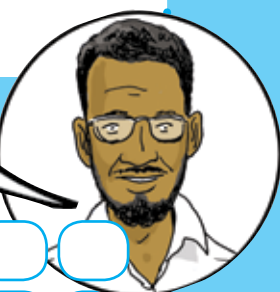


# MARK SHEET

Before you submit the completed portfolio, you the educator, must ensure that all the information is filled in on pages i and ii. When this is done, you must hand all your learners' YES I CAN books to your supervisor.



## Learner's details (as in ID)

First name

Surname

Learner's ID number

Learner's unique number

## Learner's Mother Tongue

☐ English 1 ☐ Zulu 5 ☐ Siswati 9

☐ Afrikaans 2 ☐ Sepedi 6 ☐ Tshivenda 10

☐ isiNdebele 3 ☐ Sesotho 7 ☐ Xitsonga 11

☐ isiXhosa 4 ☐ Setswana 8 ☐ Other 12

Province ☐ EC 1 ☐ FS 2 ☐ GP 3 ☐ KZN 4 ☐ LP 5 ☐ MP 6 ☐ NC 7 ☐ NW 8 ☐ WC 9

Age in years  Gender ☐ Male 1 ☐ Female 2

Number of years learner attended school ☐ 0 years ☐ 1 years ☐ 2 years ☐ 3 years ☐ 4 years ☐ 5 years

Has learner ever attended an ABET class before? ☐ Yes 1 ☐ No 2

Has learner ever learnt to read and write before joining Kha Ri Gude? ☐ Yes 1 ☐ No 2

If yes, where?  And for how long?  years

## Learner's marks

Each time the learner successfully completes an activity, enter his or her marks in the space next to the relevant activity number:

| Mother tongue                 | ACTIVITY NUMBER |                                  | Mark | ACTIVITY NUMBER          |                             | Mark | Numeracy |                     |
|-------------------------------|-----------------|----------------------------------|------|--------------------------|-----------------------------|------|----------|---------------------|
|                               | 1               | Writing my name                  |      | 11                       | Writing numbers             |      |          |                     |
|                               | 2               | Filling in a form                |      | 12                       | Counting                    |      |          |                     |
|                               | 3               | Reading signs and words          |      | 13                       | Numbers and counting        |      |          |                     |
|                               | 4               | Reading speed                    |      | 14                       | Addition and subtraction    |      |          |                     |
|                               | 5               | Telling the time                 |      | 15                       | Multiplication and division |      |          |                     |
|                               | 6               | Calendars and dates              |      | 16                       | Fractions and shapes        |      |          |                     |
|                               | 7               | Comprehension                    |      | 17                       | Compiling and calculating   |      |          |                     |
|                               | 8               | Comprehension                    |      | 18                       | Reading for information     |      |          |                     |
|                               | 9               | Writing a description            |      | 19                       | Measurements and distance   |      |          |                     |
|                               | 10              | Writing a letter to the Minister |      | 20                       | Revision                    |      |          |                     |
| Mother tongue TOTAL out of 50 |                 |                                  |      | Numeracy TOTAL out of 50 |                             |      |          | Total combined mark |
|                               |                 |                                  |      |                          |                             |      | %        |                     |

What specially did learner want to learn to read and write when he/she joined the class?

Is learner satisfied that he/she learned this? (Fill in at end of course) ☐ Yes 1 ☐ No 2

Learner's attendance: ☐ Regular 1 ☐ Missed occasionally 2 ☐ Was often absent 3

Is learner employed? ☐ Yes 1 ☐ No 2 ☐ Works informally 3

Does learner have a disability? ☐ Yes 1 ☐ No 2  Type

Type of area learner lives in: ☐ Urban township 1 ☐ Rural village 2 ☐ Informal settlement 3 ☐ Urban suburb 4 ☐ Farm 5 ☐ Prison 6

Has Kha Ri Gude made any improvements to the learners life? Read each of the following statements to the learner. In each case the learner must say whether Kha Ri Gude has made an improvement in his/her life? In each case the learner must say YES or NO. Tick all those that the learner answers YES to.

|                                                                  |                            |                                             |                             |                                                 |                             |
|------------------------------------------------------------------|----------------------------|---------------------------------------------|-----------------------------|-------------------------------------------------|-----------------------------|
| I feel more self-confident                                       | <input type="checkbox"/> 1 | I better understand health and health care  | <input type="checkbox"/> 9  | I can more easily solve problems                | <input type="checkbox"/> 17 |
| I feel my life in my family has improved                         | <input type="checkbox"/> 2 | I can manage money better                   | <input type="checkbox"/> 10 | I understand the importance of eating correctly | <input type="checkbox"/> 18 |
| I feel more respected in the community                           | <input type="checkbox"/> 3 | I learned to use an ATM or a cell phone     | <input type="checkbox"/> 11 | I have started growing vegetables               | <input type="checkbox"/> 19 |
| I show my family or friends what I learn                         | <input type="checkbox"/> 4 | I have more books or magazines in my home   | <input type="checkbox"/> 12 | I have improved at work (if he/she works)       | <input type="checkbox"/> 20 |
| I take part in more community matters                            | <input type="checkbox"/> 5 | I feel that people treat me better          | <input type="checkbox"/> 13 | I have started some work that helps me to earn  | <input type="checkbox"/> 21 |
| I better understand my child's schooling (if she/he has a child) | <input type="checkbox"/> 6 | I feel more respected in my family          | <input type="checkbox"/> 14 | I would like to carry on learning               | <input type="checkbox"/> 22 |
| I can help my child with learning (if she/he has a child)        | <input type="checkbox"/> 7 | I have more friends                         | <input type="checkbox"/> 15 | I have encouraged others to join Kha Ri Gude    | <input type="checkbox"/> 23 |
| I attend school or other meetings                                | <input type="checkbox"/> 8 | I ask my family to help me with my learning | <input type="checkbox"/> 16 | Other (fill in)                                 | <input type="checkbox"/> 24 |

I hereby certify that the work in this portfolio is the learner's own work.

Name:  Contact telephone number:

ID Number:

Signature  Educator

I have checked this portfolio and agree with the marks given.

Name:  Contact telephone number:

ID Number:

Signature  Supervisor

I have checked this portfolio and agree with the marks given.

Name:  Contact telephone number:

ID Number:

Signature  Coordinator

# Dear Kha Ri Gude Volunteer Educator

We are happy to introduce you to the Kha Ri Gude YES I CAN assessment portfolio, which has been designed to enable us to assess millions of learners across South Africa. The YES I CAN portfolio will help you to carry out continuous assessment at various stages during the Kha Ri Gude programme. We are sure that your learners will enjoy working through the portfolio and seeing how they are improving and how much more competent they are becoming.

The YES I CAN portfolio comprises 20 assessment activities, each testing one (or a cluster of) level I learning outcome(s) in mother tongue communication and numeracy. The activities are graded from easy to more complex. Within a few weeks of starting, learners should be ready to do the first communication and numeracy assessment tasks. The portfolio suggests when learners should be ready to attempt each activity, although we know that not all the learners will be ready at the same time.

To help your learners complete the YES I CAN portfolio, you need to read and re-read the following guidelines:

1. You will have to explain to learners in their first language (mother tongue) exactly what they should do when they attempt each activity.
2. Learners must answer in their mother tongue.
3. Although we give you guidelines on when we think you should let learners do the activity, you should only let them try an activity when you think they are ready to do it. Remember, they may not all be ready at the same time.
4. If a learner does an activity which is not at an acceptable level, give the learner a score of 1. Then, when you think he or she is able to try again, let the learner repeat that activity (more than once if necessary) so that he or she is able to get at least 3 marks for the task. In this way, no learner should fail unless he or she is really unable to achieve more than a score of 2.
5. Each activity has its own assessment criteria. We have provided colour boxes for your ticks. This will help you mark the activities. It is very important that you read through the criteria carefully before you allocate a mark. Try to do this with a peer educator so that you can work out together what mark to give.
6. If you are happy with the learner's achievement, record the mark next to the corresponding activity number on the mark sheet.



7. When you have given a learner a mark for an activity, explain to the learner, in a kind way, why you have given the mark. It is important for you to give your learners feedback so that they can learn through the process.
8. Remember, all learners on this programme are new literates, so use the assessment activities to motivate them. Although we want to see the learners' own work and therefore their own progress, do not present the activities as tests. They should enjoy working through the YES I CAN portfolio – help your learners see their progress and how they are improving. Your role is to encourage and support them.
9. You will need to ask another educator (or a supervisor) to look at your learners' portfolios. In this way, you will jointly be able to determine a standard for your marking.
10. Hand the portfolio to your supervisor for moderation purposes.
11. Monitors from SAQA will also be visiting your classes to verify the assessments.
12. Learners who have successfully completed the YES I CAN portfolio will receive a Kha Ri Gude Certificate of Achievement within the ABET Level I for mother tongue communication and numeracy and will be put forward for recording on the National Learners' Records Database of the South African Qualifications Authority.

Please, if you don't understand one of the instructions or one of the activities, start off by asking another educator to assist you. If you still do not understand what is required, please speak to your supervisor.

In many ways, the success of your learners depends on you, the educator. Please read and re-read the above instructions, and also the instructions and assessment criteria that we have included with each of the activities. We are pleased that you can play a role in assessing some of the millions of learners who have been denied education in the past. We believe that we can depend on you to do this diligently and to support your learners through level I.

We thank you for playing this important part in the history of South African education, and we wish you the very best of luck with the assessments.

All of us at Kha Ri Gude.

## Note to the supervisor:

Please check that the educator has:

- correctly added the ticks, and filled in the marks on the mark sheet.
- filled in all the learner's personal information.
- handed you a fully completed portfolio.



# Activity 1

## WRITING MY NAME

Complete these shapes till the end of the line.



Write your first name.

Write your surname.



Let learners do this activity after they have completed theme

1

# Activity 2

## FILLING IN A FORM

Fill in your details on this form.

Let learners do this activity after they have completed theme

2



|                |                    |           |        |
|----------------|--------------------|-----------|--------|
| Name:          |                    |           |        |
| Surname:       |                    |           |        |
| ID number:     |                    |           |        |
| Date of birth: | Day / Month / Year | Age:      | years  |
|                | Male               |           | Female |
| Today's date:  | Day / Month / Year | Signature |        |

Total number of ticks

| Mark | Criteria                                                                                                                                                                                 |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5    | Learner is able to form the shapes correctly. The shapes are regular. Learner is able to write his or her name and form the letters correctly. Learner has good control over the pencil. |
| 4    | Learner is able to form the shapes. They are more or less regular. Learner can form the letters of his or her name correctly. He or she holds the pencil correctly.                      |
| 3    | Learner cannot form regular shapes. Learner needs to practice writing his or her name. Most of the letters are correctly formed.                                                         |
| 2    | Learner has made lots of errors and does not hold the pencil correctly yet.                                                                                                              |
| 1    | Learner was not ready to do this activity. Let learner redo this exercise at a later stage.                                                                                              |

| Mark | Criteria                                                                                    | Date: |
|------|---------------------------------------------------------------------------------------------|-------|
| 5    | Learner correctly filled in all the information. Learner has 7-8 ticks.                     |       |
| 4    | Almost all information given is correct. Learner has 5-6 ticks.                             |       |
| 3    | Form is only partially completed. Learner has 3-4 ticks.                                    |       |
| 2    | Learner made lots of errors. Learner has 1-2 ticks.                                         |       |
| 1    | Learner was not ready to do this activity. Let learner redo this exercise at a later stage. |       |

# Activity 3

## READING SIGNS AND WORDS



Let learners do this activity after they have completed theme

3

A Draw a line to the correct sign.

Danger


☐

Stop


☐

Aids


☐

No smoking


☐

No cell phones


☐

B Read these words out loud:

I

☐

my

☐

was

☐

on

☐

yes

☐

am

☐

is

☐

she

☐

hat

☐

dog

☐

at

☐

me

☐

jug

☐

bed

☐

got

☐

mother

☐

us

☐

fun

☐

mud

☐

when

☐

Total number of ticks



REMEMBER to count all the ticks on both pages.

Mark

Criteria

Date:

5

Learner has between 20 - 25 correct answers.

4

Learner has between 16 - 19 correct answers.

3

Learner has between 11 - 15 correct answers.

2

Learner has 6 - 10 correct answers.  
Let learner redo this activity at a later stage.

1

Learner has 0 - 5 correct answers and was not ready to do this activity. Let learner redo this exercise at a later stage.

Activity 4

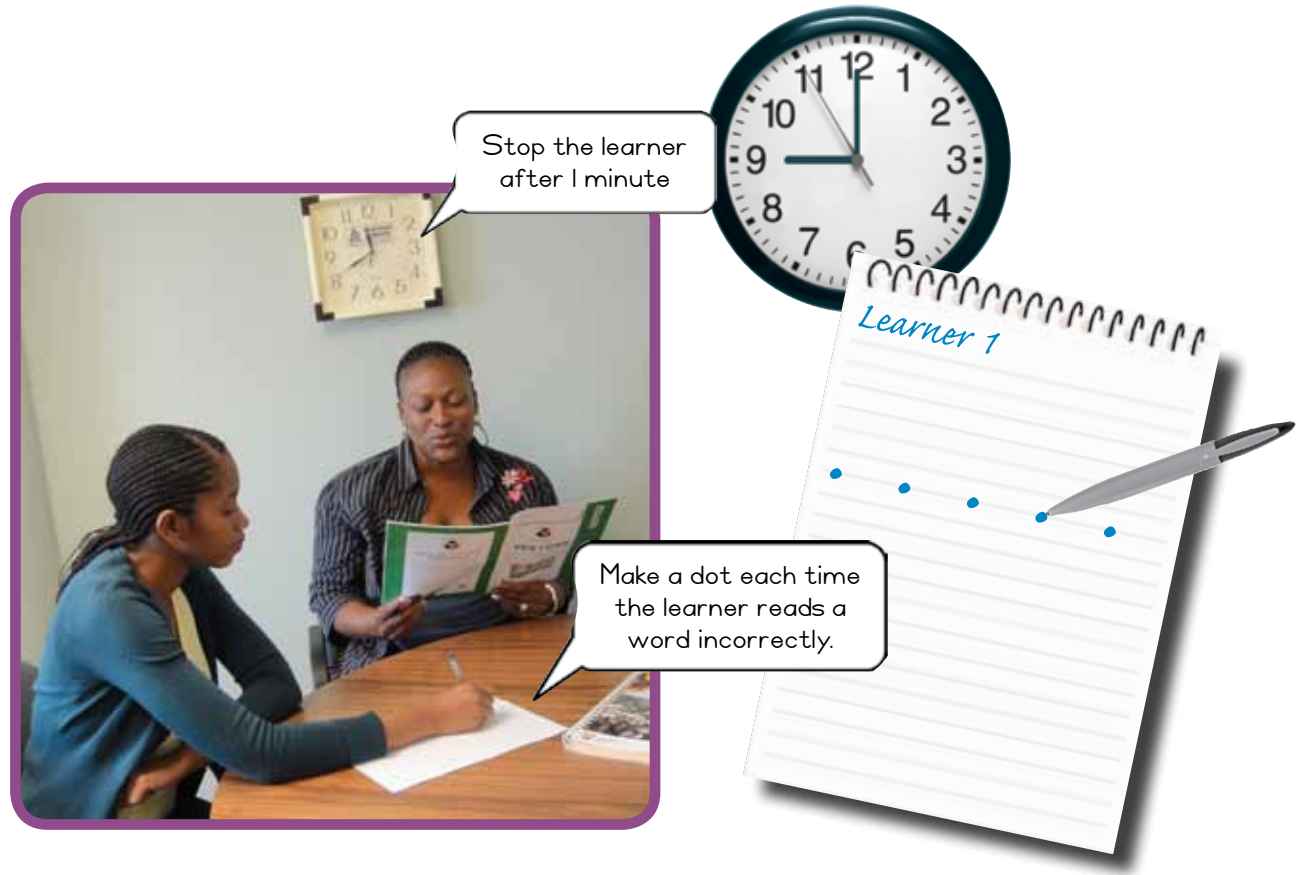
READING SPEED

- 1. For this activity you need to assess each learner individually.
- 2. Sit in a quiet place and let the learner read the words in the box below.
- 3. The learner must read them as fast as he/she can to see how many words he/she can read in 1 minute.
- 4. If the learner makes a mistake, don't correct or stop him/her, just make a dot on a separate piece of paper.
- 5. After 1 minute stop the learner and circle the number of the last word he/she read. Write this in the correct space on the next page.
- 6. Then count the number of "dots" you made to show how many words he/she read wrongly and write this in the space on the next page.



Do this activity after learners have completed theme 5 (and again later if necessary). This is an activity to test how many words the learner can read per minute. To do this activity, you will need a clock or watch with a second hand, and a piece of paper to make notes on. See the picture opposite.

|    |      |    |      |    |           |
|----|------|----|------|----|-----------|
| 1  | I    | 21 | was  | 41 | what      |
| 2  | am   | 22 | this | 42 | take      |
| 3  | hot  | 23 | cup  | 43 | make      |
| 4  | me   | 24 | that | 44 | write     |
| 5  | fun  | 25 | met  | 45 | clinic    |
| 6  | yes  | 26 | how  | 46 | give      |
| 7  | we   | 27 | shop | 47 | south     |
| 8  | the  | 28 | taxi | 48 | Africa    |
| 9  | hat  | 29 | wash | 49 | house     |
| 10 | hand | 30 | work | 50 | here      |
| 11 | mom  | 31 | day  | 51 | then      |
| 12 | not  | 32 | stay | 52 | teeth     |
| 13 | at   | 33 | ten  | 53 | and       |
| 14 | men  | 34 | sun  | 54 | mine      |
| 15 | had  | 35 | go   | 55 | protect   |
| 16 | will | 36 | up   | 56 | love      |
| 17 | book | 37 | stop | 57 | your      |
| 18 | help | 38 | no   | 58 | child     |
| 19 | pen  | 39 | go   | 59 | community |
| 20 | boy  | 40 | very | 60 | myself    |



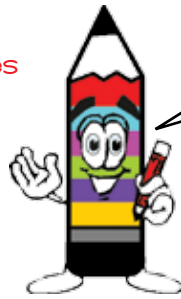
- A. Fill in the number of the last word the learner read? =
  - B. Fill in the number of mistakes the learner made make? (count your dots) =
  - C. Number of correct words per minute =
- A — B = C

| Mark                    | Criteria                                                                                                                               | Date: |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------|
| <input type="radio"/> 5 | Learner reads 32 or more words correctly per minute.                                                                                   |       |
| <input type="radio"/> 4 | Learner reads 26 - 31 words correctly per minute.                                                                                      |       |
| <input type="radio"/> 3 | Learner reads 20 - 25 words correctly per minute.                                                                                      |       |
| <input type="radio"/> 2 | Learner reads 11 - 19 words correctly per minute. Try the test again at a later stage.                                                 |       |
| <input type="radio"/> 1 | Learner read fewer than 10 words correctly per minute. Learner seems to have a reading problem. Refer this problem to your supervisor. |       |

# Activity 5

## TELLING THE TIME

A Fill in the correct times in answer to each of these questions.



Let learners do this activity after they have completed theme 5

In this activity you need to assess whether learners can tell the time, and whether they understand the notion of time. Tick each correct answer and then count the ticks.

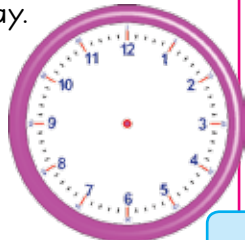


What is the time?

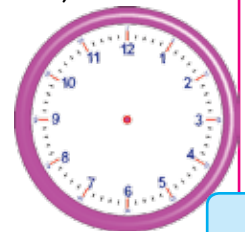
It is .....pm



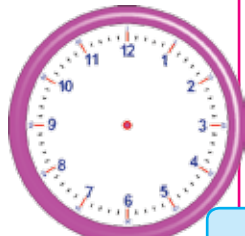
Show what time you woke up today.



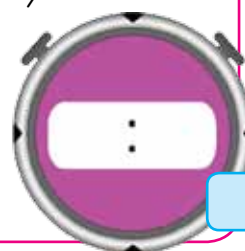
Show what time you usually eat.



What time do you usually wash?



What time did your class start today?



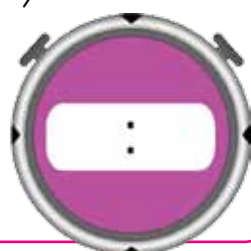
Write the time in words.

Write the time in words.

Write the time in words.

Write the time in words.

What time did your class end today?



B

Now say what you do during the week at these times:

|       |  |                          |
|-------|--|--------------------------|
| 6 am  |  | <input type="checkbox"/> |
| 8 am  |  | <input type="checkbox"/> |
| 1 pm  |  | <input type="checkbox"/> |
| 3 pm  |  | <input type="checkbox"/> |
| 6 pm  |  | <input type="checkbox"/> |
| 10 pm |  | <input type="checkbox"/> |

Total number of ticks



REMEMBER to count all the ticks on both pages.

| Mark | Criteria                                                                                                                                                                                   | Date: |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 5    | Learner had 14 – 16 correct answers. He/she has a good understanding of time and has sequenced them well in part B.                                                                        |       |
| 4    | Learner had 11 – 13 correct answers. Learner has a good understanding of time but has made a few errors.                                                                                   |       |
| 3    | Learner had 7 – 10 correct answers.                                                                                                                                                        |       |
| 2    | Learner had only 4 – 6 correct answers. Learner can tell the time, but he/she has made many mistakes. Let learner redo the activity at a later stage.                                      |       |
| 1    | Learner had 0 – 3 correct answers. Learner cannot tell the time. You should spend time with this learner and teach him/her to tell the time and then let learner redo this activity later. |       |

# CALENDARS AND DATES

A Look at the calendar. Now circle 5 dates that are important for you. Then in the table, fill in answers to the questions.



Let learners do this activity after they have completed theme 6.

### January

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 |    |    |    |    |

### February

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    | 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 |    |    |    |

### March

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    | 1  | 2  | 3  |    |
| 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

### April

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 |    |    |    |    |    |

### May

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  | 5  |    |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |    |    |

### June

| S  | M  | T  | W  | T  | F  | S   |
|----|----|----|----|----|----|-----|
|    |    |    |    |    |    | 1 2 |
| 3  | 4  | 5  | 6  | 7  | 8  | 9   |
| 10 | 11 | 12 | 13 | 14 | 15 | 16  |
| 17 | 18 | 19 | 20 | 21 | 22 | 23  |
| 24 | 25 | 26 | 27 | 28 | 29 | 30  |

### July

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 |    |    |    |    |

### August

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    | 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 |    |

### September

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 |    |    |    |    |    |    |

### October

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 |    |    |    |

### November

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    | 1  | 2  | 3  |    |
| 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |    |

### December

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 |    |    |    |    |    |

B

| What dates have you circled? | What day of the week is it? | Why is it an important date? |
|------------------------------|-----------------------------|------------------------------|
| example: 12 March            | Monday                      | It is my birthday.           |
|                              |                             |                              |
|                              |                             |                              |
|                              |                             |                              |
|                              |                             |                              |
|                              |                             |                              |
|                              |                             |                              |
|                              |                             |                              |
|                              |                             |                              |
|                              |                             |                              |

| Mark | Criteria                                                                                                                                                                                                                                  | Date: |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 5    | Learner has (13 - 15 ticks) correctly matched the date and day of the week, and gave a clear explanation of why the dates he or she mentioned are important. Learner wrote well-constructed sentences with good spelling and punctuation. |       |
| 4    | Learner made one or two errors with the date or the day of the week, or in explaining why the date is important. (10 - 12 ticks)                                                                                                          |       |
| 3    | Learner understands the calendar but made many errors in writing the explanatory sentence. (7 - 9 ticks)                                                                                                                                  |       |
| 2    | Learner made many errors. He or she should redo this activity. (4 - 6 ticks).                                                                                                                                                             |       |
| 1    | Learner does not understand the calendar. He or she should redo this activity. (0 - 3 ticks)                                                                                                                                              |       |

Activity 7

COMPREHENSION

Read the newspaper article "Keep your home safe" again. Then say whether each of the following sentences is correct (yes) or false (no):



Let learners do this activity after they have completed theme 6. To do this activity they should read the newspaper article again.

Keep your home safe

Martha woke up! She heard her baby crying. While Martha was sleeping, the baby got out of the bed and touched the paraffin stove. The baby burned his hand. Martha picked him up and ran into the street. A taxi took them to the clinic.



The clinic sister cleaned the baby's hand. She told Martha that she must make her home safe for the baby.

She said: "Never leave the paraffin stove where children can reach it. Always lock tablets away. Keep sharp knives high up where children cannot reach them."

The clinic sister will visit the Kha Ri Gude classes to teach people about home safety.



Give one tick for each correct answer.



Yes☒

No☐

Example: Martha's baby touched the paraffin stove.

- The baby burnt her leg.
- Martha ran to the shop.
- The taxi driver took Martha and the baby to the clinic.
- The sister cleaned the baby's hand.
- The sister told Martha to keep her home safe for children.



Mark

Criteria

Date:

5

Learner answered all 5 questions correctly.

4

Learner answered 4 questions correctly.

3

Learner answered 3 questions correctly.

2

Learner answered 2 questions correctly. Let the learner re-read the newspaper article about Martha and her baby and try to answer again at a later stage.

1

Learner has only one correct answer. Let her or him try to do this activity again at a later stage. Also check whether she or he understands how to fill in true and false answers, or whether she or he has specific reading problems.

Activity 8

COMPREHENSION

Read the passage and then say whether each statement is "true" (yes) or "false" (no).



Let learners do this activity after they have completed theme 6.

My name is Maria. I am 27 years old. My baby is 6 months old. I live in Alexandra in Johannesburg. I come from Mozambique. Last night I had to leave my home. The people I live with chased me and my husband away. They called us mkwerakwa. They wanted to kill my husband. I went to a camp to sleep. It was very cold and raining. I had no blankets and no food for my baby. Today my husband came to the camp. He had a big cut on his head. He told me they stole our things and burnt our house. I am very sad. I want to go back to Mozambique.

Today my friend from Alexandra says my husband and I must come and stay with her.



|                                          | True                                | False                    |
|------------------------------------------|-------------------------------------|--------------------------|
|                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maria lived in Soweto.                   |                                     |                          |
| Maria comes from Mozambique.             |                                     |                          |
| Maria is 25 years old.                   |                                     |                          |
| People chased Maria away from Alexandra. |                                     |                          |
| Maria's baby is 8 months old.            |                                     |                          |

| Mark                       | Criteria                                                                    | Date: |
|----------------------------|-----------------------------------------------------------------------------|-------|
| <input type="checkbox"/> 5 | Learner has answered 5 questions correctly.                                 |       |
| <input type="checkbox"/> 4 | Learner has answered 4 questions correctly.                                 |       |
| <input type="checkbox"/> 3 | Learner has answered 3 questions correctly.                                 |       |
| <input type="checkbox"/> 2 | Learner answered 2 questions correctly. He or she should redo the activity. |       |
| <input type="checkbox"/> 1 | Learner was not ready to do this activity and should redo it later.         |       |

# Activity 9

## WRITING



Let learners do this activity after they have completed theme 7



Write a paragraph of 5-6 sentences about a wedding. Say what was interesting about the wedding. Say whether you enjoyed it and why.

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---

---

---

---

---

---

---

---

Mark

Criteria

Date:

5

All sentences are well constructed and meaningful.

4

Learner has made some mistakes but sentences are meaningful.

3

Learner has made many mistakes but sentences are understandable.

2

Sentences are not understandable. She or he should redo the activity.

1

Learner was not ready to do this activity and should redo it later.



# Activity 10

## LETTER TO MINISTER MOTSHEKGA

Write a letter to Minister Angie Motshekga telling her what you have learned in your Kha Ri Gude class and explain to her how your life has changed as a result of the Kha Ri Gude classes.

Handwriting practice area with multiple horizontal lines for writing a letter.

| Mark                       | Criteria                                                                                                                                          | Date: |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <input type="checkbox"/> 5 | Learner has correct date and address and letter is well written.                                                                                  |       |
| <input type="checkbox"/> 4 | Letter has a <b>few errors</b> but learner is nevertheless able to communicate and use the correct letter format – date, salutation, address etc. |       |
| <input type="checkbox"/> 3 | Learner communicated her or his ideas but made <b>many errors</b> in language, sentence construction, punctuation and format.                     |       |
| <input type="checkbox"/> 2 | Learner was not ready to do this activity. Let her or him redo the activity after some more practice.                                             |       |
| <input type="checkbox"/> 1 | Learner was not able to write a document that communicates. Check whether the learner can write a sentence expressing an idea.                    |       |

# WRITING NUMBERS



Let learners do this activity after they have completed numeracy lesson 3.

Copy these numbers.

## Activity 11

|                                                                                     |    |       |                          |
|-------------------------------------------------------------------------------------|----|-------|--------------------------|
|    | 1  | 1 1 1 | <input type="checkbox"/> |
|    | 2  | 2 2   | <input type="checkbox"/> |
|    | 3  | 3 3   | <input type="checkbox"/> |
|    | 4  | 4 4   | <input type="checkbox"/> |
|    | 5  | 5 5   | <input type="checkbox"/> |
|    | 6  | 6 6   | <input type="checkbox"/> |
|    | 7  | 7 7   | <input type="checkbox"/> |
|    | 8  | 8 8   | <input type="checkbox"/> |
|  | 9  | 9 9   | <input type="checkbox"/> |
|  | 10 | 10 10 | <input type="checkbox"/> |

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

# COUNTING



Let learners do this activity after they have completed numeracy lesson 5.

5

|                                                                                       |   |                                     |
|---------------------------------------------------------------------------------------|---|-------------------------------------|
|    | 1 | <input type="checkbox"/>            |
|    |   | <input checked="" type="checkbox"/> |
|    |   | <input type="checkbox"/>            |
|    |   | <input type="checkbox"/>            |
|    |   | <input type="checkbox"/>            |
|   |   | <input type="checkbox"/>            |
|  |   | <input type="checkbox"/>            |
|  |   | <input type="checkbox"/>            |
|  |   | <input type="checkbox"/>            |

☐☐☐☐☐☐☐☐☐

Mark

Criteria

Date:

5

Learner is able to form the numbers correctly. Learner has good control over the pencil (9-10 ticks).

4

Learner is able to form most of the numbers correctly. Learner has good pencil control (7-8 ticks).

3

Learner needs more practice writing numbers (5-6 ticks).

2

Learner has made lots of errors and does not hold the pencil correctly yet (3-4 ticks).

1

Let learner redo this exercise at a later stage (1-2 ticks).

Total number of ticks



Mark

Criteria

Date:

5

Learner has written 8 numbers correctly.

4

Learner has written 7 numbers correctly.

3

Learner has written 5 - 6 numbers correctly.

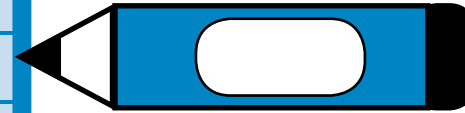
2

Learner has written 3 - 4 numbers correctly.

1

Let learner redo this exercise at a later stage.

Total number of ticks



# Activity 13

## NUMBERS AND COUNTING



Let learners do this activity after they have completed numeracy lesson

5

Count how many there are in each group and fill in the correct number:












Arrange these numbers from smallest to biggest

7 : 3 : 1 : 4 : 8




19 : 10 : 7 : 9 : 14



Fill in the missing numbers.



|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  |    | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 |    | 16 | 17 | 18 | 19 | 20 |
|    | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 |    | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 |    | 49 | 50 |
|    | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 |    | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 |    | 78 | 79 | 80 |
| 81 | 82 |    | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |    |











Mark

Criteria

Date:

- 5 Learner has given 14 - 15 correct answers.
- 4 Learner has given 12 - 13 correct answers.
- 3 Learner has given 8 - 11 correct answers.
- 2 Learner has given 4 - 7 correct answers.
- 1 Learner was not ready to do this activity. Let learner redo this exercise at a later stage.



REMEMBER  
to count all the  
ticks on  
both pages.

Total number of ticks

# ADDITION AND SUBTRACTION

## Activity 14

Let learners do this activity after they have completed numeracy lesson.

10

Add the following:

$3 + 2 =$ 

☐

$4 + 0 =$ 

☐

$R10 + R5 =$ 

☐

$R20 + R5 + R2 =$ 

☐

$+$ 

|   |   |
|---|---|
| 2 | 2 |
| 1 | 3 |
|   |   |

☐

$+$ 

|   |   |
|---|---|
| 2 | 4 |
| 3 | 2 |
|   |   |

☐

$+$ 

|   |   |
|---|---|
| 3 | 3 |
| 2 | 2 |
|   |   |

☐

$+$ 

|   |   |
|---|---|
| 2 | 5 |
| 1 | 5 |
|   |   |

☐



Subtract the following:

$5 - 1 =$ 

☐

$9 - 3 =$ 

☐

$8 - 4 =$ 

☐

$-$ 

|   |   |
|---|---|
| 2 | 0 |
| 1 | 0 |
|   |   |

☐

$-$ 

|   |   |
|---|---|
| 3 | 2 |
| 1 | 1 |
|   |   |

☐

$-$ 

|   |   |
|---|---|
| 9 | 9 |
| 6 | 6 |
|   |   |

☐

$-$ 

|   |   |
|---|---|
| 2 | 5 |
| 1 | 4 |
|   |   |

☐

| Mark                       | Criteria                                                                                    | Date: |
|----------------------------|---------------------------------------------------------------------------------------------|-------|
| <input type="checkbox"/> 5 | Learner has given 11 - 12 correct answers.                                                  |       |
| <input type="checkbox"/> 4 | Learner has given 8 - 10 correct answers.                                                   |       |
| <input type="checkbox"/> 3 | Learner has given 6 - 7 correct answers.                                                    |       |
| <input type="checkbox"/> 2 | Learner has given 4 - 5 correct answers.                                                    |       |
| <input type="checkbox"/> 1 | Learner was not ready to do this activity. Let learner redo this exercise at a later stage. |       |

**REMEMBER**  
to count all the ticks on both pages.

Total number of ticks

# MULTIPLICATION AND DIVISION

## Activity 15

### MULTIPLICATION AND DIVISION



Let learners do this activity after they have completed numeracy lesson

14

Multiply the following: ✓

$3 \times 1 =$

☐

$4 \times 2 =$

☐

$5 \times 2 =$

☐

$6 \times 3 =$

☐

$4 \times 5 =$

☐

Divide the following: ✓

$4 \div 1 =$

☐

$4 \div 2 =$

☐

$8 \div 2 =$

☐

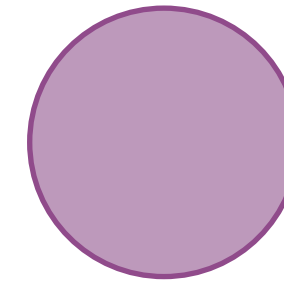
$6 \div 3 =$

☐

$70 \div 7 =$

☐

Cut the cake to give each child an equal slice.



Share the apples equally between these 6 children.  
How many apples can each child have?

Mark

Criteria

Date:

5

Learner has given 14 - 16 correct answers.

4

Learner has given 12 - 13 correct answers.

3

Learner has given 8 - 11 correct answers.

2

Learner has given 4 - 7 correct answers.

1

Learner was not ready to do this activity.  
Let learner redo this exercise at a later stage.



**REMEMBER**  
to count all the  
ticks on  
both pages.

Total number of ticks

# FRACTIONS AND SHAPES

## Activity 16



Let learners do this activity after they have completed numeracy lesson

17

Give one mark for writing up and one mark for the correct answer.



Jabu has 8 oranges. He sells 3. How many oranges does Jabu still have?

✓ ✓

☐ ☐

Mary bought 12 eggs. She dropped 3. How many eggs were left?

☐ ☐

Martha gets R55 for her birthday. Then she gets another R5. How much does she now have?

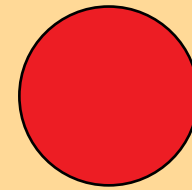
☐ ☐

Sipho has 20 sheep. In September another 12 are born. How many sheep does he now have?

☐ ☐

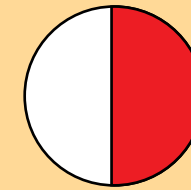
## WHAT SHAPE IS THIS?

Example:



circle

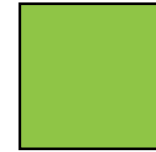
Draw the shape then shade  $\frac{1}{2}$



Give one tick for the correct label and one for correctly shading the drawing.



Draw the shape then shade  $\frac{1}{4}$



\_\_\_\_\_

☒

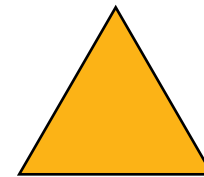
Draw the shape then shade  $\frac{1}{8}$



\_\_\_\_\_

☐

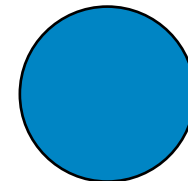
Draw the shape then shade  $\frac{1}{2}$



\_\_\_\_\_

☐

Draw the shape then shade  $\frac{3}{4}$



\_\_\_\_\_

☐

Mark

Criteria

Date: \_\_\_\_\_

☐ 5

Learner has given 14 - 15 correct answers.

☐ 4

Learner has given 12 - 13 correct answers.

☐ 3

Learner has given 8 - 11 correct answers.

☐ 2

Learner has given 4 - 7 correct answers.

☐ 1

Learner was not ready to do this activity. Let learner redo this exercise at a later stage.



REMEMBER  
to count all the  
ticks on  
both pages.

Total number of ticks

PRICES

Activity 17



Let learners do this activity after they have completed numeracy lesson 24

**★ SUPER SHOP ★**

454g Spaghetti R10.90

White Bread R9.40

Vaseline R12.95

Matches R7.60

Sugar Beans R3.85

500ml Juice R9.95

12 Eggs R6.50

1kg Rice R12.65

Apricot Jam R12.35

Oil R16.80

Colgate Toothpaste R9.40

Condensed Milk R11.60

Sunlight R12.30

Baked Beans R6.70

2l Milk R13.40

12.5kg Maize R19.25

1kg Omo R22.30

2kg Sugar R12.95

1kg Margarine R19.45

Soap Bar R9.65

Peanut Butter R13.40

500g Salt R6.50

Black Cat Coffee R35.95

250g Tea Bags R24.60

Mince Meat R29.55/kg

FIVE ROSES Tea



Write down five items you need to buy and fill in the prices. Then add up and fill in how much money will you need to pay.

| Item  | Price | ✓                        | ✓                        |
|-------|-------|--------------------------|--------------------------|
|       | R     | <input type="checkbox"/> | <input type="checkbox"/> |
|       | R     | <input type="checkbox"/> | <input type="checkbox"/> |
|       | R     | <input type="checkbox"/> | <input type="checkbox"/> |
|       | R     | <input type="checkbox"/> | <input type="checkbox"/> |
|       | R     | <input type="checkbox"/> | <input type="checkbox"/> |
| TOTAL |       | <input type="checkbox"/> | <input type="checkbox"/> |

Look at the advertisement.

What is the cheapest item?

What is the most expensive item?

What is the heaviest?

How much does the Omo weigh?

Give one tick for writing the name of the item, one for copying the price correctly and one for the correct total.



| Mark | Criteria                                                                                    | Date: |
|------|---------------------------------------------------------------------------------------------|-------|
| 5    | Learner has given 14 - 15 correct answers.                                                  |       |
| 4    | Learner has given 12 - 13 correct answers.                                                  |       |
| 3    | Learner has given 8 - 11 correct answers.                                                   |       |
| 2    | Learner has given 4 - 7 correct answers.                                                    |       |
| 1    | Learner was not ready to do this activity. Let learner redo this exercise at a later stage. |       |



REMEMBER to count all the ticks on both pages.

Total number of ticks

# Activity 18

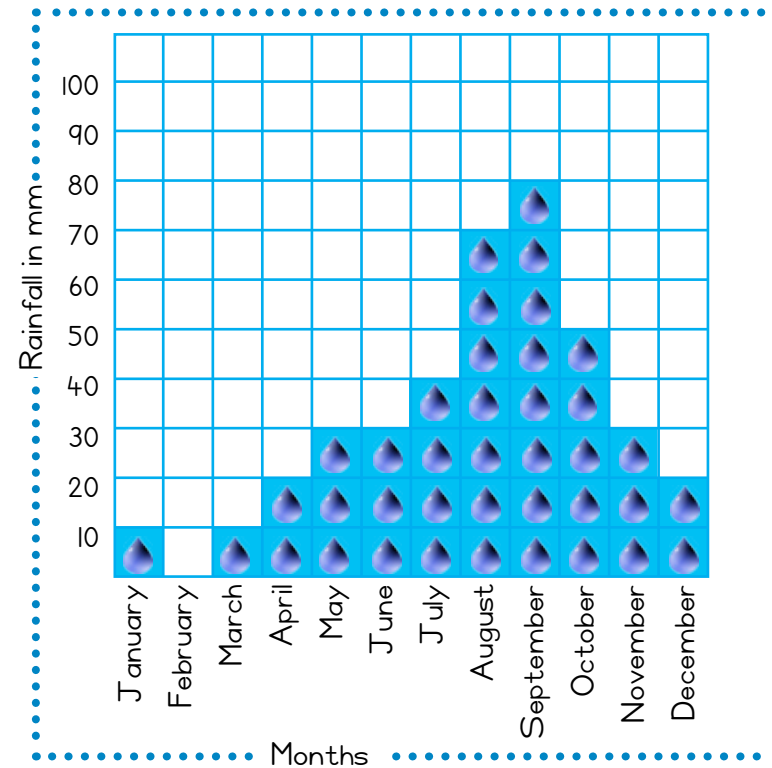
## READING FOR INFORMATION

Read the rain chart and then answer the questions.



Let learners do this activity after they have completed numeracy lesson

27



Which month had the most rainfall?



Which month has no rainfall?

Which month had the same rainfall as December?

Now fill in the amount of rain that fell each month.



| Months   | Rainfall (mm) | ✓                        |
|----------|---------------|--------------------------|
| February |               | <input type="checkbox"/> |
| April    |               | <input type="checkbox"/> |
| May      |               | <input type="checkbox"/> |
| July     |               | <input type="checkbox"/> |
| August   |               | <input type="checkbox"/> |
| October  |               | <input type="checkbox"/> |
| December |               | <input type="checkbox"/> |

Mark

Criteria

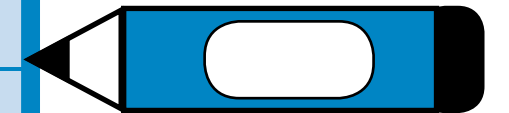
Date:

- |   |                                                                                             |
|---|---------------------------------------------------------------------------------------------|
| 5 | Learner has given 9 - 10 correct answers.                                                   |
| 4 | Learner has given 7 - 8 correct answers.                                                    |
| 3 | Learner has given 5 - 6 correct answers.                                                    |
| 2 | Learner has given 3 - 4 correct answers. Let learner redo this exercise at a later stage.   |
| 1 | Learner was not ready to do this activity. Let learner redo this exercise at a later stage. |



REMEMBER to count all the ticks on both pages.

Total number of ticks



# Activity 19

## MEASUREMENTS AND DISTANCES



Let learners do this activity after they have completed numeracy lesson

29

### MEASURE THE FOLLOWING:

How long is this pencil?



How long is the book you are writing in?

How high is the door of the room that you are in?

What is the thickness of your arm?



Work out the distances.

Look at the map of South Africa below and complete the table.



How far is it from ...

Johannesburg to: Kimberley

Johannesburg to: Durban

Cape Town to: Bloemfontein

Cape Town to: Port Elizabeth

Distance

|  |                      |                          |
|--|----------------------|--------------------------|
|  | <input type="text"/> | <input type="checkbox"/> |
|  | <input type="text"/> | <input type="checkbox"/> |
|  | <input type="text"/> | <input type="checkbox"/> |
|  | <input type="text"/> | <input type="checkbox"/> |

Mark

Criteria

Date:

- |                          |   |                                                                                             |
|--------------------------|---|---------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | 5 | Learner has given 8 correct answers.                                                        |
| <input type="checkbox"/> | 4 | Learner has given 7 correct answers.                                                        |
| <input type="checkbox"/> | 3 | Learner has given 5 - 6 correct answers.                                                    |
| <input type="checkbox"/> | 2 | Learner has given 3 - 4 correct answers.                                                    |
| <input type="checkbox"/> | 1 | Learner was not ready to do this activity. Let learner redo this exercise at a later stage. |



**REMEMBER**  
to count all the ticks on both pages.

Total number of ticks



Let learners do this activity after they have completed all the other activities.

Fill in the missing numbers

24610

3 + 7 =

8 - 4 =

6 ÷ 3 =

4 + 5 =

6 × 3 =

10 ÷ 5 =

6 - 3 =

4 × 5 =

22

13

+

16

10

49

11

-

62

21

Jabu gets R45 for his birthday. He then gets another R13. How much does he now have?

Nomsa has 32 chickens. She sells 12. How many does she now have?

| Mark          | Criteria                                                                                    | Date: <div></div> |
|---------------|---------------------------------------------------------------------------------------------|-------------------|
| <div></div> 5 | Learner has given 14 - 16 correct answers.                                                  |                   |
| <div></div> 4 | Learner has given 12 - 13 correct answers.                                                  |                   |
| <div></div> 3 | Learner has given 8 - 11 correct answers.                                                   |                   |
| <div></div> 2 | Learner has given 4 - 7 correct answers.                                                    |                   |
| <div></div> 1 | Learner was not ready to do this activity. Let learner redo this exercise at a later stage. |                   |

Total number of ticks