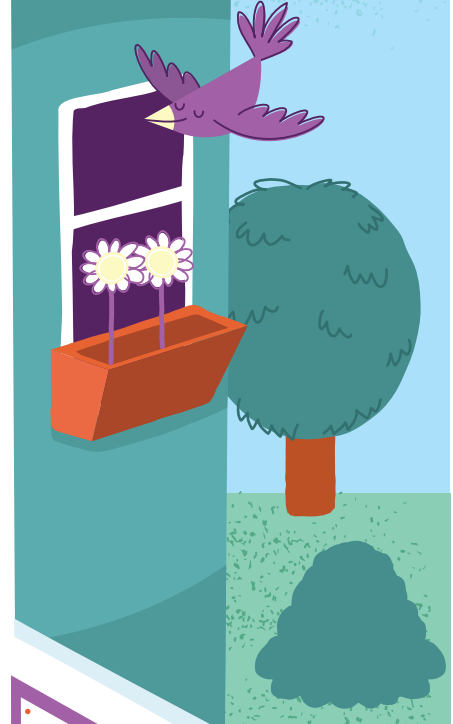




# WORK BOOK

CATALOGUE 2021-2022





## Moving forward in 2022

Educators have gone from strength to strength in responding to the various challenges of 2020 and 2021.

As always, educators have shown their resourcefulness and ensured that learners are focused on their studies. This is why we believe that we have our part to play in supporting educators. Our learner workbooks and their accompanying digital tools are designed to make the lives of educators and learners a bit easier. With our emphasis on practising, reinforcing and consolidating, these resources can be beneficial in anchoring learners' progress in key areas.

Now, with even more challenges coming in 2022, do you have everything you need?

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# GIVE LEARNERS THE BEST OPPORTUNITY TO SUCCEED

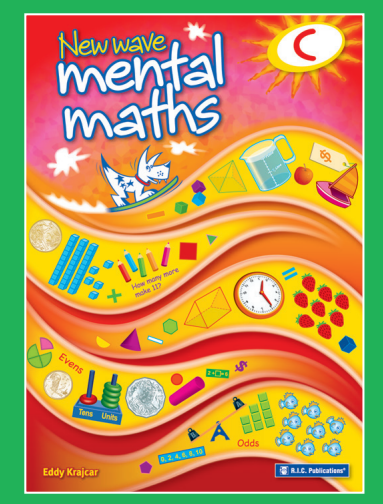
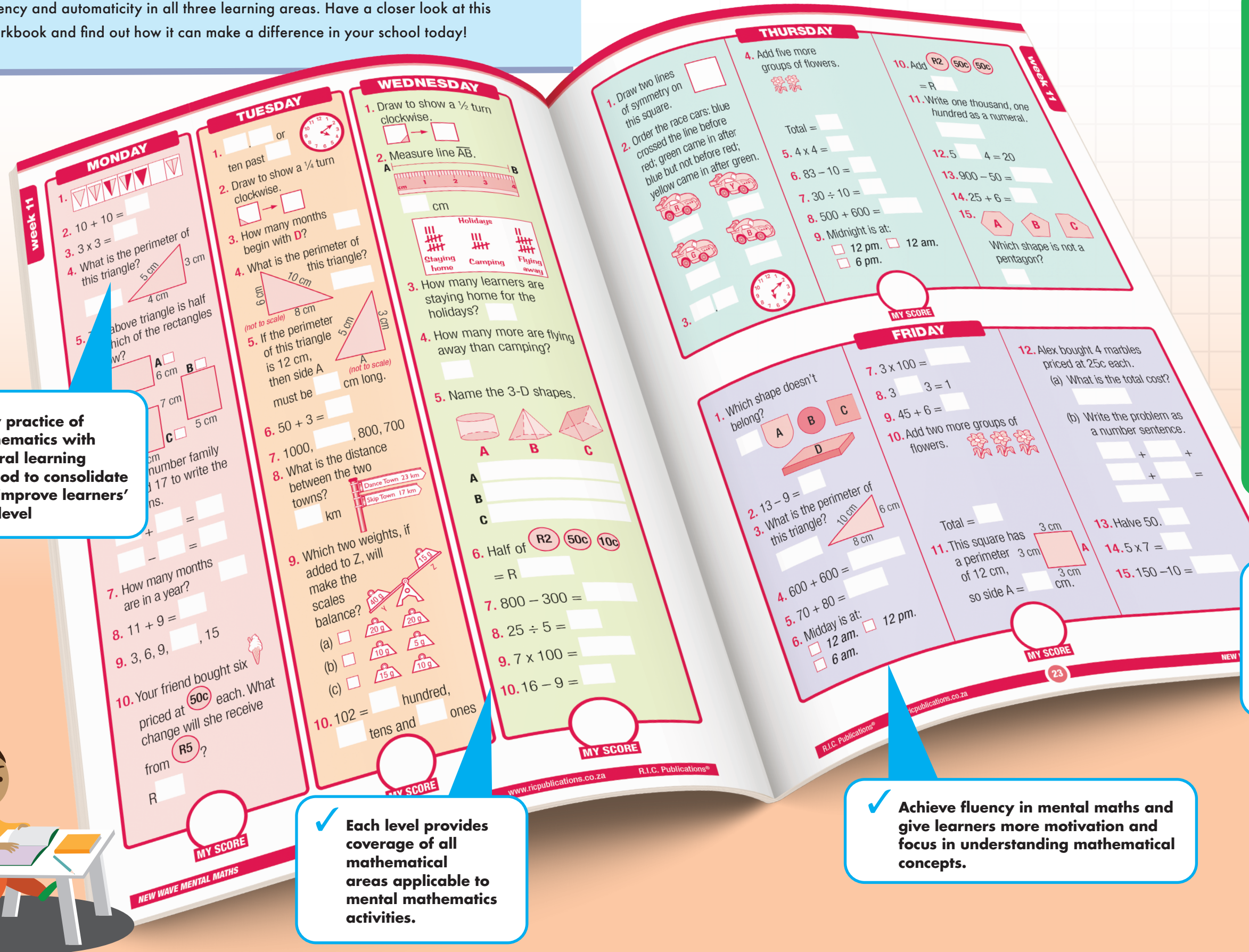
With over 20 years of research and continuous development, our bestselling series is still the top mathematics practice resource for the modern classroom. Visually rich and engaging, *New Wave Mental Maths* provides daily practice to increase learners' fluency and automaticity in all three learning areas. Have a closer look at this workbook and find out how it can make a difference in your school today!

# WELL-DESIGNED PRACTICE ACTIVITIES TO ACHIEVE GREAT RESULTS

✓ **Daily practice of mathematics with a spiral learning method to consolidate and improve learners' skill level**

✓ **Each level provides coverage of all mathematical areas applicable to mental mathematics activities.**

✓ **Achieve fluency in mental maths and give learners more motivation and focus in understanding mathematical concepts.**



- KEY INFO:**
- ✓ Six-workbook series
  - ✓ Suitable for Grade 2 to Grade 7 learners
  - ✓ 200 days worth of maths problems in each book

New Wave Mental Maths learner workbook			
Grade 2	Book B	RIC-1701	R120.00
Grade 3	Book C	RIC-1702	R120.00
Grade 4	Book D	RIC-1703	R120.00
Grade 5	Book E	RIC-1704	R120.00
Grade 6	Book F	RIC-1705	R120.00
Grade 7	Book G	RIC-1706	R120.00

Sounds in Focus is a whole-school spelling and language programme. Use *Sounds in Focus* to develop language proficiency by continually developing spelling skills, vocabulary, grammar concepts and writing. With suggested weekly programmes, testing, chants and actions, and consolidating games, you can feel assured that your learners are well on their way to becoming confident spellers.

✓ Develops much more than spelling: it builds learners' vocabulary and ensures words are used in context

✓ Foster an active, thinking approach to spelling. Learners are encouraged to 'Explore the Sound' by brainstorming and making lists of words that contain the sound. These words can be sorted by the graphemes that are used, enabling learners to appreciate that a sound can be spelled in many ways.

✓ A phonemic awareness approach to learning to spell promotes a deeper understanding by replacing rote learning with strategies for reading, writing and spelling. It includes clever ideas for direct instruction and play-based learning activities.

**Unit 8** f ff ph fish cliff phone

**List Words**

find	fly	family
five	flat	shift
off	flow	after
cliff	flower	phone
stiff		photo

Write the letter or letters for **f ff ph** in each List Word. If any of these are sound boxes, write them with a word example in the box above.

3 Colour the sunflower: yellow if you hear **fi**, orange if you hear **fr**.

5 Write a dot on the line for each sound you hear in the picture name.

Match the beginnings and endings to make List Words. Write the words on the lines.

f	om
fr	ow
fl	ive

6 Write **f, F, ph** or **Ph** in the daisy chain to finish the words. Finish the sentences below with these words. Cross out each word as you use it.

ind one amily red oto ilip

This is a \_\_\_\_\_ of my \_\_\_\_\_.

My brothers are named \_\_\_\_\_ and \_\_\_\_\_.

Mum likes to \_\_\_\_\_.

Dad likes to talk on the \_\_\_\_\_ frogs.

7 Write **ff** or **ft** in the petals to make real words. Finish the sentences with these words. Cross out each word as you use it.

Dogs like to \_\_\_\_\_ things.

The rock rolled \_\_\_\_\_ the \_\_\_\_\_.

I helped Dad \_\_\_\_\_ my bed.

My legs felt \_\_\_\_\_ the walk.

8 Write a word from the box on each line to make compound words. \*Compound words are made by joining two words; for example, in + side makes inside.

girl	flower	finger	graph
sun	noon	butter	nail
after	friend	photo	fly

9 Unjumble these List Words. The first and last letters are there to help you.

wfel f w hefsr f h dfinrei f d pnoeh p e

**SOUNDS IN FOCUS 2**  
A WHOLE-SCHOOL PHONEMIC APPROACH TO SPELLING  
**LEARNER BOOK**

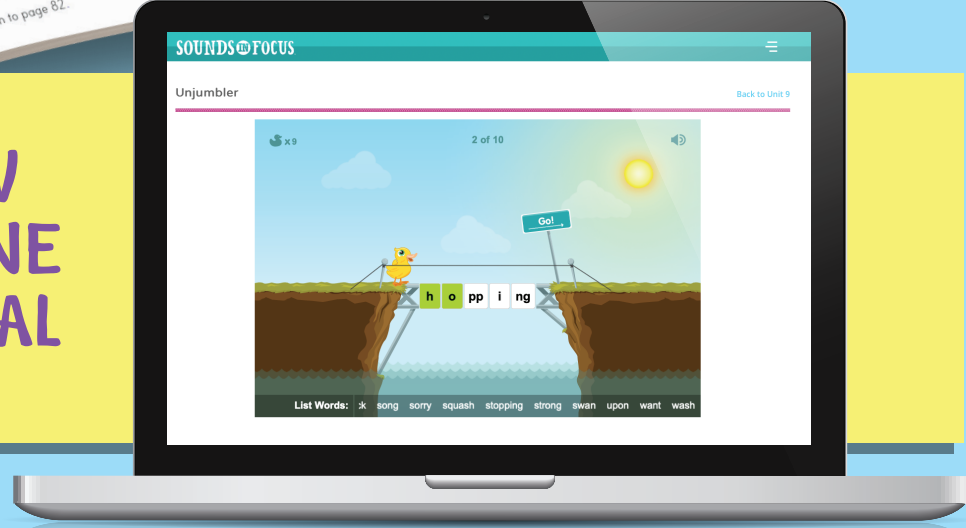
**KEY INFO:**

- ✓ Eight-workbook series
- ✓ Suitable for Grade R to Grade 7

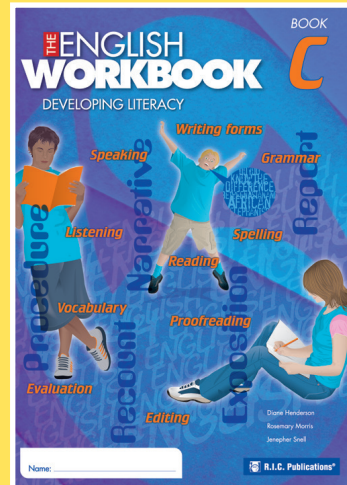
Sounds in Focus learner workbook

Grade R	RIC-2460	R150.00
Grade 1	RIC-2461	R150.00
Grade 2	RIC-2462	R150.00
Grade 3	RIC-2463	R150.00
Grade 4	RIC-2464	R150.00
Grade 5	RIC-2465	R150.00
Grade 6	RIC-2466	R150.00
Grade 7	RIC-2458	R150.00

**NEW ONLINE PORTAL**



# BUILD CONFIDENCE AND COMPETENCE ACROSS ALL ASPECTS OF LITERACY



## KEY INFO:

- ✓ Seven-workbook series
- ✓ Suitable for Grade 1 to 7
- ✓ Supported by a separate educator resource book

The English Workbook is designed to improve and develop learners' literacy skills by helping them understand procedures, recounts, exposition, narratives and reports. Split across ten units of work, learners are given various literacy practice activities covering speaking, listening, writing, grammar, editing, vocabulary, spelling and reading. Take a closer look at *The English Workbook* and see how to use this great resource with your learners.

The English Workbook learner workbook		
Grade 1	RIC-6353	R120.00
Grade 2	RIC-6354	R120.00
Grade 3	RIC-6278	R120.00
Grade 4	RIC-6279	R120.00
Grade 5	RIC-6280	R120.00
Grade 6	RIC-6281	R120.00
Grade 7	RIC-6282	R120.00

Reading passage written in one of the five writing genres covered in the book

**Hospital visit**

**ANALYSIS**

This recount is a retelling of past events in time order. Some recounts are factual, personal or imaginative.

Read the **recount** about a hospital visit.

**Hospital visit**

Last Sunday afternoon, Mum took us to the hospital to see Auntie Jenny. Dad decided to stay at home and work in the garden because he doesn't like hospitals very much. He said that he would rather see Auntie Jenny next week when she is at home. My brother Tim and I hadn't been in a hospital since we were born, so we were curious to see what it was like.

We stopped at the shop to buy some special chocolates for Auntie Jenny. I hoped that she would let us have some, but I didn't say this to Mum because I didn't want to hear one of her lectures about being a well-behaved girl.

When we arrived at the hospital we drove around the car park for ages looking for a parking spot. We finally found one, but then Mum had a stress attack because she needed to pay for a parking ticket and she didn't have any change. A kind man offered to help and actually gave Mum 50 cents so that she could buy a ticket.

Eventually we were inside the hospital. It seemed very large and confusing but the lady at the desk gave us directions to find Ward 44. The lift was very quick and in no time we were on the 4th floor. There was a big sign pointing to the different wards and we found Ward 44 without difficulty. Mum made us promise that we would be very quiet, sweet and not rush around because sick people need to be kept calm and visitors must be very considerate. Auntie Jenny had a room to herself. It looked a bit like a small motel room with its own bathroom and there was a TV set on the wall. Auntie Jenny looked very tired but she said she was pleased to see us. We didn't stay long because a nurse said that she needed to give Auntie Jenny a needle, so we all said goodbye and left.

As we left I thought that although the hospital was quite a nice place and the people we met were friendly and helpful, I was pleased that I wasn't sick and that I could leave and go home.

Check learners' understanding of the text with comprehension questions

**WORKING WITH THE TEXT** Reading

3. Dad didn't go to visit Auntie Jenny because he didn't like hospitals. Think of two possible reasons for this.

Applying your knowledge

1. The order of events in a recount is very important. Read each sentence and number them in the correct order from 1 to 8.

(a) They arrived in the car park.  
 (b) Mum bought some chocolates.  
 (c) They went up in the lift.  
 (d) A man gave Mum some money.  
 (e) They asked the lady at the desk for directions.  
 (f) Auntie Jenny had an injection.  
 (g) They looked around Auntie Jenny's room.  
 (h) They said goodbye to Dad.

**Vocabulary**

1. Look in the recount 'Hospital visit' to find words with the opposite meaning to these words.

(a) sister (b) lost  
 (c) uncle (d) noisy  
 (e) started (f) small  
 (g) boy (h) outside

Opportunities to improve learners' vocabulary, spelling, punctuation and grammar

**Spelling** WORKING WITH THE TEXT

5. Sometimes, a short vowel sound can be represented by two vowels together. Read these words with short vowels. Circle the vowels. The first one has been done for you.

house bread threat thread tread

6. Read these words with long vowel sounds. Circle the vowels.

see me people stay need key  
 find week been they kind so  
 buy be needie pleased leave vary

**Did you notice?**

Sometimes, the long vowel sound was represented by one vowel: me find

Sometimes, two vowels together made the long vowel sound: week people

Sometimes one vowel and one consonant together made the long vowel sound: stay key

7. Complete these words using long sound vowels.

(a)     t something you wear  
 (b)     a     t not noisy  
 (c)     r     d something you do with books  
 (d)     m     t something we eat  
 (e)     r     n it makes things wet  
 (f)     sh     p an animal  
 (g)     l     some animals have one  
 (h)     s     t something to sit on

Step-by-step analysis of the structure of the writing genre

**ANALYSIS** Structure of a recount

**Structure**

A title: Tells: **What** the recount is about  
 A setting: Tells: **Who** the recount is about  
**Where** the events happened  
**When** the events happened  
**Why** the events happened

The events: Tells: **What** happened  
 Events are told in the **order** in which they happened.  
 Each major event is written in a new paragraph.  
 An ending/comment: Tells: The ending and what the writer thinks about the events.

1. Read the recount about the hospital visit again. Answer the questions.

Title: \_\_\_\_\_  
 What is the recount about? \_\_\_\_\_

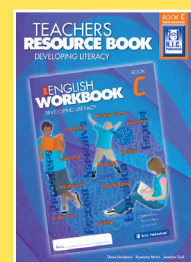
Setting

Who went to the hospital? \_\_\_\_\_  
 Who did they visit? \_\_\_\_\_  
 When did they go? \_\_\_\_\_  
 Where did they go? \_\_\_\_\_  
 Why did they go? \_\_\_\_\_

Events

What was the first thing they did after they left home? \_\_\_\_\_  
 What happened when they arrived at the hospital? \_\_\_\_\_  
 What did they do next? \_\_\_\_\_

Sample pages from Grade 3 learner workbook



The English Workbook Teachers guide		
Grade 1	RIC-6355	R210.00
Grade 2	RIC-6356	R210.00
Grade 3	RIC-6303	R210.00
Grade 4	RIC-6304	R210.00
Grade 5	RIC-6305	R210.00
Grade 6	RIC-6306	R210.00
Grade 7	RIC-6307	R210.00

# COVER CORE AREAS OF ENGLISH LANGUAGE LEARNING

The emphasis on practice, repetition and revision

**DAY 53**

1. What letter comes next?  
 g h i j

2. Write the small letter that goes with A.  
 a b c d

3. Fill in the missing letter.  
 So...tember

4. How many syllables in **drop**?

5. Change /i/ in **big** to /a/ to make a new word.

6. Circle the mistake.  
 We swam in the sea.

7. Which word has an **ow** sound like **cow**?  
 sand he yes howl

8. Circle the word that is not needed.  
 Pat went want to the shop.

9. Fill in **is** or **are**.  
 The cats  in the garden.

10. Tick what is missing from the question.  
 Where are you  
 question mark  full stop

Learner record sheets have been included, helping children monitor their own progress

**Pupil record sheet**

Unit	Day	Score	Comments
Unit 9	Day 91		
	Day 92		
	Day 93		
	Day 94		
	Day 95		
	Day 96		
	Day 97		
	Day 98		
	Day 99		
	Day 100		
Unit 10	Day 101		
	Day 102		
	Day 103		
	Day 104		
	Day 105		
	Day 106		
	Day 107		
	Day 108		
	Day 109		
	Day 110		
Unit 11	Day 111		
	Day 112		
	Day 113		
	Day 114		
	Day 115		
	Day 116		
	Day 117		
	Day 118		
	Day 119		
	Day 120		
Unit 12	Day 121		
	Day 122		
	Day 123		
	Day 124		
	Day 125		
	Day 126		
	Day 127		
	Day 128		
	Day 129		
	Day 130		

Revision units, which revise the content, concepts and question types

**REVISION DAYS 21-30**

1. What letter is missing?  
 a b  d e

2. Which capital letter goes with y?  
 K W C Y

3. Today is \_\_\_\_\_

4. How many syllables in **music**?

5. Circle the word that ends with **r**.  
 foot you off me

6. Circle the odd one out.  
 white black bottle red

7. Add **er** to **old** to make a new word.

8. Add **est** to **cold** to make a new word.

9. Circle the word that needs a capital letter.  
 I call my father dad.

10. Which number tells where the full stop goes?  
 We can ask him,

11. What letter is missing?  
 v w x  z

12. Which capital letter goes with j?  
 I G J A

13. Tomorrow will be \_\_\_\_\_

14. How many syllables in **clay**?

15. Circle the word that ends with **d**.  
 bend done no be

16. Circle the odd one out.  
 kettle sofa stool chair

17. Add **er** to **cold** to make a new word.

18. Add **est** to **deep** to make a new word.

19. Circle the word that needs a capital letter.  
 We gave mum a hug.

20. Which number tells where the full stop goes?  
 They were not there,

Sample pages from Grade 2

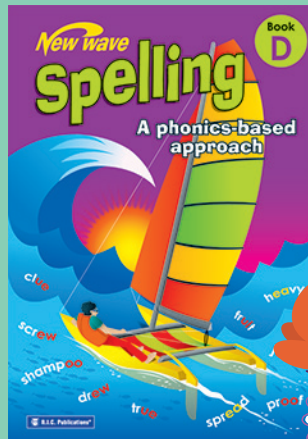
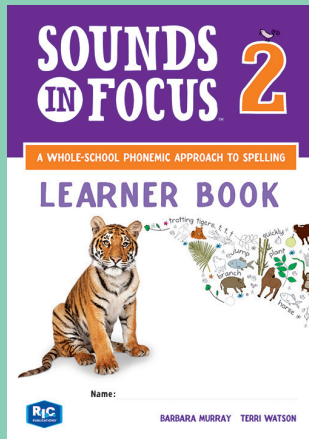
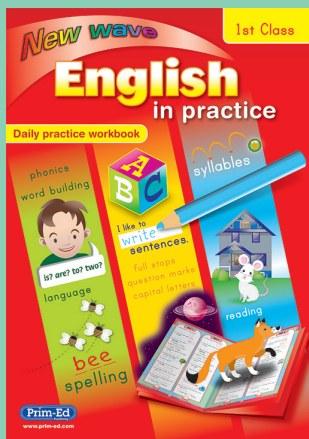
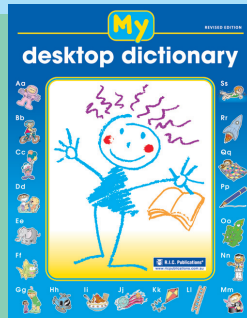
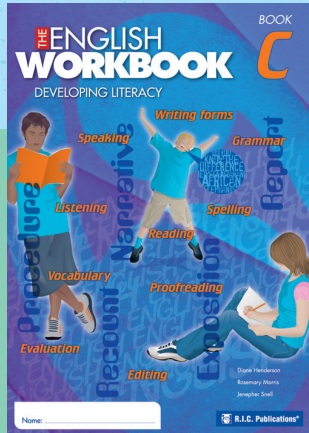
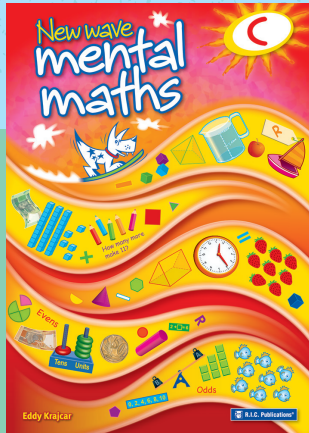
New Wave English in Practice focuses on practice, repetition and revision of English language learning, which in turn will help learners acquire and strengthen the skills they need to be competent and confident in their use of English.

In these daily practice learner books there are questions to answer in the areas of spelling, word study, punctuation and grammar.

The 150 days of questions are broken into 15 units of 10 days. Each unit has a focus, which will help learners to improve their English skills as well as their knowledge about how language works.

New Wave English in Practice learner workbook		
Grade 2 (1st Class)	RIC-6220IR	R120.00
Grade 3 (2nd Class)	RIC-6221IR	R120.00
Grade 4 (3rd Class)	RIC-6222IR	R120.00
Grade 5 (4th Class)	RIC-6223IR	R120.00
Grade 6 (5th Class)	RIC-6224IR	R120.00
Grade 7 (6th Class)	RIC-6225IR	R120.00





# TAKE THE NEXT STEP

Ready to see how R.I.C. workbooks can make a difference in your school?

Talk to one of our education consultants today to find out how we can help.

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