.
- Grammar parts and their relationships are presented in context.
- Extra activity ideas are included.

	AGES	CODE	PRICE
Book 1	6-7	2063	R220
Book 2	7-8	2064	R220
Book 3	8-9	2065	R220
Book 4	9-10	2066	R220
Book 5	10-11	2067	R220
Book 6	11-12	2068	R220
Book 7	12+	2069	R220



All About Grammar



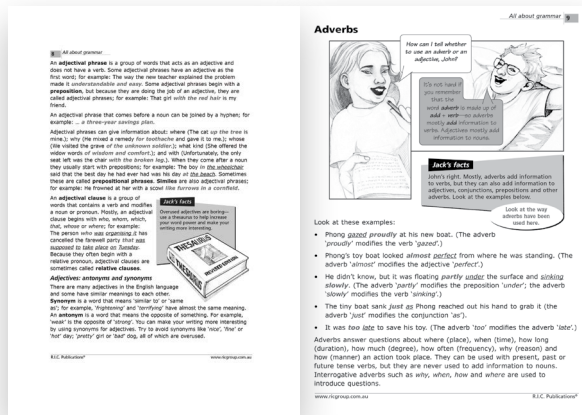
AGES	CODE	PRICE
11+	1183	R210

Discover the wonders of grammar!

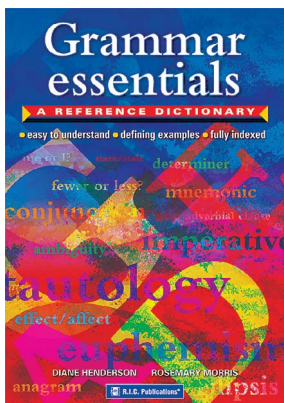
Through thorough and easy-to-understand explanations—with humorous examples, jokes, and illustrations—this resource is sure to be enjoyed by even the most reluctant learner. Ideal for learners, educators, or parents, read it either as a friendly and helpful reference on how to structure sentences properly, or keep it as an invaluable reference for those times when something simply ‘doesn’t look quite right.’

Features

- This series offers a clear guide to modern English grammar.
- Covers grammatical skills applicable to both the novice and expert.
- Provides examples for correct usage throughout.



Grammar Essentials



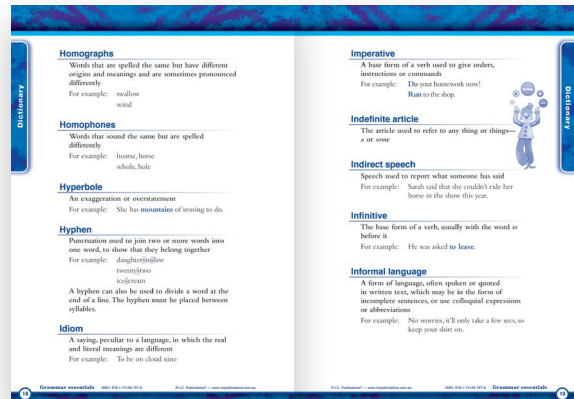
AGES	CODE	PRICE
9+	1184	R80

An easy-to-understand reference dictionary.

Grammar Essentials presents concise information about the essential elements of English grammar with relevant examples. This series was written specifically to allow learners to quickly and easily check any grammatical terms, points, or areas they may not be sure about, and to improve their communications skills.

Features

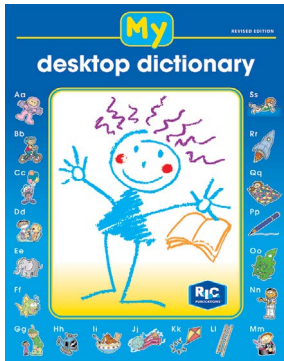
- Suitable for both primary and secondary learners—plus, many educators will also find it a useful reference.
- Written in simple, easy-to-understand language, with short definitions, explanations, and examples.
- Alphabetical listings make the information easily accessible.



My Desktop Dictionary

ENGLISH

For a free sample, go to:
ricpublications.co.za/my-desktop-dictionary-sample-download-form/



AGES	CODE	PRICE
5-8	1111	R75

Develop your learners' written vocabulary.

» Single workbook

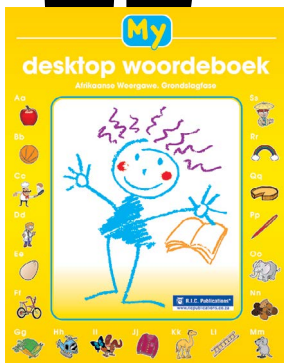
» Suitable for ages 5-8

» Also available in Afrikaans

My Desktop Dictionary gives learners the opportunity to learn and develop their vocabulary in a very clear and structured manner. It provides them with an opportunity to develop their knowledge of a variety of themes and school topics, all while integrating the correct spelling of each word.

Features

- Provides the clearest learning platform for learners to have on their desks and use for reference in class.
- Includes a popular, high-interest list of themed words for each letter of the alphabet.
- Supplementary word lists included on popular topics, including family, school, and animals.



AGES	CODE	PRICE
5-8	1060	R75

Animals

bird frog mouse
 camel giraffe rabbit
 cat goat sheep
 dog horse snake
 elephant leopard turtle
 fish lion zebra

My Aa words

Aa

about
above
across
afraid
after
afternoon
again
air
all
allow
along
also
always
and
angry
another
answer
any
anybody
anyone
anything
are
around
ask
asleep
assembly
astronaut
ate
Australia
away

My Aa words

Aarde

planeet draai ewenaar
 woestyne berge mere
 oseane plante hawens
 Noordpool grond see
 Suidpool stroom vallei
 atlas water vulkaan

My Aa woorde

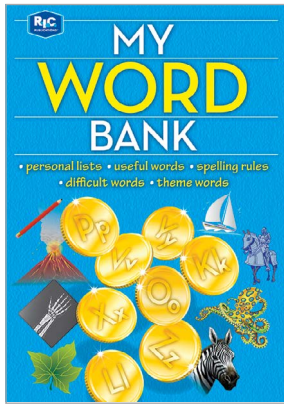
Aa

aanbied
aand
oarbei
afbreek
Afrika
attrek
agil
agter
akker
albei
albei
almal
alhyd
amen
amper
anker
antwoord
appel
appelkoos
arm
arme
asem
asook
asma
asseblief
asyn
atlas
Augustus
aangaan
aangee
avontuur

My Aa woorde

My Word Bank

Preview the series:
ricpublications.co.za/shop/my-word-bank-ages-8-12/



Give learners their own classroom dictionary.

- » Single workbook
- » Suitable for ages 8–12
- » Develop written and oral vocabulary



If a learner needs a word but doesn't know how to spell it, they can look it up and record it in *My Word Bank*. This personal dictionary is an essential companion for learners developing their literacy skills within a classroom setting and at home.

Features

- *My Word Bank* contains spelling rules to help learners spell correctly and use the right word.
- There are alternative words and topic lists to help learners write interesting sentences while expanding their vocabulary.
- Topic lists are provided for easier reference and development that is applicable to learners.

AGES	CODE	PRICE
8-12	1092	R67

Sample pages from Book D

smartphone
snow
software
someone
something
sometimes
special
squeeze
storage
story
successfully
suddenly
suppose
sure

said
sandwich
saw
scanner
school
scissors
screenshot
scroll
sea
secret
see
sentence
separate
shall
share
she
shoe
should
sister
small

sandwich

Months of the Year

January	May	September
February	June	October
March	July	November
April	August	December

Days of the Week

Sunday	Thursday
Monday	Friday
Tuesday	Saturday
Wednesday	

Seasons

autumn
winter

Maths

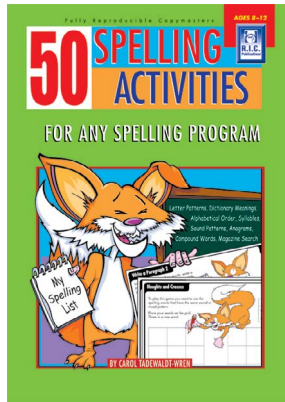
angle	kilogram (kg)	polygon
area	kilometre (km)	right angle
array	line	rotation
average	litre (L)	tangram
capacity	mass	tessellation
centimetre (cm)	metre (m)	vertical
decimal	millilitre (mL)	volume
estimate	multiple	
factor	negative number	
fraction	opposites	
gram (g)	ordinal	
horizontal	perimeter	
hundredth	place value	

Operations

addition
division
multiplication
subtraction

Spelling

50 Spelling Activities



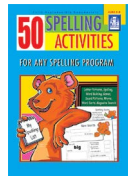
	CODE	PRICE
Foundation to Grade 3	2076	R210
Grades 4-7	2075	R210

Give learners the opportunity to practise spelling.

50 Spelling Activities allows educators to incorporate spelling-based content into the classroom in an engaging way. This gives learners the ability to practise, study, and utilise the words more effectively.

Features

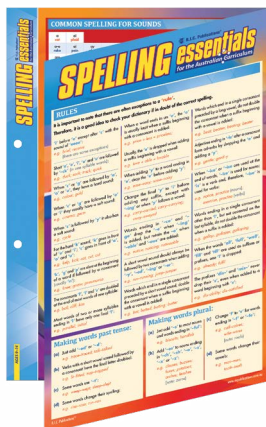
- The systematic approach of the activities means educators can isolate areas for improvement and facilitate those lessons.
- 'Have-a-Go' activities encourage learners to attempt unfamiliar words as part of the learning process.
- Activities can be copied and laminated to be used for specific purposes.



General English

Spelling Essentials

Writing Essentials



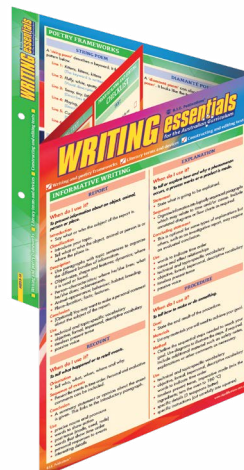
AGES	CODE	PRICE
9-14	6802	R45

Spelling essentials for learners.

Laminated and folded to A4 for easy filing and durability, these easy-to-use essentials are crucial to everyday learning and teaching. Covering key areas of spelling, these are the perfect tool to support your learners in their daily work.

Spelling Essentials includes:

- Spelling rules.
- Common spelling for sounds.
- Prefixes and suffixes.



AGES	CODE	PRICE
9-14	6803	R45

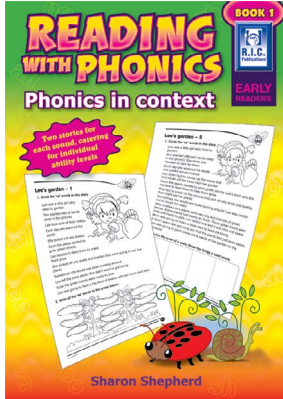
Writing essentials for learners.

Laminated and folded to A4 for easy filing and durability, these easy-to-use essentials are crucial to everyday learning and teaching. Covering key areas of writing, these are the perfect tool to support your learners in their daily work.

Writing Essentials includes:

- Writing and poetry frameworks.
- Hints and tips to improve writing.
- A useful proofreading and editing checklist.

Reading With Phonics



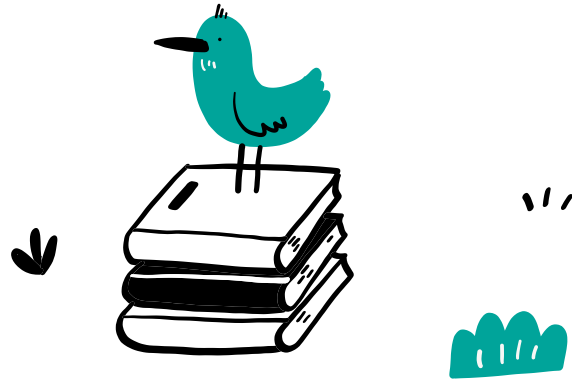
Teach phonics in context.

Present a 'focus sound(s)' in the context of a narrative, rather than in isolation, and help learners practise identifying and using the sound(s) while reading and comprehending.

Features

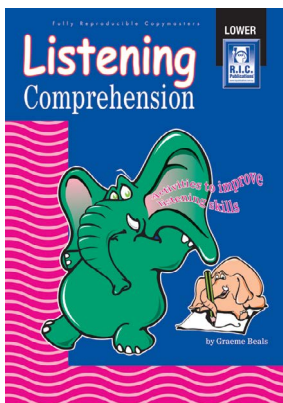
- Includes worksheets to reinforce learners' phonemic awareness and consolidate the learning of phonic sounds.
- Strengthen learners' knowledge of the sounds with word cards at the end of each sound studied.
- Allowing flexibility, this resource can be used to introduce or consolidate teaching and learning.

	CODE	PRICE
Book 1	6308	R220
Book 2	6309	R220
Book 3	6310	R220



Comprehension

Listening Comprehension



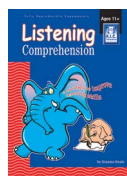
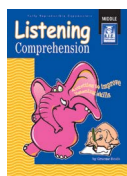
Activities to improve listening skills.

Help your learners maximise their learning potential by developing their listening skills and memory retention.

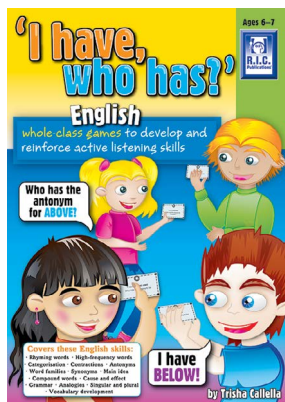
Features

- Learners follow interesting and challenging instructions read out by the educator.
- Exercises can be tackled as a whole class, in small groups, or in pairs.
- Exercises become progressively more difficult, and results are recognised in other subject areas.

	AGES	CODE	PRICE
Lower	5-7	2023	R210
Middle	7-9	2024	R210
Upper	9-11+	2025	R210



'I Have, Who Has?' – English



Make English fun with this excellent resource

'I Have, Who Has?' – English is a series of three educator resource books designed to reinforce basic literacy skills using auditory discrimination as the major focus.

Features

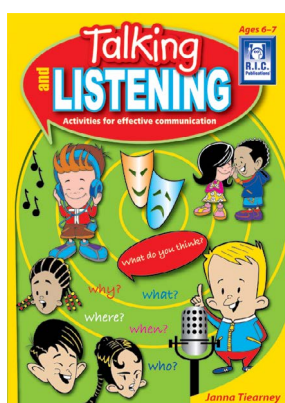
- Use game cards to complete a chain of engaging questions and answers, designed to apply learning.
- Each learner stays involved by using the supporting active listening worksheet, designed to track the progress of the game.
- Each book contains simple-to-prepare activities, blank proformas, and clear and concise answer pages.

	CODE	PRICE
Lower	6321	R220
Middle	6322	R220
Upper	6323	R220



Oral Language

Talking and Listening



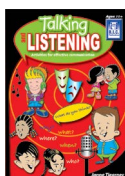
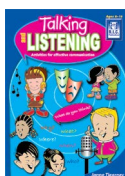
Acquiring skills in talking and listening.

Talking and Listening is a three-book series that will help learners acquire the skills of speaking and listening and practise them in a variety of situations.

Features

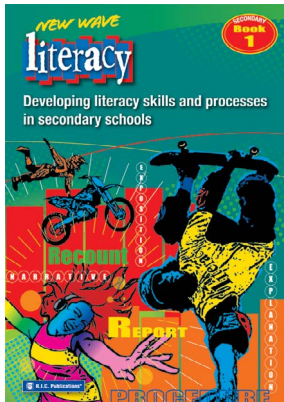
- Includes contemporary and fun activities that children will love.
- Each talking and listening topic consists of one page of educator notes and two pages of learner copymasters.
- Includes detailed educator notes, with activity objectives, summary of activities, background information, and much more.

	CODE	PRICE
Lower	6250	R220
Middle	6251	R220
Upper	6252	R220



Secondary New Wave Literacy

Preview the series:
ricpublications.co.za/tag/new-wave-literacy/



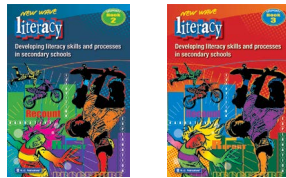
	AGES	CODE	PRICE
Book 1	12-13	1179	R100
Book 2	13-14	1180	R100
Book 3	14-15	1181	R100

Develop literacy skills and processes in secondary learners.

This series is full of fun activities written specifically to help learners practise their literacy skills. Packed full of interesting information, it'll help engage learners in their literacy achievement progress. The programme is focused on upper-level thinking skills that underpin literacy competence.

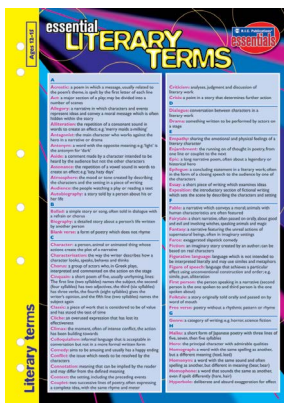
Features

- Each book is based on a modern text approach to reading and writing, with content themes that are relevant to learners in each grade.
- The process themes provide a developmental, sequential coverage of major literacy skills.
- The series is organised into easily managed modules that are built around a theme—this is great for group work or independent learners.



Secondary

Essentials: English Literacy Terms



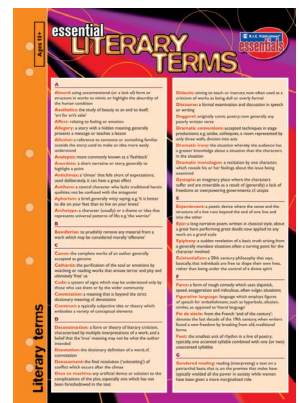
	AGES	CODE	PRICE
Guide 1	12-15	6804	R45
Guide 2	15+	6805	R45

Essential literacy study guides.

These laminated A4 pages provide learners and educators with easy-to-use English literacy terms to help increase learners' base knowledge.

Features

- There are two essential study guides available for English in lower secondary.
- Convenient A4 size specifically designed to fit neatly into a standard ring binder or just stand alone.
- Literacy terms are clear and succinct.



The Maths Box



Enhance your maths programme!

- » Seven-box series
- » Suitable for Grades R-7
- » Each box contains 75 beautifully illustrated and unique cards

Sample cards from Box 3

Card 5
Algebra

Front of card

FOLLOW THAT RULE!

You are in a forest and have to get to the other side along the path. As you make your way through the forest, follow the rule on each signpost. OR ELSE YOU WILL GET LOST!

- Start at 18. Count forwards in 6s to the number 36. 18, 36
- Start at 33. Count backwards in 4s until you reach 49. 33, 49
- Start at 51 and count backwards in 3s to the number 28. 51, 39
- Start at 73 and take away 4 until you reach 57. 73, 57

Card 5
Answers

Back of card

1 21, 26, 31
2 37, 41, 45
3 48, 45, 42
4 69, 65, 61
5 16, 19, 23
6 28, 38, 42
7 265, 275, 285, 295
8 600, 500, 400, 300
9 384, 374, 364, 354
10 475, 575, 675
11 40, 473, 480, 483, 490, 493
12 678, 681, 685, 688, 692, 695

Card 8
Number - Fractions

Front of card

The Tenth's Train

Complete the missing tenths.

- $\frac{0}{10}, \frac{1}{10}, \frac{2}{10}, \frac{3}{10}, \frac{4}{10}, \frac{5}{10}, \frac{6}{10}, \frac{7}{10}, \frac{8}{10}, \frac{9}{10}, \frac{10}{10}$
- $\frac{0}{10}, \frac{2}{10}, \frac{4}{10}, \frac{6}{10}, \frac{8}{10}, \frac{10}{10}$
- $\frac{0}{10}$ is the same as: (a) 0 (b) $\frac{1}{2}$ (c) 1
- $\frac{0}{10}$ is the same as: (a) 0 (b) $\frac{1}{2}$ (c) 1

The pizza has been cut into ten slices.

- How many tenths are there altogether? (a) 8 (b) 10 (c) 100
- Jim eats $\frac{2}{10}$ of the pizza. How many slices are left? (a) 3 (b) 4 (c) 5
- Jane eats $\frac{4}{10}$ of the pizza and Joe eats $\frac{2}{10}$ of the pizza. How many slices did they eat altogether? (a) 7 (b) 8 (c) 9
- Jed ate $\frac{3}{10}$ of the pizza. How many slices are left? (a) 7 (b) 8 (c) 9

Card 8
Answers

Back of card

Additional Activity

Sort 10 bean sweets. Group the sweets into groups of two. Each group of two sweets must have the same colour. Answer the questions.

- 6 orange sweets. How many is this in tenths? (a) $\frac{6}{10}$ (b) $\frac{3}{5}$ (c) $\frac{3}{10}$
- 4 yellow sweets. How many is this in tenths? (a) $\frac{4}{10}$ (b) $\frac{2}{5}$ (c) $\frac{2}{10}$
- 2 green sweets. How many is this in tenths? (a) $\frac{2}{10}$ (b) $\frac{1}{5}$ (c) $\frac{1}{10}$
- 1 red sweet. How many is this in tenths? (a) $\frac{1}{10}$ (b) $\frac{1}{5}$ (c) $\frac{1}{20}$

The Maths Box

Preview the series online:
ricpublications.co.za/tag/the-maths-box/



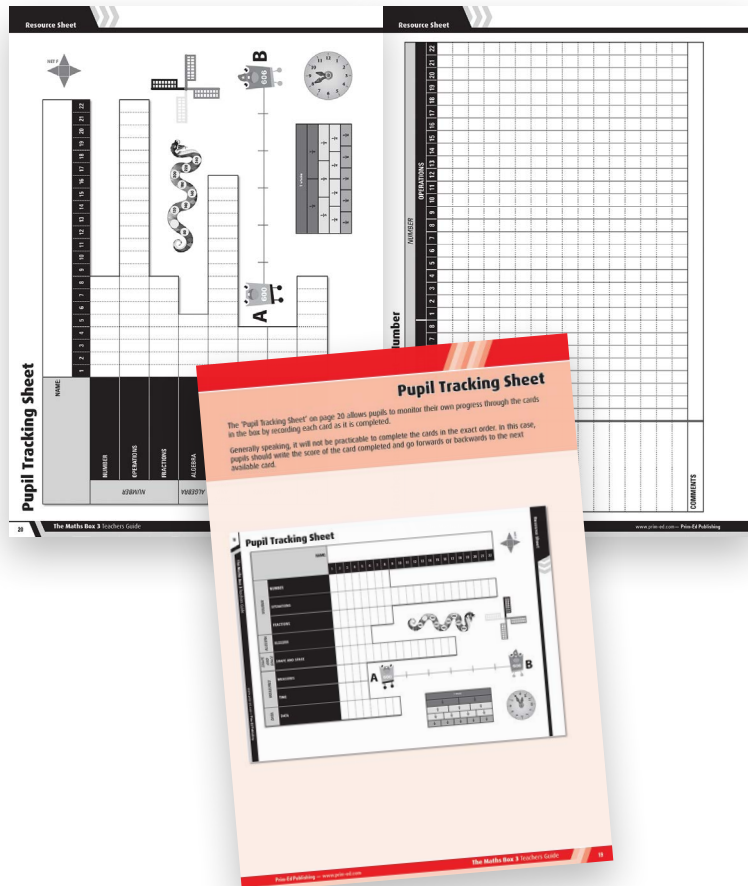
	AGE	CODE	PRICE
Foundation	5-6	6993	R2200
Box 1	6-7	6987	R2020
Box 2	7-8	6988	R2020
Box 3	8-9	6989	R2020
Box 4	9-10	6990	R2020
Box 5	10-11	6991	R2020
Box 6	11+	6992	R2020



REVIEW 'The Maths Box encourages resilience, independence, and confidence in maths learning. We have used the resource in a variety of ways, as part of a targeted intervention, independent extension, consolidating activity, or short assessment.'

Jane Hainsworth, Educator

Sample pages from Box 3 Teacher Guide



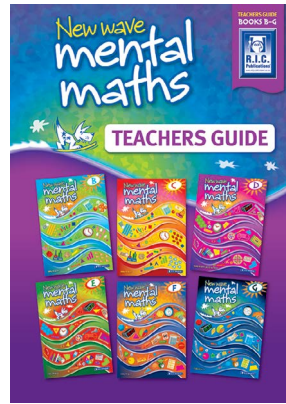
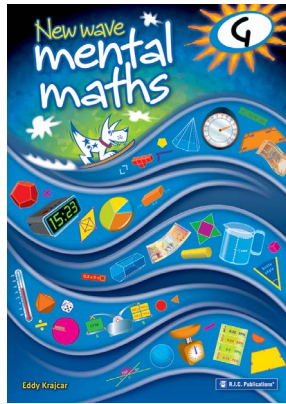
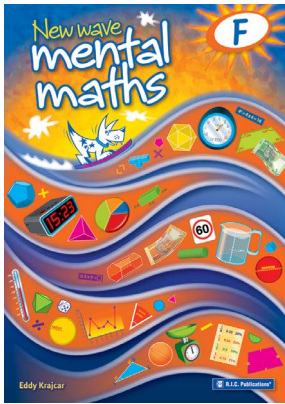
Motivate your learners with fun, creative, and challenging activities! *The Maths Box* provides practice and consolidation of skills already taught in the classroom, with opportunities to extend learners further. Designed to be flexible, this resource allows for independent, small-group, and whole-class maths activities. This gives educators the freedom to roam the classroom and provide more tailored teaching for individual learners. Check out how this resource can help your learners today!

Features

- Use it anytime to reinforce concepts and elevate your maths programme—supported with scope and sequence charts to map your coverage.
- Learners can be given specific cards that are appropriate to their individual learning goals and based on their own strengths and weaknesses.
- Great way to motivate even the most reluctant learners. Each card is designed to provide intellectual engagement and connect learners to the wider world.

New Wave Mental Maths

For a free sample, go to:
ricpublications.co.za/new-wave-mental-maths-sample-form/



	AGES	CODE	PRICE
Book A	6-7	1700	R130
Book B	7-8	1701	R130
Book C	8-9	1702	R130
Book D	9-10	1703	R130
Book E	10-11	1704	R130
Book F	11-12	1705	R130
Book G	12+	1706	R130
Teacher guide	6-12+	1707	R130

REVIEW "New Wave Mental Maths is great! I have used a variety of levels to suit different grade levels and abilities. The days-of-the-week sections make it a simple way to do a warm-up in a maths lesson."

At the end of the week, Friday Reviews are so handy to keep track of their progress and to inform what we need to cover more of or extend on."

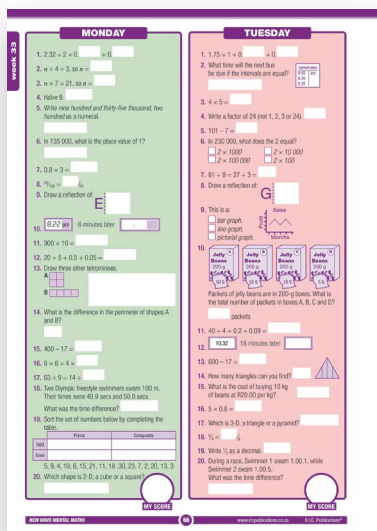
Jill S, Educator

Features

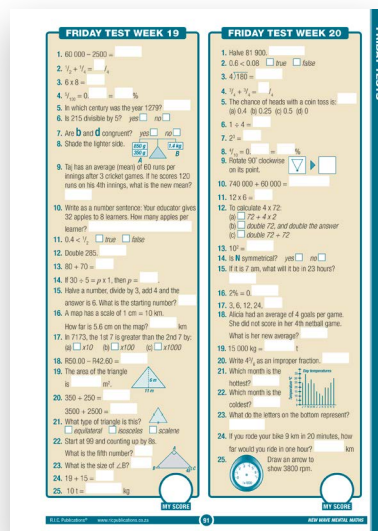
- Daily maths practice with a spiral learning method to consolidate and improve learners' skill level.
- Includes problem-solving questions each week, which are designed to develop learners' abilities to make choices, interpret, formulate, and communicate solutions effectively.
- Provides consistent daily practice of taught mathematical concepts to help learners excel.



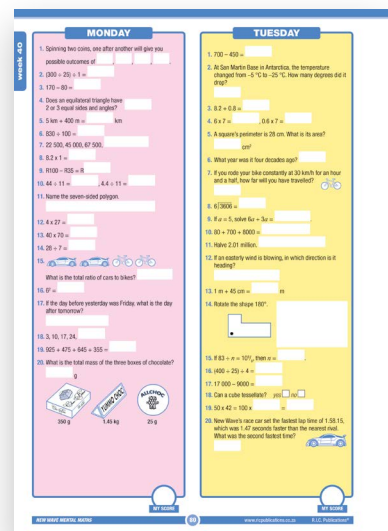
Sample page from Book E



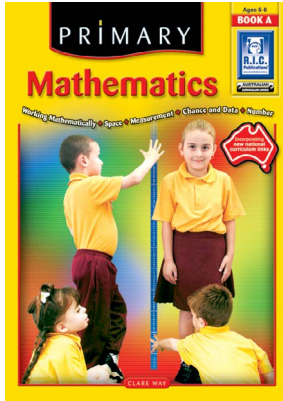
Sample page from Book F



Sample page from Book G



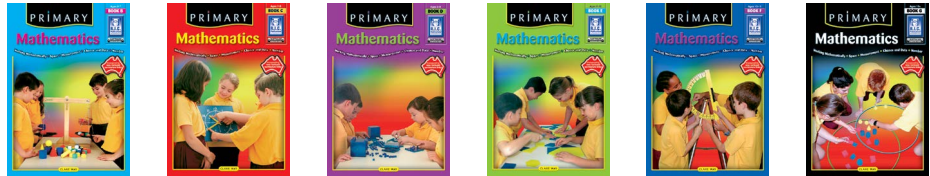
Primary Mathematics



Fulfil all your mathematical needs.

- » Seven-book series
- » Suitable for ages 6–12+

» Develop mathematical reasoning and strategy



Learners will love developing their skills with this series! All of your mathematical needs are covered with over 150 activity pages, as well as introductory activity suggestions for each resource. Packed with fun and informative questions and games, as well as quirky character illustrations, *Primary Mathematics* is a must-have.

Features

- Comprehensive educator notes are provided for each individual strand, listing required materials, activities, and games.
- Each book covers the mathematics areas of number, measurement, space, and chance and data.
- Revision and assessment pages for each strand are included in the books, ideal for inclusion in learner portfolios and for reporting purposes.

Sample pages from Book E

2-D SHAPES

1. Write the name of each shape.
circle, square, triangle, rectangle, oval, pentagon, hexagon, octagon

2. Polygons are shapes that are made up of three or more straight sides. Colour in the polygons only.

3. Quadrilaterals are shapes that are made up of four straight sides. Draw two different quadrilaterals and name them.

On the back of the sheet, draw three different polygons using a ruler and name them.

FRACTIONS

The number at the bottom of a fraction (denominator) tells us how many parts the whole is divided into. The number at the top (numerator) tells us how many parts are shaded.

For example, for $\frac{3}{5}$, the shape is divided into 4 parts and 3 parts are shaded.

1. Write the fraction that is shaded.

2. Write the fraction that is shaded.

Count how many students are in your class and write the number _____.

What fraction of that number has brown hair? _____ black hair? _____ blonde hair? _____ red hair?

EXTENDED MULTIPLICATION FACTS

1. Answer and extend these multiplication problems.
For example, $5 \times 2 = 10$, $50 \times 2 = 100$, $500 \times 20 = 1000$.

(a) $9 \times 6 = 54$ $90 \times 6 = 540$ $90 \times 60 = \dots$
 (b) $6 \times 8 = \dots$ $60 \times 8 = \dots$ $60 \times 80 = \dots$
 (c) $7 \times 9 = \dots$ $\dots \times 9 = \dots$ $70 \times \dots = \dots$
 (d) $3 \times 7 = \dots$ $\dots \times 7 = \dots$ $30 \times \dots = \dots$
 (e) $8 \times 10 = \dots$ $\dots \times 10 = \dots$ $80 \times \dots = \dots$
 (f) $6 \times 7 = \dots$ $\dots \times 7 = \dots$ $60 \times \dots = \dots$
 (g) $9 \times 8 = \dots$ $\dots \times \dots = \dots$ $\dots \times \dots = \dots$
 (h) $5 \times 9 = \dots$ $\dots \times \dots = \dots$ $\dots \times \dots = \dots$

2. Follow the pattern to solve these multiplication problems.

(a) $90 \times 7 = \dots$ $(9 \times 7) = \dots$
 (b) $20 \times 9 = \dots$ $(2 \times 9) = \dots$
 (c) $60 \times 8 = \dots$ $(6 \times 8) = \dots$
 (d) $7 \times 60 = \dots$ $(7 \times 6) = \dots$
 (e) $3 \times 90 = \dots$ $(\dots \times \dots) = \dots$
 (f) $12 \times 60 = \dots$ $(\dots \times \dots) = \dots$
 (g) $9 \times 90 = \dots$ $(\dots \times \dots) = \dots$
 (h) $4 \times 70 = \dots$ $(\dots \times \dots) = \dots$

3. Solve these multiplication stories.

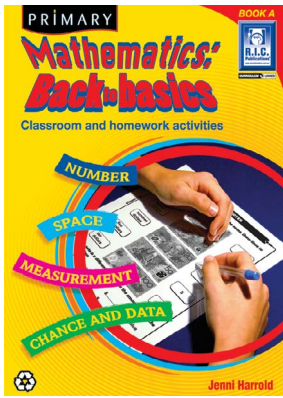
(a) In the school there are 6 rows of 80 school bags. How many bags are there altogether?
 _____ \times _____ = _____ bags.
 (b) In the hall there are 9 rows of 30 chairs. How many chairs are there altogether?
 _____ \times _____ = _____ chairs.

Solve these multiplication problems.
 (a) $40 \times 8 = \dots$ (b) $70 \times 9 = \dots$ (c) $6 \times 60 = \dots$ (d) $7 \times 70 = \dots$

	AGES	CODE	PRICE
Book A	6–7	0565	R220
Book B	7–8	0566	R220
Book C	8–9	0567	R220
Book D	9–10	0568	R220
Book E	10–11	0569	R220
Book F	11–12	0570	R220
Book G	12+	0571	R220

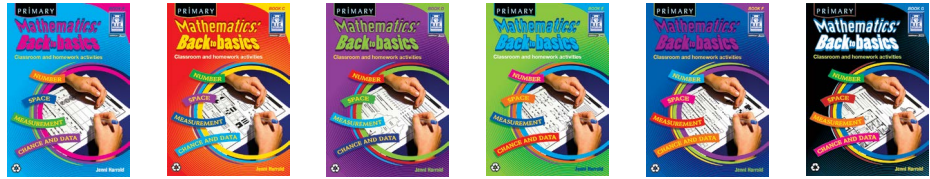


Primary Mathematics: Back to Basics



Master the basics and build a solid maths foundation.

- » Seven-book series
- » Suitable for ages 6–12+
- » Uses a back-to-basics approach

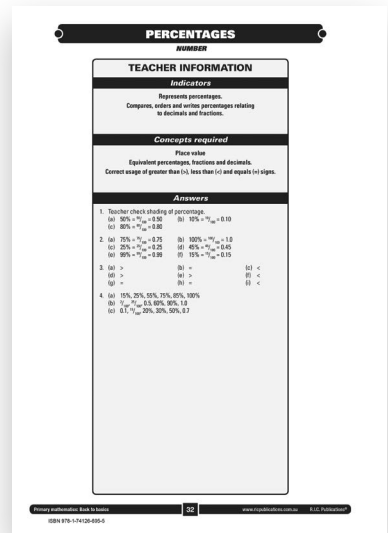
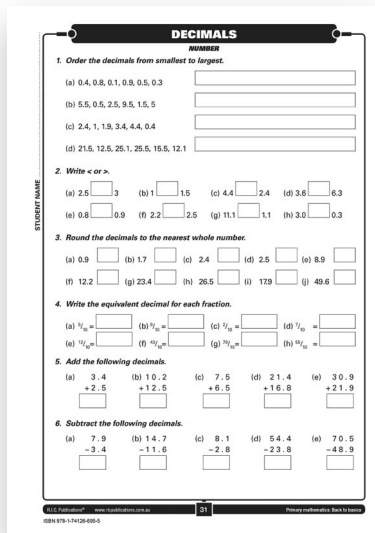
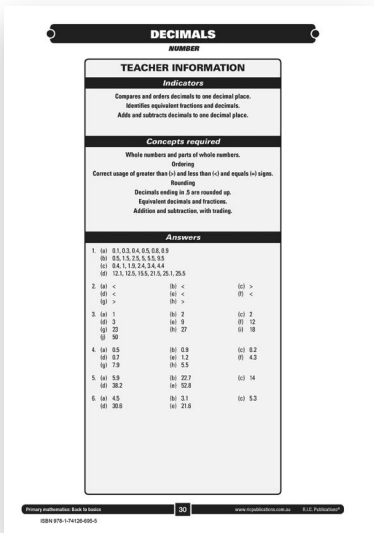


Packed with classroom and homework activities, this series covers number, measurement, geometry, and statistics concepts for each grade. Help your learners perfect the skills required for future success in mathematics.

Features

- Ideal for teaching new concepts, consolidation, homework, assessment, and revision.
- Desired outcomes listed for each activity to make learning objectives clear.
- Strong support material for educators, including answers provided for all questions on the learner pages.

Sample pages from Book E



	AGES	CODE	PRICE
Book A	6–7	6056	R210
Book B	7–8	6057	R210
Book C	8–9	6058	R210
Book D	9–10	6059	R210
Book E	10–11	6060	R210
Book F	11–12	6061	R210
Book G	12+	6062	R210

Problem-solving Strategies and Skills



Preview the series:
ricpublications.co.za/series/problem-solving-strategies-and-skills/

Invite problem-solving into your daily lessons!



» Three boxes for each grade, split by mathematical area

» Suitable for Grades 1–6

» 30 unique cards in each box

Embed mathematical problem-solving and reasoning in your lessons with the *Problem-solving Strategies and Skills* maths cards. These beautifully illustrated cards provide a wide variety of motivating and high-interest problem-solving activities. The problems involve one or several steps, requiring the use of a variety of strategies and skills to solve.

Features

- Each box covers a different mathematical area—number and algebra, measurement and geometry, and statistics and chance—with 30 unique cards in each box.
- Strategy icons marked on each card encourage learners to select the most effective strategy to solve the problem.
- Includes a variety of differentiated problems, including word, logic, and visual, in real-life scenarios.

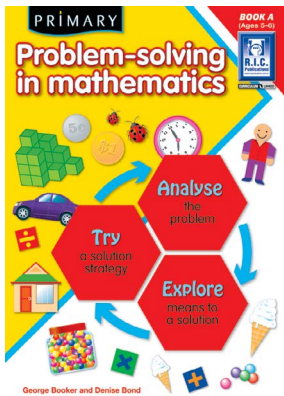
Sample cards from Box 3—Number and Algebra, Measurement and Geometry, Statistics and Chance



	AGE	NUMBER AND ALGEBRA		MEASUREMENT AND GEOMETRY		STATISTICS AND CHANCE	
		CODE	PRICE	CODE	PRICE	CODE	PRICE
Box 1	6–7	6149	R260	6150	R260	6151	R260
Box 2	7–8	6152	R260	6153	R260	6154	R260
Box 3	8–9	6155	R260	6156	R260	6157	R260
Box 4	9–10	6158	R260	6159	R260	6160	R260
Box 5	10–11	6161	R260	6162	R260	6163	R260
Box 6	11–12	6164	R260	6165	R260	6166	R260

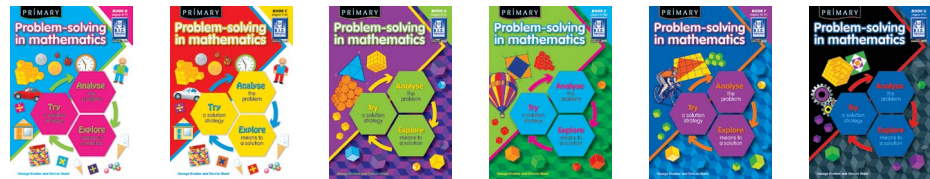


Primary Problem-solving in Mathematics



Develop problem-solving and mathematical thinking.

- » Seven-book series
- » Suitable for Grades 1-6
- » Photocopiable worksheets, plus curriculum links



This series features a variety of fun and challenging activities that will boost your learners' problem-solving capabilities and mathematical thinking. This series is specifically designed to be used as extension work to challenge higher-ability learners, with activities requiring them to use strategies and different approaches to solve the problem.

Features

- Features activities involving spatial visualisation, logical reasoning, establishing criteria, interpreting, analysing, and much more.
- Includes extensive background information about problem-solving skills and an educator page to accompany each learner page or unit.
- Structured to focus on a problem-solving objective for each group of learner pages.

Sample pages from Book C

GRID FUN 1

Take four blocks of four different colours (16 blocks).
Place blocks on the grid so that no row or column has the same colour in it.

What do you notice? _____
Try doing it a different way.

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WHAT'S MY NUMBER?

My number ...

763	776	729	757	739	795
-----	-----	-----	-----	-----	-----

- is between 60 tens and 70 tens
- is more than 73 tens
- has 7 in the hundreds place
- does not have 3 in the ones place
- is less than 76 tens
- has a digit larger than 6 in the ones place.

1. My number is _____

My number ...

356	563	653	536	635	365
-----	-----	-----	-----	-----	-----

- is between 30 tens and 60 tens
- is less than 57 tens
- uses the digits 3, 5, 6
- does not have 3 in the hundreds place
- has a digit larger than 5 in the ones place.

2. My number is _____

3. Make up your own number puzzle and give it to a friend to solve.

□	□	□
---	---	---

My number is ... _____

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TEACHER NOTES

Problem-solving
To analyse and use information word problems.

Materials
Place value chart, calculator

Focus
These pages explore word problems that require addition, subtraction or multiplication. Students need to determine when the problem is asking and, in many cases, carry out more than one step in order to find the solution. Analysis of the problem needs that unlike items may need to be added, which is more complex than just adding two or more like items together, while other problems contain additional information that is not needed.

Possible difficulties

- Inability to identify the need to add, subtract or multiply
- Confusion over the need to carry out more than one step or type of calculation to arrive at a solution rather than just the numbers needed

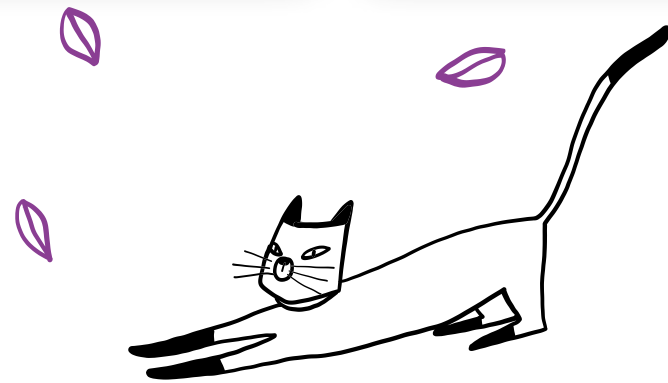
Extension

- Students could write their own problems and give them to other students to solve.

Page 13
These problems require more than one step and may involve addition as well as subtraction. The wording has been kept simple to assist with the problem-solving process. Students may choose a number of different ways to find a solution. For example, in the second problem, the people who go swimming (8) and walking (7) could be added together and then subtracted from the total of 42, or alternatively, 8 could be subtracted from 42 and then 7 subtracted from 25 to obtain a solution. Students should be encouraged to try different ways of arriving at a solution.

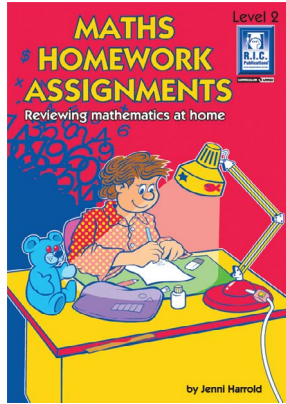
Page 14
A careful reading of each question is needed to determine what the problem is asking. In some cases, there is more information than needed and each problem contains numbers that are not required to find a solution. Some problems require more than one step and both addition and subtraction are needed at times. Again, there are a number of ways to find a solution and students should be encouraged to explore and try different possibilities of arriving at an answer.

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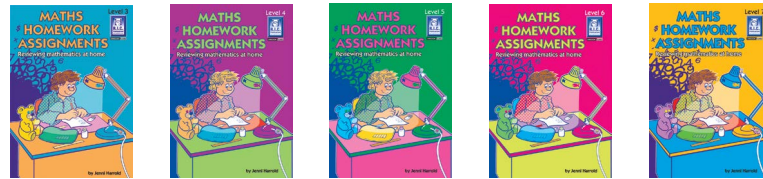
	AGES	CODE	PRICE
Book A	6-7	6030	R210
Book B	7-8	6031	R210
Book C	8-9	6032	R210
Book D	9-10	6033	R210
Book E	10-11	6034	R210
Book F	11-12	6035	R210
Book G	12+	6036	R210

Maths Homework Assignments



Reinforce major maths topics through homework.

- » Six-book series
- » Suitable for ages 6–12+
- » Covers number, space, and measurement

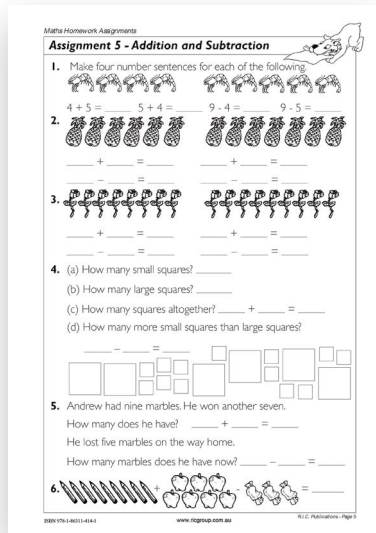
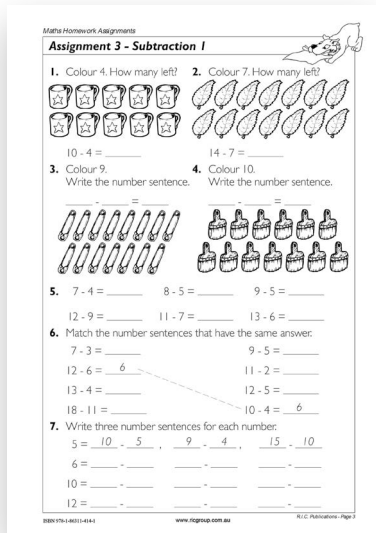


Give your learners the ability to review their class learnings through various areas of maths, including number, space, and measurement.

Features

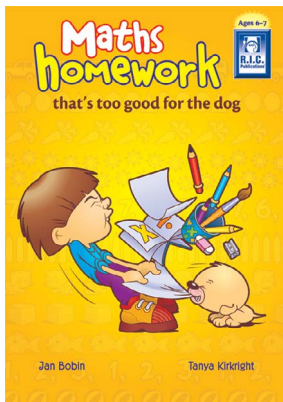
- This revision package covers major curriculum areas from three facets of maths.
- The assignments inside focus on each concept to allow for consolidated learning.
- Procedural learning is used throughout to aid in reteaching concepts.

Sample pages from Level 2



AGES	CODE	PRICE
Level 2	6–7	0044 R210
Level 3	7–8	0045 R210
Level 4	8–9	0046 R210
Level 5	9–10	0047 R210
Level 6	10–11	0048 R210
Level 7	12+	0049 R210

Maths Homework That's Too Good for the Dog



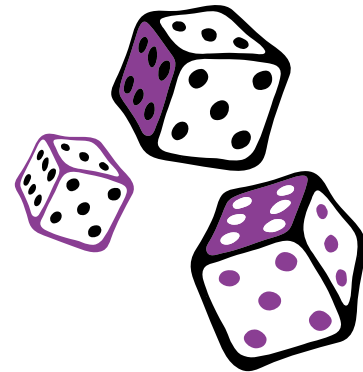
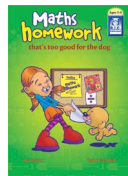
One activity for each week of the school year.

Would you like your maths homework organised for the whole year? Each book in this series contains 40 maths homework blackline masters—one for each week of the school year! Easily integrated into any primary maths programme, this resource will enhance learning in the classroom and allow learners to reinforce essential mathematical concepts at home.

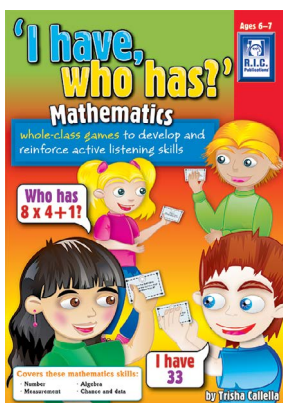
Features

- Challenge activities found at the bottom of each sheet can be assigned to particular groups of learners, or to the whole class.
- Learners have the opportunity to reflect on their homework by completing the self-assessment section of the sheet.
- Includes comprehensive educator notes, individual learner record sheets, and detailed answers.

	AGES	CODE	PRICE
Book 1	6-7	6497	R220
Book 2	7-8	6498	R220
Book 3	8-10	6499	R220
Book 4	10+	6500	R220



'I Have, Who Has?' – Mathematics



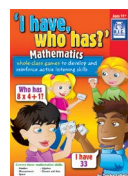
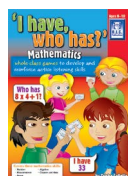
Develop and reinforce active listening skills.

This three-book series is designed to reinforce basic mathematical skills using auditory discrimination as the major focus.

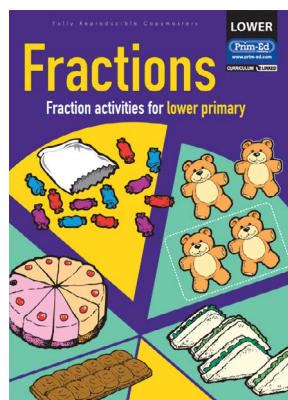
Features

- Game cards help to take learning to the application level.
- A supporting active listening enrichment worksheet is included to engage every learner.
- Each book has comprehensive content with simple-to-prepare activities.

	AGES	CODE	PRICE
Lower	5-7	6073	R220
Middle	8-10	6074	R220
Upper	11+	6075	R220



Fractions



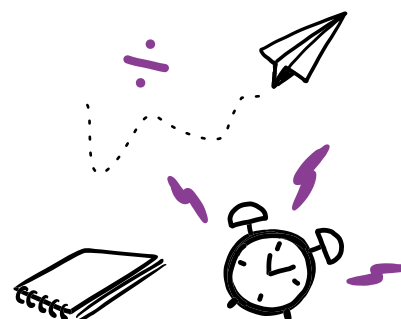
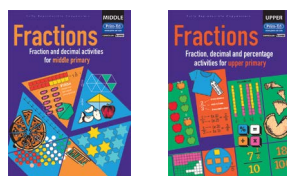
Fractions and decimal activities for primary schools.

Teach your learners about fractions, decimals, and percentages, and how they are applied in everyday life. These educator activity worksheets take a detailed look at fractions and develops this concept further into the use of decimals and percentages.

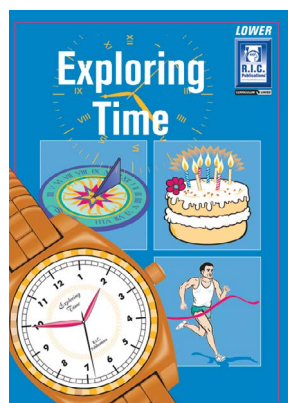
Features

- Contains a mix of practical and written activities.
- Activities provide a framework for the educator to develop a solid understanding of fractions.
- Provides step-by-step development of fractions, decimals, and percentages.

	AGES	CODE	PRICE
Lower	5-7	2412	R220
Middle	7-9	2413	R220
Upper	9-11+	2414	R220



Exploring Time



Learn about telling time and other time-related topics.

Exploring Time is a series of three blackline masters, suitable for ages 5-11+, that focuses on teaching learners about the concept of time through fun and engaging time-related activities.

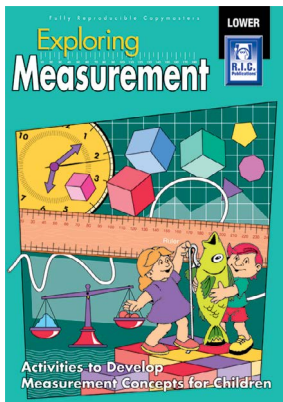
Features

- Includes a wide variety of time-related topics.
- The activities can be used to teach skills, develop understanding, or as a support to the teaching programme.
- Objectives for each activity are supplied to assist in planning the learning programme.

	AGES	CODE	PRICE
Lower	5-7	0620	R220
Middle	8-10	0621	R220
Upper	11+	0622	R220



Exploring Measurement



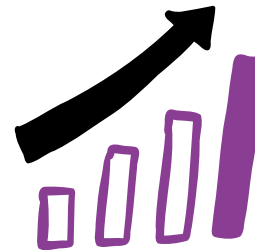
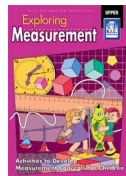
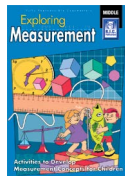
Activities to develop measurement concepts for children.

Our *Exploring Measurement* series provides a rich supply of measurement activities for primary school learners. These activities cover the five areas of measurement: length, area, volume and capacity, mass, and time.

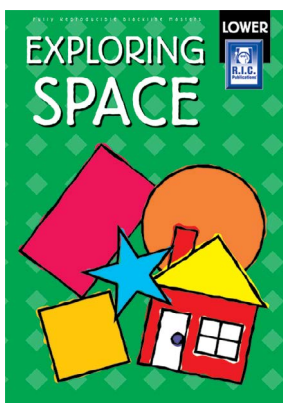
Features

- A great collection of activities to supplement your measurement programme.
- Each book has 50 fun and engaging activities.
- An objective is provided for each activity.

	AGES	CODE	PRICE
Lower	5-7	2401	R210
Middle	8-10	2402	R210
Upper	11+	2403	R210



Exploring Space



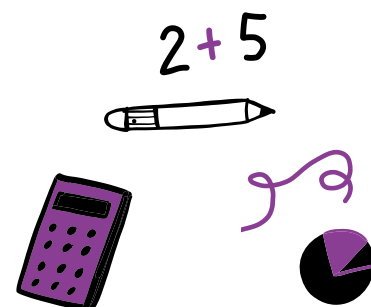
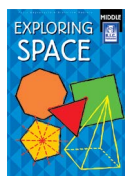
Patterns, symmetry, space, and movement.

Exploring Space is a series of educator resource books covering the area of mathematics which relates specifically to space. This resource provides ideas for work on the identification and description of shapes, and their construction, pattern, simple symmetry, and much more.

Features

- Each section offers worksheets at various levels of difficulty, providing stimulating and informative activities for learners.
- Much of the material is also suitable for use as extension or remediation in the desired areas.
- Answers have been provided for ease of marking.

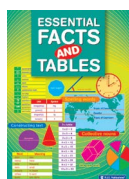
	AGES	CODE	PRICE
Lower	5-7	2398	R210
Middle	8-10	2399	R210
Upper	11+	2400	R210



General Maths

Essential Facts and Tables

Preview the book online: ricpublications.co.za/shop/essential-facts-and-tables-ages-8-/



AGES	CODE	PRICE
7-14	1091	R59

Essential maths support for educators and learners.

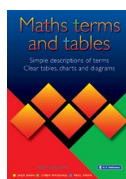
This is an invaluable resource book for learners and educators that includes symbols, tables, formulas, definitions, and spelling rules.

Features

- It includes both English and maths in a compact, ready-reference format.
- Easily accessible information is available through a clear layout and careful indexing.
- Contains all the help you need, with symbols, multiplication tables, formulas, and more.

Maths Terms and Tables

Preview the book online: ricpublications.co.za/shop/maths-terms-and-tables/



AGES	CODE	PRICE
8+	1069	R155

Simple descriptions of maths terms and tables.

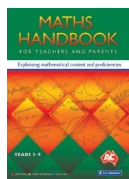
Written by leading mathematical educators, Dr Paul Swan, Linda Marshall, and Jack Bana, this essential reference book is crucial to help parents, educators, and learners better understand maths terms.

Features

- A comprehensive listing of common mathematical terms, tables, and concepts with brief yet accurate definitions provided.
- Definitions are written in unambiguous, easy-to-understand language, preventing confusion.
- This is a key reference and highly accessible resource for users at all levels—learners, educators, and parents.

Maths Handbook for Teachers and Parents

Preview the book online: ricpublications.co.za/shop/maths-handbook-for-teachers-and-parents/



AGES	CODE	PRICE
8-14+	6118	R220

Explaining mathematical content and proficiencies.

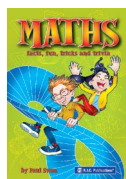
Our *Maths Handbook for Teachers and Parents* gives the simplest explanations of how to tackle maths problems, providing background information and clearly worked examples. If you are not sure of the steps required to teach learners how to create and read a graph, complete a calculation, or solve an equation in algebra, then this book is for you.

Features

- Includes substantial sections on geometry, measurement, and probability.
- Provides important processes for solving problems while simultaneously explaining the reasons behind the processes.
- This book is the perfect companion to the bestselling *Maths Terms and Tables*.

Maths Facts, Fun, Tricks and Trivia

Preview the book online: ricpublications.co.za/shop/maths-facts-fun-tricks-and-trivia-ages-8-12/



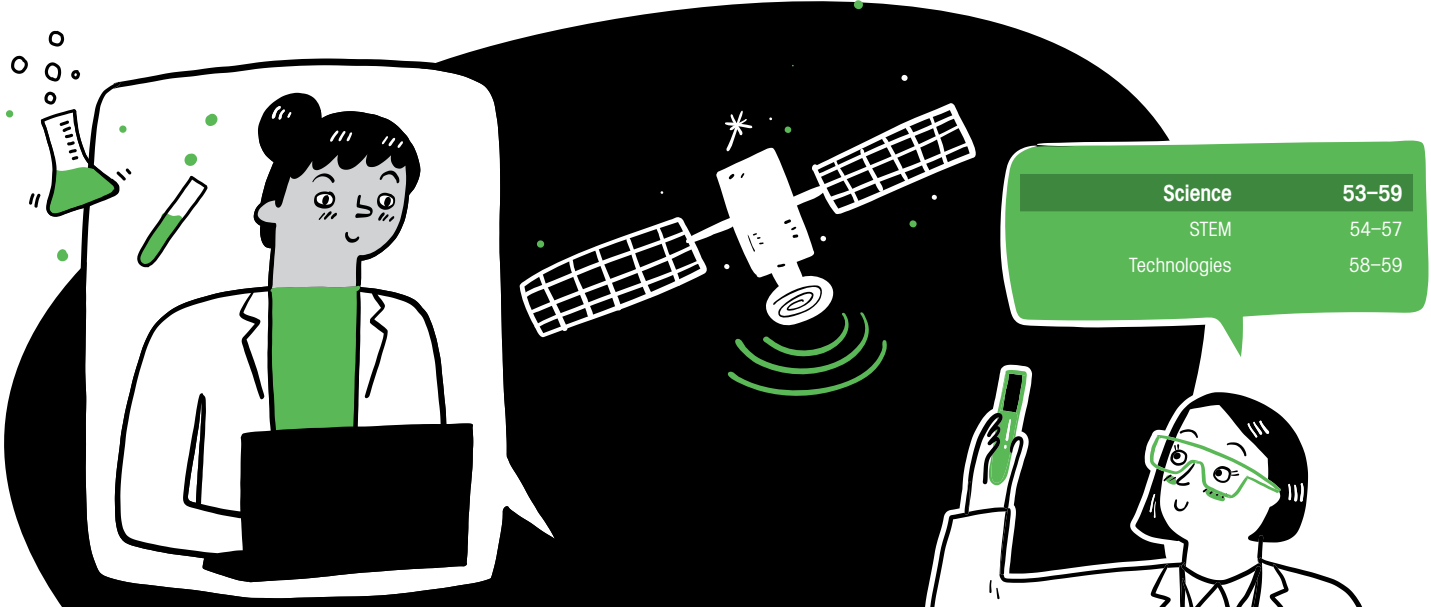
AGES	CODE	PRICE
8-12	1061	R90

An entertaining reference book for maths!

What is a googolplex? How can you multiply numbers by 25 in your head? Why was the Apollo 13 NASA mission (launched on April 13, at 1313 hours) so unlucky? This resource, written by well-known author and mathematician Paul Swan, exposes learners to a wide variety of fun maths facts, incredible trivia, 'mathemagic' tricks, and much more.

Features

- Reference book great for the classroom or home, written in child-friendly language.
- Includes marvellous maths jokes and riddles.
- Provides facts and trivia about the mathematical origins in everyday life (such as calendars and April Fools' Day).



Science	53-59
STEM	54-57
Technologies	58-59



SCIENCE



STEM Projects



For a free sample, go to:
ricpublications.co.za/series/stem-projects/



Help your learners become innovative problem solvers!

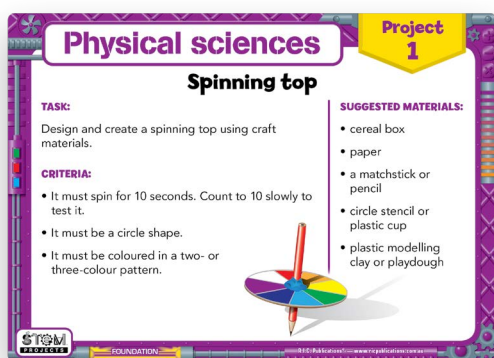
- » Seven-box series
- » Suitable for Grades R–6
- » 28 unique projects in each box

Can you imagine a world full of innovative, thoughtful problem solvers who can communicate and collaborate well with each other? The *STEM Projects* series offers learners the opportunity to develop scientific, design and technological, and mathematical skills, as well as their general ability to work on short- and long-term projects. This series encourages learners to follow a continuous design process that includes the following skills: finding information, planning and designing, creating, evaluating, and communicating.

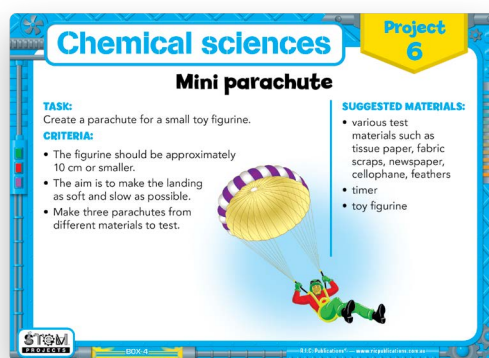
Features

- Learners work in small groups and practise collaborating and communicating effectively with others in the process of planning an innovative solution to a given assignment, designing it, creating the product, and finally evaluating it.
- When the learners are satisfied with their solutions, they display and discuss their designs and explain how scientific thinking and skills were consistently used in their project.
- The six short-term projects and one long-term project are indicated for each natural science concept.

Sample card from Foundation



Sample card from Box 4



AGES	CODE	PRICE
Grade R	5–6	6177 R1200
Box 1	6–7	6178 R1200
Box 2	7–8	6179 R1200
Box 3	8–9	6180 R1200
Box 4	9–10	6181 R1200
Box 5	10–11	6182 R1200
Box 6	11+	6183 R1200

REVIEW *‘The layout of the cards was easy to follow. The tasks were fun and the learners enjoyed the experience of using them. The resources needed for the tasks were affordable and easy to find around school, so there was no additional cost which makes a difference when starting something new.’*

M. McMahon, Primary School Educator

For a free sample, go to:
ricpublications.co.za/series/stem-projekte/



Help jou leerders om innoverende probleemoplossers te word!

» Drie-boks reeks

» Geskik vir graad 1 tot graad 3

» 28 unieke projekte in elke boks

Kan jy jou 'n wêreld vol innoverende, bedagsame probleemoplossers indink wat goed met mekaar kan kommunikeer en met mekaar saamwerk? Die STEM-projekreeks bied aan leerders die geleentheid om Wetenskaplike vaardighede, Ontwerp en Tegnologiese vaardighede, Wiskundige vaardighede asook hul algemene vermoëns te ontwikkel terwyl hul aan kort- en langtermynprojekte werk. Die reeks moedig leerders aan om 'n deurlopende ontwerpproses te volg wat die volgende vaardighede insluit: Vind Inligting Uit, Beplanning en Ontwerp, Skep, Evalueer en Kommunikeer.

Kenmerke

- Leerders werk in klein groepe en oefen om effektief met ander saam te werk en te kommunikeer in die proses om 'n innoverende oplossing op 'n gegewe opdrag te beplan, dit te ontwerp, die produk te skep en uiteindelik te evalueer.
- Wanneer die leerders tevrede met hul oplossings is, vertoon en bespreek hulle hul ontwerpe en verduidelik hoe Wetenskaplike denke en vaardighede deurlopend in hul projek gebruik is.
- Die ses korttermynprojekte en een langtermynprojek word vir elke Natuurwetenskap-begrip aangedui.

Voorbeeld van 'n projekkaart uit Graad 1

Lewe

Voëlvoerder

Projek 3

TAAK:
Ontwerp en maak 'n voëlvoerder vir wilde voëls.

VEREISTES:

- Dit moet in 'n boom kan hang.
- Dit moet die gewig van tien albasters kan hou.
- Dit moet kan nat raak sonder om te breek.

VOORGESTELDE MATERIAAL:

- herwinbare materiaal
- 1 koppie voëltjiesaad
- 10 albasters
- tou
- water
- digitale kamera

Voorbeeld van 'n projekkaart uit Graad 3

Die Planeet Aarde en Ander Hemelligame

Sonoond in 'n Skoeboks

Projek 5

TAAK:
Ontwerp en maak 'n sonoond in 'n skoeboks wat 'n ysblokkie kan smelt.

VEREISTES:

- Dit moet in 'n skoeboks van ongeveer 30 cm in lengte, 20 cm in breedte en 10 cm in hoogte gemaak word.
- Dit moet 'n ysblokkie binne 5 minute kan smelt.
- Die ysblokkie moet op 'n foelieskinkbord in die middel van die oond geplaas word.

VOORGESTELDE MATERIAAL:

- skoeboks
- foelie
- sosatieskakkies
- ysblokkie
- kleefplastiek
- kleeflint
- swart karton



	AGES	CODE	PRICE
Graad 1	6-7	6177SA	R1200
Graad 2	7-8	6178SA	R1200
Graad 3	8-9	6179SA	R1200

Science: A STEM Approach



Prepare your learners for the roles of the future.

» Seven-book series

» Suitable for ages 6–12+

» STEM projects within each unit

Minds will be challenged, and imaginations unleashed as learners develop skills such as innovation, creativity, reasoning, and problem-solving—plus, technical science skills such as questioning, observing, systematic experimentation, and analysis and interpretation of data. Feel confident delivering a comprehensive and contemporary science programme, and ease your way into STEM projects with *Science: A STEM Approach*.

Sample pages from Book 3

STEM Project Environmental Sciences OUR RESOURCEFUL WORLD

Project Brief

COMPOST BIN

The problem
The plants in the garden at school are starting to die. They need to be given more nutrients to help them grow and blossom but the school gardener can't afford to keep buying fertiliser.
How can the school gardener use food scraps and recyclable materials to provide nutrients to the garden for free?



The task
Design and create a miniature compost bin using food and garden waste, paper and cardboard. Use a calendar to record when food and garden waste will be added to the bin and when the compost will be mixed.
Record a video explaining to the school gardener how compost bins turn food and recyclable materials into nutrient-rich compost for the garden and how he/she will need to look after the compost bin.



Important things you need to do!


- You must work in groups of 2–3 pupils.
- You must use a two-litre, plastic ice cream container with a lid and holes in the bottom and sides of the container so extra water can drain out and air and micro-organisms can get in.
- The compost bin must include half of the mixture as garden waste, one quarter of the mixture as recycled paper or cardboard and one quarter of the mixture as food scraps.
- You must use a calendar to record when food and garden waste will be added to the bin and when the compost will be mixed.
- The video must include an explanation of how a compost bin works and how the gardener will need to look after it.

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Environmental Sciences OUR RESOURCEFUL WORLD **STEM Project**

Project Steps

Investigate
Learn about different types of food and garden waste and how much of each people send to landfill.
 Talk to people that live in your area about how much food, paper and garden waste they put into the trash.
 Read books and online information about food/garden waste.
Learn how to make a compost bin and how compost helps the environment.
 Scan the QR code to learn about composting.
 Find out how often ingredients need to be added.
 Find out how often compost should be mixed.



Design, plan and manage
Plan your compost bin, calendar and video.
 Draw a diagram of your compost bin and label the waste materials you will place inside it.
 Use a calendar to plan and record when you will add more waste to your compost bin and when you will mix the compost.
 Collect the materials you need to add to your compost bin.

Make
Make your compost bin and calendar.
 Measure how much of each waste material you will need.
 Make your compost bin.

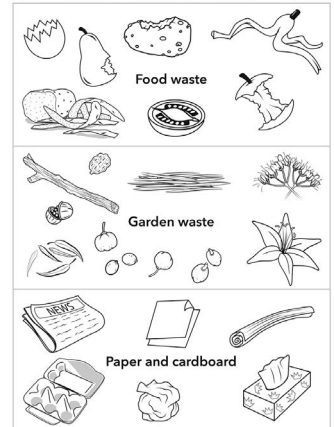
Check and make changes
Check that it is correct and you are happy with it.
 Check that all the important things in the project brief were done.
 Check that all group members are happy with it.

Communicate
Tell the school gardener or a buddy class about your compost bin.
 Use a tablet computer to record a video.

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STEM Project Environmental Sciences OUR RESOURCEFUL WORLD

Compost Ingredients



Food waste

Garden waste

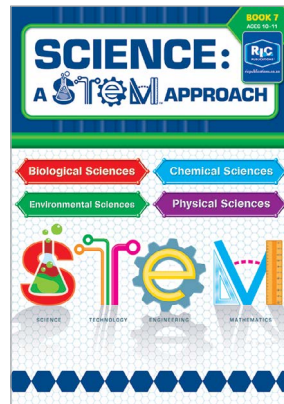
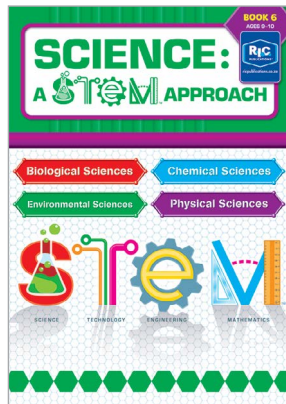
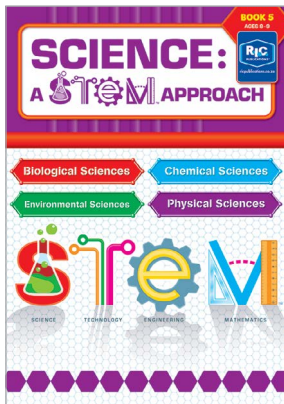
Paper and cardboard

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Science: A STEM Approach

For a free sample, go to:
ricpublications.co.za/series/-a-stem-approach/

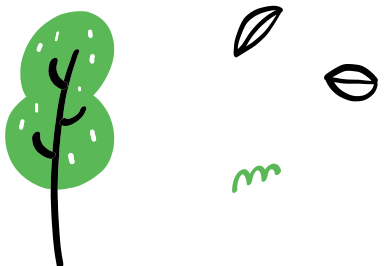
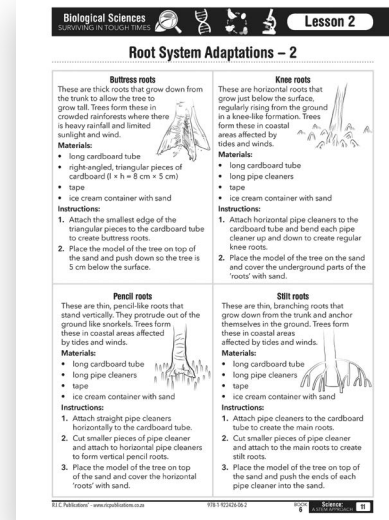
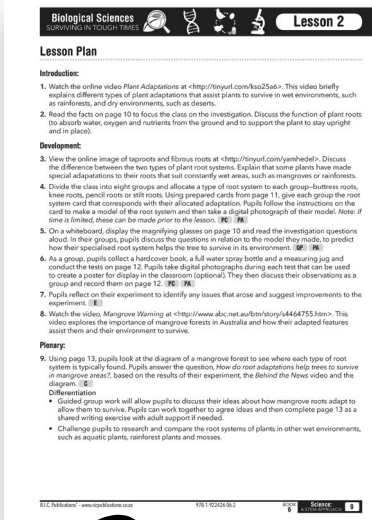


	AGES	CODE	PRICE
Book 1	6-7	6170	R210
Book 2	7-8	6171	R210
Book 3	8-9	6172	R210
Book 4	9-10	6173	R210
Book 5	10-11	6174	R210
Book 6	11-12	6175	R210
Book 7	12+	6176	R210

Features

- Each book is split into four units which are organised by sub-strand—Biological Sciences, Chemical Sciences, Earth and Space Sciences, and Physical Sciences.
- Each unit is designed to be easy to follow for the educators with a term overview at the start of each unit and comprehensive background information.
- A variety of fun and interesting projects link the science knowledge and skills learnt with aspects of engineering, design and technology, information technology, and mathematics.

Sample pages from Book 6



Design & Technologies: Project-based Learning



Develop process and production skills through hands-on activities.

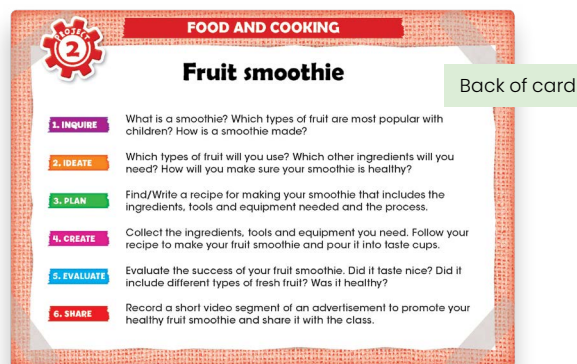
» Six-box series

» Suitable for ages 6–12

» 28 unique projects in each box

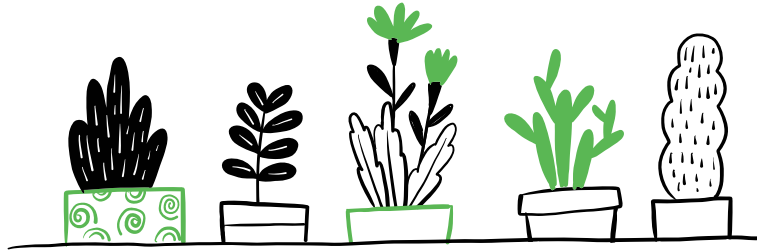
Design and Technologies: Project-based Learning is a six-box series that offers opportunities to hone learners' process and production skills while designing and creating interesting and fun projects. The flexibility of the four themes—Food and Cooking, Clothing and Textiles, Building and Construction, and Technological Advancements—means that projects can be adapted where necessary. No matter which project your learners are working on, they will be collaborating and communicating to find solutions to real-world problems.

Sample cards from Box 3



Design & Technologies: Project-based Learning

For a free sample, go to:
ricpublications.co.za/design-and-technologies-box-sample-form/



Features

- The boxes contain a variety of real-life projects across the units of Food and Cooking, Clothing and Textiles, Building and Construction, and Technological Advancements.
- Fun projects include designing and creating jelly cups, fabric bunting, a 3D town map, and a snowmobile model.
- Educator notes are included, along with a list of all projects covered in the box.

Sample cards from Box 3

Front of card

BUILDING AND CONSTRUCTION

Thatched-roof cabins

Project task:
Design and create a model of a cabin with a thatched roof to display in a museum exhibition about past and present houses.



Project ideas:

- Straw/Hay/Rattan
- Clay
- Stones
- Popsicks
- Natural items from trees (twigs)
- Twine

DESIGN & TECHNOLOGIES BOX 3 © RIC Publications® - www.ricpublications.co.za

Back of card

BUILDING AND CONSTRUCTION

Thatched-roof cabins

- 1. INQUIRE** What is a thatched-roof cabin? Why did people build houses with thatched roofs? Which materials were used to build these houses?
- 2. IDEATE** Which materials will you use to represent the types of building materials used in the past? How will you make your cabin?
- 3. PLAN** Draw a diagram of your cabin. Label the main parts and the materials you will use, then record steps for making your cabin.
- 4. CREATE** Collect the materials, tools and equipment you need. Use your diagram and the steps you recorded to safely make your cabin.
- 5. EVALUATE** Evaluate the success of your cabin. Did it show how thatched-roof houses were made in the past? Was it structurally sound?
- 6. SHARE** Display your thatched-roof cabin in a pretend museum exhibition and explain how and why these houses were made in the past.



	AGES	CODE	PRICE
Box 1	6-7	8470	R1200
Box 2	7-8	8471	R1200
Box 3	8-9	8472	R1200
Box 4	9-10	8473	R1200
Box 5	10-11	8474	R1200
Box 6	11-12	8475	R1200

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TEACHING PACK.



HERE TO EMPOWER

LOCALLY MADE TEACHING RESOURCES DESIGNED TO MAKE LIFE EASIER FOR YOU AND YOUR LEARNERS



Life Skills	61-63
Bullying	62-63
Posters	64

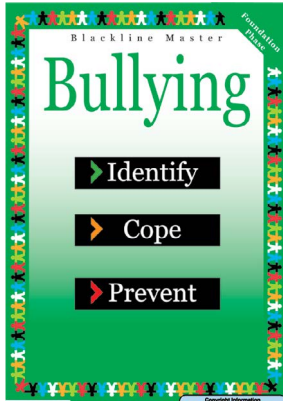
LIFE SKILLS

Running

WATER

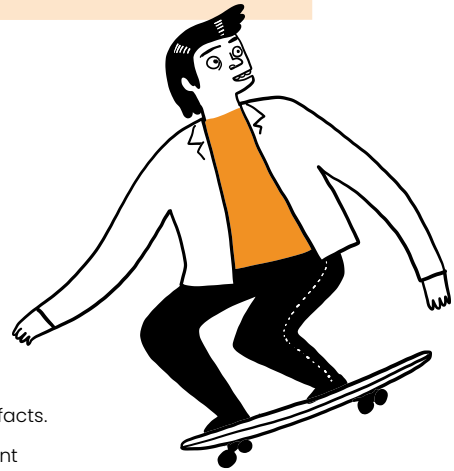
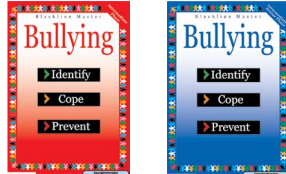
Bullying: Identify, Cope and Prevent

EBOOK AVAILABLE



Identify and prevent bullying.

- » Three-book series
- » Suitable for ages 5–11+
- » eBooks available



Bullying is a complex issue. This valuable and comprehensive resource is designed to help learners and educators cope with, identify, and prevent bullying from occurring.

Features

- Contains open-ended activities that encourage exploration and discussion of feelings and ideas.
- Educator notes included for each page, including useful information, discussion points, and bullying facts.
- Additional pages include a letter to parents, incident proforma, and learner self-assessment of behaviour.

Sample pages from Upper

I Have a Problem

Name: _____ Class: _____ Date: / /

Explain your problem.

Who is involved?

What would you like to happen?

What steps could you take to solve the problem?

1. _____

2. _____

3. _____

Will this be fair for everyone?

Yes No

Tick the strategies that will help you the next time you have a problem.

Be assertive Think positive thoughts

Avoid the situation Be confident

Tell someone Be tolerant

Use "I" statements Take deep breaths

Try to solve the conflict through peer mediation Tell myself that I deserve to be safe and happy

Student's signature _____

Teacher's signature _____

Possible Solution

R.I.C. Publications Bullying

Questionnaire

School: _____ Date: / /

Boy Girl Age: _____

1. Have you ever been bullied at this school?

never a few times about once a week more than once a week

2. What type of bullying?

been teased been left out been hit, kicked, pinched, punched or shoved

been called names had my things damaged or stolen been sworn at

received a mean letter other, such as _____

3. Where did the bullying take place?

in the classroom in the playground in the toilets

outside the school other _____

4. Who did you tell?

teacher friend parent no-one other _____

5. How did you feel when you were bullied?

6. Did the bullying have any effect on you? Yes No

If yes, explain _____

7. Have you ever seen bullying at this school?

never a few times about once a week more than once a week

8. What type of bullying have you seen?

been teased been left out been hit, kicked, pinched, punched or shoved

been called names had my things damaged or stolen been sworn at

received a mean letter other such as _____

9. Where did the bullying take place?

in the classroom in the playground in the toilets

outside the school other _____

10. Who did you tell?

teacher friend parent no-one other _____

11. Who do you think should be responsible for stopping bullying?

person bullying teachers principal parents of person bullying

parents of victim

R.I.C. Publications Bullying

Letter to Parents

Dear Parents/Guardians/Caregivers

This term we will be focusing on skills that will help your child identify, cope with and prevent bullying. This will include strategies to help students to solve conflict peacefully, avoid bullying situations and encourage kindness to others.

Your help would be appreciated to reinforce these strategies. Below are some suggestions you could try to help your child become more aware of bullying situations and behaviours. A parent is often the first person a child who is being bullied will tell.

Identify

- Ask your child what he/she thinks bullying is. In class, we will define it as 'deliberately hurting other people with words or actions'.
- Discuss what types of behaviour demonstrate bullying. In class, we will be discussing physical bullying (hitting, pushing etc.), social/emotional bullying (leaving people out, putting people down etc.) and verbal bullying (name-calling, teasing etc.).
- Recognise and talk about bullying situations on television or in books.

Cope

- Ask your child what he/she might do if he/she was bullied or bullying others. Discuss positive and negative reactions to bullying. In class, the students will be encouraged to stay calm and appear confident; speak confidently, to get away from the situation as soon as possible and to tell an adult.
- Encourage your child to talk about any issues at school that might be upsetting or angering him/her. Make it clear that he/she can tell you anything.
- Watch out for signs your child is being bullied (e.g. reluctance to attend school) or that he/she is bullying others (e.g. suddenly having extra money).

Prevent

- Discuss the need to be sensitive to other people's feelings.
- Mention that people who show confident body language (e.g. shoulders back, standing up straight) are less likely to be bullied.
- Discuss your child's general behaviour with him/her. Could he/she change his/her behaviour to help prevent bullying?

If you would like to discuss any issues regarding your child and bullying, please feel free to contact me.

Kind regards

Class Teacher

R.I.C. Publications Bullying

AGES	CODE	PRICE
Lower	5-7 0654	R195
Middle	8-10 0655	R195
Upper	11+ 0656	R195

Bullying in a Cyber World

EBOOK AVAILABLE

LIFE SKILLS



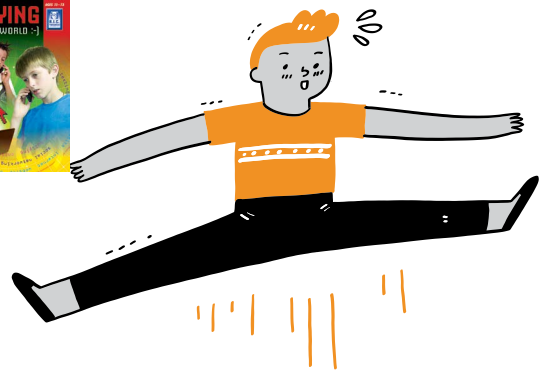
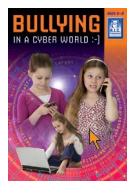
Help children deal with cyberbullying.

Bullying in a Cyber World is an educator resource book that gives insight into many facets of bullying, providing material to help learners understand why bullying is wrong and that collectively, they have the power to eliminate it. In a digital world where cyberbullying is increasingly common and easy, this is an invaluable tool for helping both children and adults.

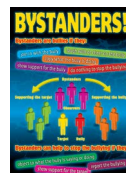
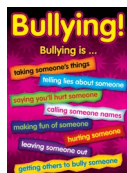
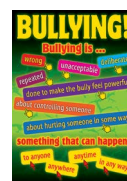
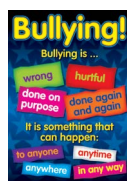
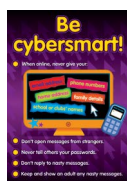
Features

- Aims to help young children grow into socially competent, empathic adults who can cope with bullying.
- Includes suggestions for promoting a bully-free school environment, plus anti-bullying pledges for the whole class, individual, and home.
- Covers themes such as forms of bullying, targets of bullying, effects of bullying, dealing with and preventing bullying, and more.

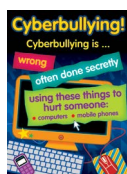
	AGES	CODE	PRICE
Early Years	3-5	6450	R195
Lower	6-8	6451	R195
Middle	9-10	6452	R195
Upper	11-13	6453	R195



Bullying in a Cyber World Posters



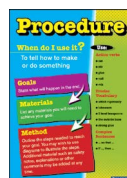
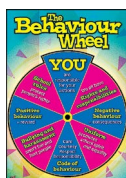
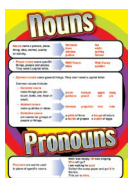
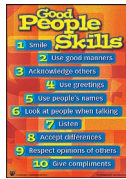
	CODE	PRICE
Lower	P7085	R460



	CODE	PRICE
Upper	P7086	R460



POSTERS



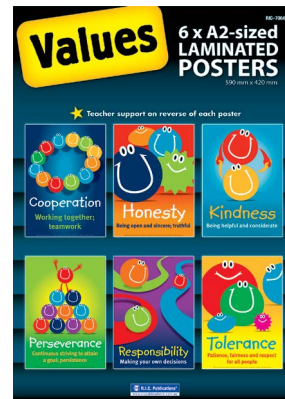
Understanding Parts of Speech
RIC-7014



Behaviour Management
RIC-7056



Understanding Text Types
RIC-7005



Values
RIC-7064

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THE ARTS

Primary Art



Discuss, create, reflect, and assess art.

- » Seven-book series
- » Suitable for ages 5–12
- » List of materials and instructions on how to make artwork



Primary Art is an essential component of any art classroom. Use the spectacular colours, mesmerising mosaics, and thought-provoking questions to inspire the artist in your learners. Keep them engaged with this must-have educator resource.

Features

- Learners' work through 30 compelling, multi-skilled activities at a level that suits them, ranging from 'quick and easy' to 'more sophisticated.'
- Comprehensive educator notes and lesson plans provide ideas to facilitate engaging class discussions.
- Encourage artistic progress through learner self-evaluation sheets and task assessments.

Sample pages from Book C

Teachers notes

Each art project is presented over four pages:

- teacher page
- fun colour photograph of completed art project
- student's reflective page
- task assessment

Teachers page

Art project title: *Busy frog pond*

Number of lessons included in this art project: 2

Colour codes identify visual arts strands addressed in lesson activities:

Key focus points to provide discussion of themes and for effective lesson preparation:

Star code to indicate adult help:

Completed art project

Art project title: *Busy frog pond*

Draw full-colour photographs of completed art project.

Busy frog pond

This lesson may be related to several themes including Life cycles, Environmental studies, Looking after our surroundings etc.

Three-lesson project

Lesson one

Discussion points

- What do we find in a pond? (e.g. lily pads, water, tadpoles, frogs, fish etc.)
- What are lily frogs called? (Tadpoles)
- Why do you think many frogs have a greenish colour? (to blend in with their surroundings — camouflage)
- What do frogs eat? (small fish and insects — mosquitoes, dragonflies etc.)
- What would draw a frog away? (pond, water etc.)
- What do insects, small fish and frogs in a pond do? (Breathe, drink, eat, swim etc.)
- What is pollution? (polluting the air, land or water with dangerous substances)
- What can we do to stop ponds from becoming polluted? (Put rubbish in the bin, if we see rubbish near a pond, ask Mum or Dad if we can put it in the bin etc.)

Materials

- A3 cartridge paper
- A4 cartridge paper
- Black paint
- Green paint
- Polystyrene trays (for paint)
- Wet cotton-wool pads
- Permanent black marker
- Masking tape
- Newspaper for project workspace
- Card glue for mounting

Method

1. Following discussion about frogs and their environment, students cooperate to draw the pond and insects with tracing.
2. Roll the art A3 cartridge paper.
3. Lightly sponge water into spots by using green, Emphasise 'dot and dot' technique for drawing. Sell sides to dry.
4. Using permanent black marker, complete a frog by color drawing of a frog on A4 paper (see sheet).
5. Using green and brown wet pads, sponges, remove colour markers on the frog.
6. Using fine finger spray, sponges colours to make a mist effect (see sheet).
7. Children will have to mount A3 background onto coloured card (see Lesson Two).

Name: _____ Date: _____

Busy frog pond Reflections

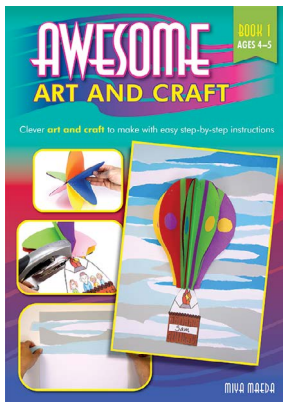
1. List six things you are likely to find in, or near, a pond.
2. Circle the part of the activity you enjoyed most.
 - drawing the lily pads and leaves with wax crayon
 - sponge painting the lily pads and water with acrylic paint
 - drawing the frog with permanent black marker
 - completing the frog by colouring and smudging oil pastels
 - cutting out the frog
 - drawing the dragonflies
 - adding glitter to enhance your picture
3. Put a tick on the things you used to make your picture.
 - oil pastels
 - glue stick
 - black marker
 - cartridge paper
 - scissors
 - wax crayons
 - craft glue
 - dye
 - green paint
 - blue paint
 - paintbrushes
 - polystyrene blocks
 - sponges
4. What can we do to help protect ponds from becoming polluted?
5. Draw three things a frog would like to eat. Colour your drawing with pencils.



	AGES	CODE	PRICE
Book A	5–6	6586	R240
Book B	6–7	6587	R240
Book C	7–8	6588	R240
Book D	8–9	6589	R240
Book E	9–10	6590	R240
Book F	10–11	6591	R240
Book G	11–12	6592	R240

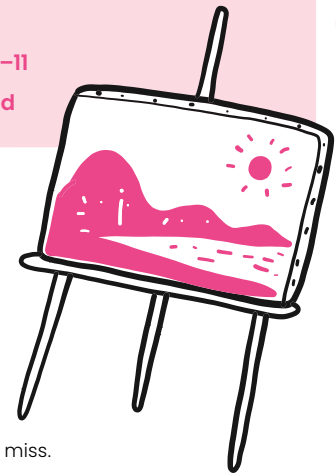
Awesome Art and Craft

THE ARTS



Discover the next Picasso in your classroom!

- » Three-book series
- » Suitable for ages 4-11
- » Templates provided

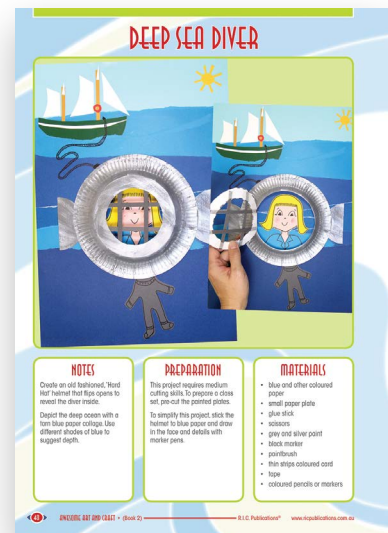


This three-book series encourages learners to explore their creative ability through varied activities. With stunning photos and innovative design, *Awesome Art and Craft* is a resource you don't want to miss.

Features

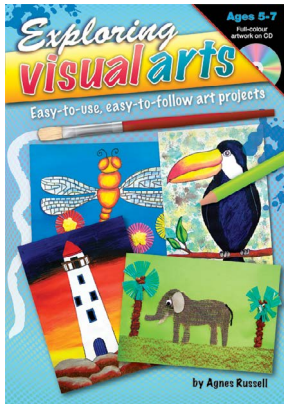
- Comprehensive educator notes and simple step-by-step instructions, with colour photos, for learners to follow.
- Learners develop skills in colouring, painting, sculpting, and more, through creative visual arts projects.
- Projects use inexpensive, recycled, or readily available materials to reduce cost.

Sample pages from Book 2



	AGE	CODE	PRICE
Book 1	4-5	6598	R240
Book 2	6-7	6599	R240
Book 3	8-11	6600	R240

Exploring Visual Arts



Inspire the artist in every learner!

- » Three-book series
- » Suitable for ages 5–11+

» Easy-to-follow art projects



Exploring Visual Arts is an engaging art resource featuring a variety of art projects and activities such as drawing, painting, collage, and printmaking. With easy-to-follow instructions and evaluation suggestions, Exploring Visual Arts is the perfect resource for inspiring creativity in the classroom or at home.

Features

- Save time with extra educator resources, such as sample art assessments, templates, and learner self-assessment sheets.
- Easy-to-follow instructions are supported by colour photos of each completed project in the book.
- Photocopiable activity cards, templates, reward medals, and assessment sheets included.



Sample pages from Lower



AGES	CODE	PRICE
Lower	5–7	6582 R220
Middle	8–10	6583 R220
Upper	11+	6584 R220

Classroom Craft – A Year of Activities



A year of craft activities!

Classroom Craft – A Year of Activities 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.

Features

- Includes over 60 craft projects to cover the entire year.
- Projects utilise readily available materials and require little preparation.
- Can be used in learning centres or with early finishers.

AGES	CODE	PRICE
5-8	6595	R220



Theme-based Craft



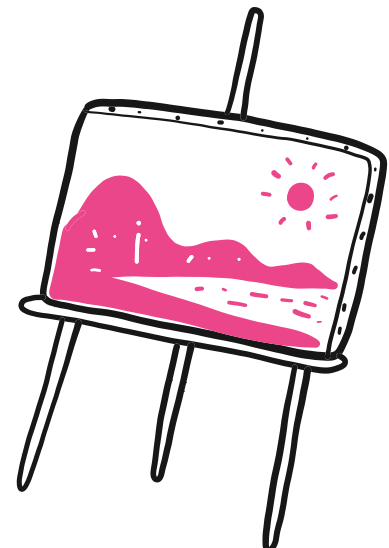
Craft activities for young learners.

Theme-based Craft is a compilation of craft activities for the early childhood classroom. Based around popular early childhood themes, the activities are designed simply, with a view to being completed by 3 to 5 year olds whose fine motor skills are still developing.

Features

- Each section offers worksheets at various levels of difficulty, Features a comprehensive collection of more than 60 craft activities to be completed by young children.
- Supports the development of fine motor skills, creativity, and literacy.
- Opportunities to craft with minimal adult help, fostering independence and promoting self-esteem.

AGES	CODE	PRICE
3-7	6585	R220



STICKERS

AFRIKAANS

ENGLISH



Prinsipaal Toekenning
MSA9234



Principal's Award
RIC9234



Bee Kolskoot
MSA9234



Pinwheel
RIC9279



Jy's 'n Ster
MSA9241



You're a Star
RIC9241

MINI STICKERS



Mini Merits Funny Faces
RIC9286



Mini Merits Funny Faces
RIC9286

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2+5



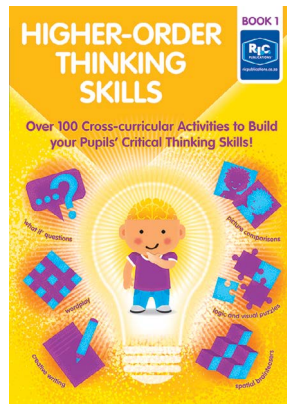
EDUCATOR SUPPORT



Higher-order Thinking Skills

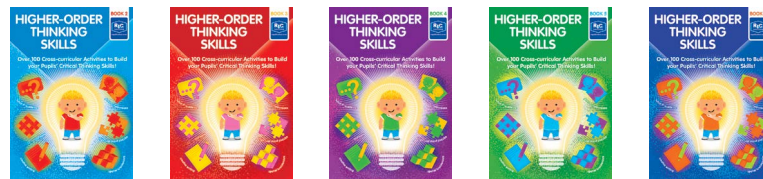


For a free sample, go to:
ricpublications.co.za/higher-order-thinking-skills-sample-form/



Give your learners the critical thinking skills they need to succeed.

- » Six-book series
- » Suitable for ages 6–11+
- » Easy to use and integrate to your existing programme

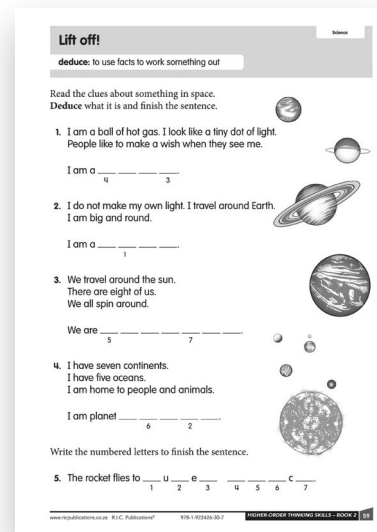
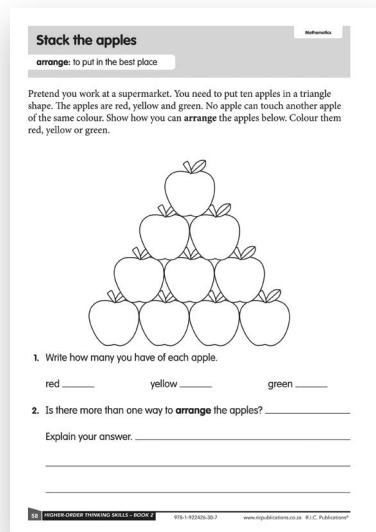
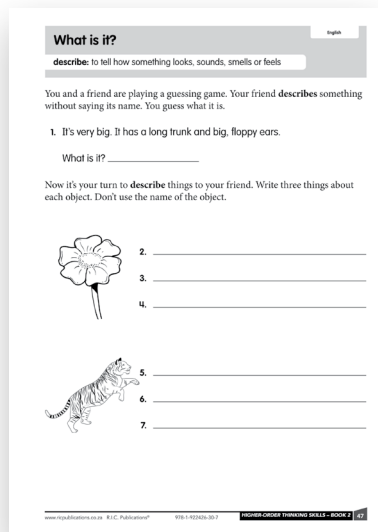


In the fast-paced and ever-changing world we live in, never has there been a more important time to develop critical thinking skills—but how do you fit this into a busy schedule? *Higher-order Thinking Skills* is the answer! Through a range of engaging and challenging activities designed to test and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

Features

- Each book has engaging logic puzzles, brainteasers, and more, building learners' problem-solving skills.
- *Higher-order Thinking Skills* has a range of individual activities, each focusing on a behavioural verb such as analyse, predict, or design.
- The themes are applicable across all subject areas and in everyday life.

Sample pages from Book 3

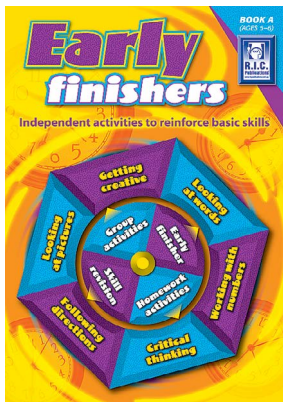


REVIEW *'I enjoyed how these activities required learners to apply knowledge, logic, and skills in literacy-based activities that also integrate other curriculum areas (science, maths, and geography) and disciplines. The creativity and mixture of the types of challenges available make them more stimulating and interesting for learners. The definitions of behavioural verbs provided at the start and the way each activity is organised into a certain skill were both very useful elements.'*

Cindy Tran, Educator

	AGE	CODE	PRICE
Book 1	6–7	8454	R210
Book 2	7–8	8455	R210
Book 3	8–9	8456	R210
Book 4	9–10	8457	R210
Book 5	10–11	8458	R210
Book 6	11+	8459	R210

Preview the series –
ricpublications.co.za/tag/early-finishers/



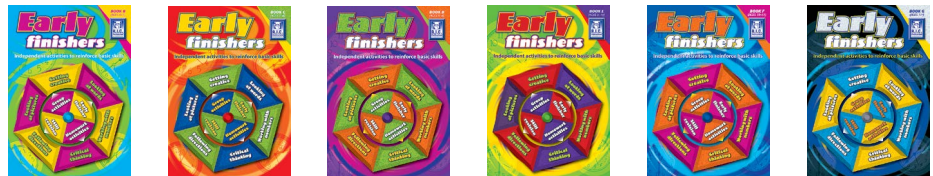
Independent activities to reinforce basic skills.

Early Finishers is a series of educator resource books containing a range of high-interest, creative and challenging activities to satisfy the demands of the early finisher. All activities relate to the primary school curriculum in English, mathematics, and art, and can be completed independently.

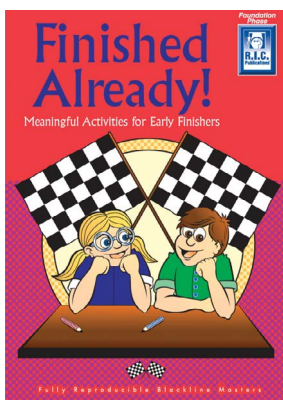
Features

- Wide range of reproducible, ready-to-use puzzles and brain-teasers to motivate learners, keeping them actively and constructively engaged.
- Each book engages learners with activities that focus on looking at words, working with numbers, critical thinking, following directions, looking at pictures, and being creative.
- Easy-to-use and flexible, the series is great for individual, paired, or small-group work. The activities are designed to encourage.

	AGES	CODE	PRICE
Book A	5–6	6394	R220
Book B	6–7	6395	R220
Book C	7–8	6396	R220
Book D	8–9	6397	R220
Book E	9–10	6398	R220
Book F	10–11	6399	R220
Book G	11–12	6400	R220



Finished Already!



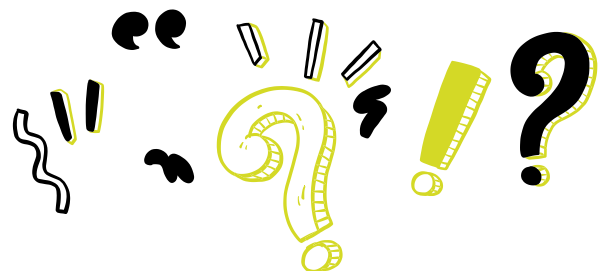
Meaningful activities for early finishers.

How do you handle learners finishing classroom activities at different times? This series has been developed to provide educators with a set of activities that will help to solve this problem.

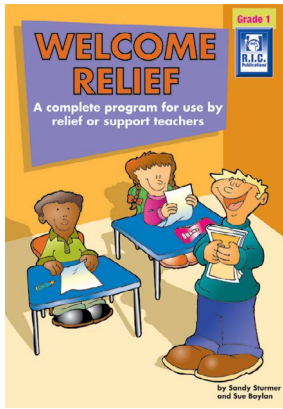
Features

- Designed to develop and consolidate key skills, with activities covering major learning areas.
- Each book encourages the development of problem-solving strategies through more meaningful activities.
- Keeps early finishers engaged with topics that are of interest to children.

	AGES	CODE	PRICE
Lower	5–7	0471	R220
Middle	8–10	0472	R220
Upper	10–12	0473	R220

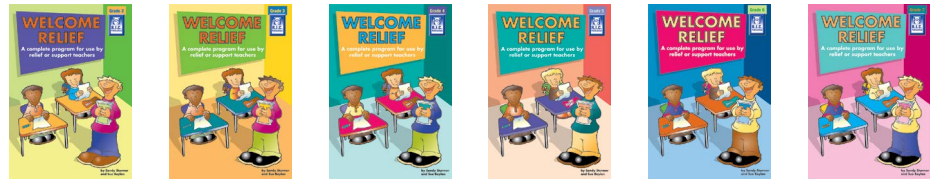


Welcome Relief



A complete programme for use by relief or support educators.

- » Six-book series
- » Suitable for ages 5–12
- » Includes valuable activities to help relief educators



This series is designed to provide relief in situations where the normal teaching programme is suspended, as may be the case in the situation of educator absence or professional development.

Features

- This series provides the answer to situations when the normal teaching programme is suspended.
- Covers all primary ages, with a one-week programme of work covering all major components of the curriculum.
- It saves time and stress, with comprehensive educator notes, directions, and worksheets.

Sample pages from Level 3

Worksheet 9 Quick Adds

You will need: two dice
 What to do: Throw the dice. Add the two numbers. Subtract the answer from twelve.
 e.g. $2 + 3 = 5$ $12 - 5 = 7$

Record each answer in the squares below.

Make a tally of these numbers on the table below.

No.	Tally	Total
0		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Which number occurred most often? Why?

Which number occurred least often? Why?

Did any numbers not occur? Why?

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Worksheet 10 Animal Hunt

D	O	G	Z	G	H	L	P	T	C	U	Y	A
U	A	I	S	K	A	N	G	A	R	O	O	B
C	H	E	E	T	A	H	M	Q	T	V	W	C
K	I	C	B	J	C	A	I	N	R	R	W	Z
U	O	J	D	C	A	T	B	L	I	O	N	X
Z	V	P	K	E	M	K	U	C	J	O	S	S
E	B	W	Q	L	E	D	I	S	H	E	E	P
B	G	C	X	R	L	F	E	M	V	D	K	I
R	K	T	U	R	K	E	Y	F	N	W	E	G
A	L	J	D	Y	Z	S	M	G	O	X	F	
R	Q	M	H	E	G	I	R	A	F	F	E	Y
T	S	P	N	I	F	A	T	N	H	H	P	R
A	N	T	O	E	L	E	P	H	A	N	T	Q

Illustrations of a dog, elephant, and lion.

Illustration of a giraffe with an ant on its head.

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Worksheet 13 Listening Carefully

Listening Activity – Do not duplicate.
 Teacher reads the following instructions to the class.

Instructions:

1. Draw a circle in the middle of the page, towards the top.
2. Draw a triangle on top of the circle.
3. Draw three squiggly lines going to the left, coming from the point of the triangle.
4. Draw two cloud shapes on either side of the circle, with the tops touching the triangle.
5. Inside the large circle, draw two smaller circles, side by side, with a smaller circle inside each.
6. Between, just below these circles, draw a small triangle.
7. Underneath this triangle, draw a small half circle to make a smile (still inside the circle).
8. From the bottom of the large circle, draw two zig zag lines going towards the bottom of the page.
9. Draw a rectangle at the bottom of the zig zag lines, with the bottom of the zig zag lines touching the top line of the rectangle.
10. Draw lines across to join the zig zag lines. Inside the zig zags.
11. Draw two thin rectangles each side of the zig zag lines pointing to the outside of the page.
12. Draw a cloud shape at the end of each of these rectangles.

Shape may look like this. All shapes will vary!

'JACK IN THE BOX'

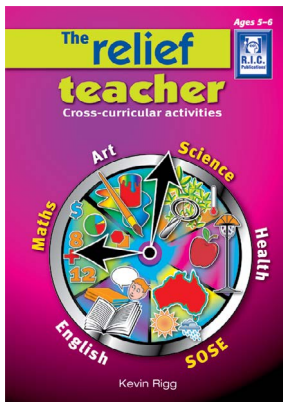
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AGES	CODE	PRICE
Level 1	5–6	0421 R220
Level 2	6–7	0422 R220
Level 3	7–8	0423 R220
Level 4	8–9	0424 R220
Level 5	9–10	0425 R220
Level 6	10–11	0426 R220
Level 7	11–12	0427 R220



The Relief Teacher

EDUCATOR SUPPORT



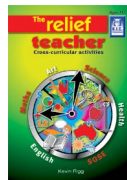
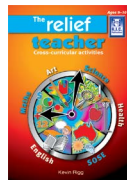
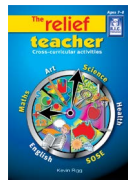
Cross-curricular activities for the relief teacher.

Get equipped with an extensive range of classroom activities covering a variety of learning areas across the curriculum.

Features

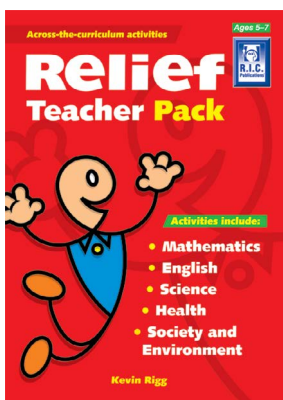
- The books are flexible to use—each worksheet can stand alone or be extended by including more activities.
- Provides maximum support for the relief teacher, with an educator page accompanying each worksheet.
- Learners will enjoy engaging activities designed to develop their skills across different learning areas.

	AGES	CODE	PRICE
Book 1	5–6	0756	R220
Book 2	7–8	0757	R220
Book 3	9–10	0758	R220
Book 4	11+	0759	R220



Relief Teacher Pack

Preview the book online:
ricpublications.co.za/tag/relief-teacher-pack/



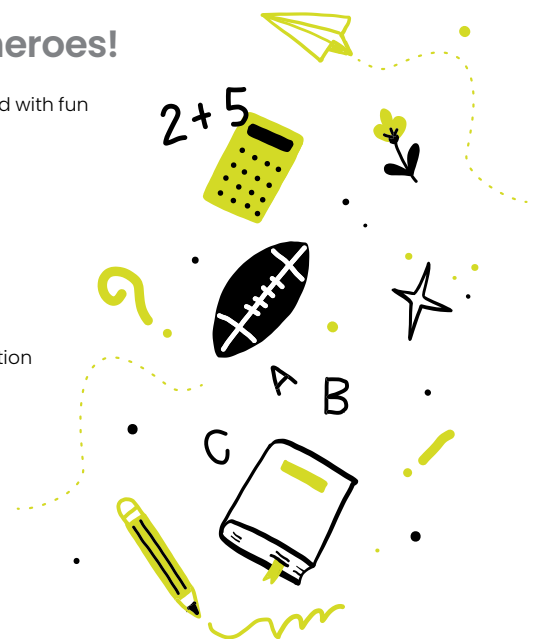
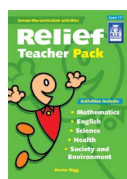
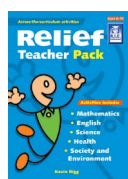
Here for the relief-teaching heroes!

Designed to support relief educators, this resource is filled with fun and challenging activities for your learners.

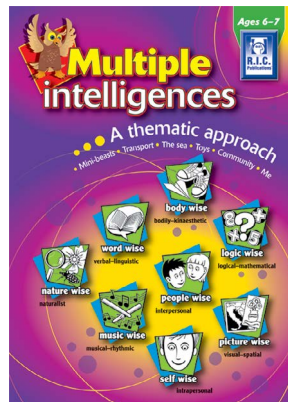
Features

- Each book covers key learning areas such as English, maths, and science.
- Each page can be presented as a separate lesson, worksheet, or reinforcement activity.
- There are a variety of activities that require no preparation or equipment.

	AGES	CODE	PRICE
Lower	5–7	0395	R220
Middle	8–10	0396	R220
Upper	11+	0397	R220



Multiple Intelligences



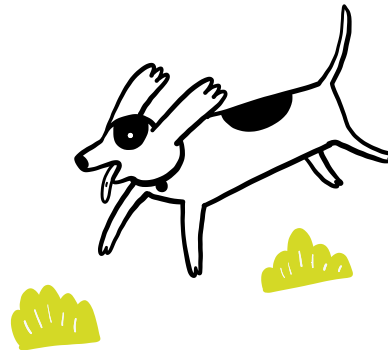
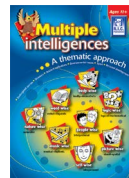
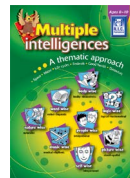
Unleash the eight learning intelligences.

This resource provides teaching and learning opportunities, using the eight learning intelligences, through a thematic approach. Each book includes activities that are based on popular topics.

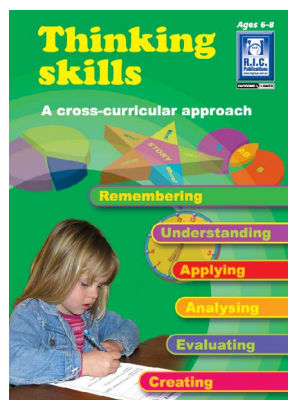
Features

- This series helps identify your learners' individual intelligence strengths and weaknesses.
- Provides further opportunities for extension with overview pages.
- You will have all the support you need through comprehensive notes, answers, and additional activities.

	AGES	CODE	PRICE
Lower	5-7	0747	R220
Middle	8-10	0748	R220
Upper	11+	0749	R220



Thinking Skills



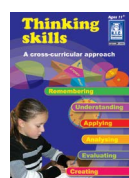
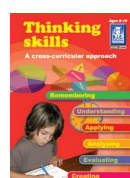
A cross-curricular approach to thinking.

Thinking Skills is a series of three educator resource books designed to help learners understand and practise the six thinking skills of Bloom's Revised Taxonomy. The activities cover a variety of popular themes and topics of interest for the intended age group and span key learning areas.

Features

- Each book contains comprehensive educator information, including skill definitions and ideas for developing and assessing each skill.
- Educator notes for each learner page, including indicators, additional activities, and answers.
- Also available in eBook format.

	AGES	CODE	PRICE
Lower	5-7	6401	R220
Middle	8-10	6402	R220
Upper	11+	6403	R220



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