

Ruby and the Powerpals

Foundation Phase (Grade R, 1, 2 & 3)

Educator Guide

English

Ruby's A-Z of electricity

E - electricity, powering your home,
your fridge and your geyser,
your lights and mom's phone.

Take care of the power and try to be good.
We care for the planet – we think we all should.



Contents

| | |
|---|-----------|
| Introduction | 1 |
| Ruby and the Powerpals | 2 |
| The role of the educator | 3 |
| Listening and speaking | 4 |
| Reading and phonics | 4 |
| Writing and handwriting | 5 |
| Content focus area for Grade R - 3 | 6 |
| What you can expect | 6 |
| Integration and progression | 7 |
| Generic activity | 8 |
| <i>Activity 1: Parts of a book</i> | |
| Lesson 1.1 | 9 |
| Lesson 1.2 | 10 |
| Lesson 1.3 | 11 |
| Lesson 1.4 | 12 |
| <i>Activity 2 – Reading and comprehension: The content page</i> | |
| Lesson 2.1 Grade R this lesson will be appropriate for grade R learners | 13 |
| Lesson 2.2 Grade 1 this lesson is appropriate for Grade 1 learners | 14 |
| Lesson 2.3 Grade 2 & 3 this lesson is appropriate for both Grade 2 & 3 learners | 14 |
| Story 1: Ruby’s A-Z of electricity | 16 |
| <i>Activity 3 – Grade R - Ruby’s A-Z of electricity – reading, listening and writing</i> | <i>16</i> |
| Lesson 3.1 Grade R – sounds and pictures | 16 |
| Lesson 3.2 Grade R and Grade 1 – sounds and words | 18 |
| Lesson 3.3 Grade R reading and writing | 18 |
| Lesson 3.4 Grade R reading and writing | 19 |
| Lesson 3.5 Grade R reading and writing | 20 |
| Lesson 3.6 Grade R reading and writing | 21 |
| Lesson 3.7 Grade R reading and writing | 22 |
| <i>Activity 4 Grade 1 & 2 – Ruby’s A-Z of electricity – reading, listening (to the sound) and writing</i> | |
| Activity 4.1 | 23 |
| Activity 4.2 | 24 |
| Activity 4.3 | 25 |
| Activity 4.4 | 26 |
| Activity 4.5 | 27 |
| <i>Activity 5.1 Grade 2 & 3 – Ruby’s A-Z of electricity – reading, listening (to the sound) and writing</i> | |
| Activity 5.1 | 28 |
| <i>Activity 5.2 –Grade 3 – Ruby’s A-Z of electricity – Reading and comprehension</i> | |
| Activity 5.2 | 30 |

Contents

| | |
|---|-----------|
| Story 2: The night Lighty called it a day | 32 |
| <i>Activity 6.1 – Grade R & Grade 1– The night Lighty called it a day – reading, listening and writing</i> | 32 |
| <i>Activity 6.2 – Grade R & Grade 1– The night Lighty called it a day – reading, listening and writing</i> | 34 |
| <i>Activity 6.3 – Grade 2 & Grade 3– The night Lighty called it a day – reading, listening and writing</i> | 35 |
| <i>Activity 6.4 – Grade 2 & Grade 3– The night Lighty called it a day – phonics and writing: ck; ight; st; ch; ed</i> | 37 |
| <i>Activity 6.5 – Grade 2 & Grade 3– The night Lighty called it a day – writing:</i> | 38 |
| Story 3: Ruby gets into hot water | 40 |
| <i>Activity 7.1 – Grade R & Grade 1– Ruby gets into hot water – reading, listening and writing</i> | 40 |
| <i>Activity 7.2 – Grade 2 and Grade 3 – Ruby gets into hot water – reading, listening and writing</i> | 41 |
| Story 4: Freddie the Fridge has a meltdown | 42 |
| <i>Activity 8.1 – Grade R and Grade 1 – Freddie the Fridge has a meltdown – reading, listening and writing</i> | 42 |
| <i>Activity 8.2 – Grade 2 – Freddie the Fridge has a meltdown – reading, thinking and reasoning and comprehension</i> | 43 |
| <i>Activity 8.3 – Grade 3 – Freddie the Fridge has a meltdown – reading, thinking and reasoning and comprehension</i> | 43 |
| <i>Activity 8.4 –Grade R; 1; 2 & 3 – helping Ruby to save electricity.</i> | 44 |
| <i>Activity 8.5 –Grade R; 1; 2 & 3 – information sheet</i> | 45 |

Introduction

Early grade literacy development is an important component of young children's learning. Developing the mastery of early literacy skills makes it easier for children to learn to read and write. Children who enter school with these skills (basic listening, speaking, reading and writing) have an advantage that carries with them throughout their school years. All of these skills are essential for the success in school and later in life.

Early literacy refers to the development of skills learners need in order to transition from learning to read, to reading to learn. These skills include vocabulary, print motivation, print awareness, narrative skills, letter knowledge and phonological awareness. These important foundational skills are the building blocks for learning to read and write.

Literacy learning starts in the learner's immediate environment. Being literate is not limited to reading and writing skills or that of static skills and knowledge. It is the employment of a wide range of adaptable literacy practices, strategies and knowledge to use texts within social and cultural situations for a variety of purposes effectively (Anstey & Bull, 2010).

The concept of literacy has progressed from the ability of a learner to just read and/or write, but to include activities such as reading, writing, listening, speaking, viewing, symbolizing, etc. with a variety of supplementary texts (print, digital, video, symbolic, images, diagrams, graphs, conversations, etc.) (Draper, 2002). Basic literacy is the ability to identify, understand, interpret, create and communicate. The learner is able to use printed and written materials associated with varying contexts. Literacy skills help learners to develop their knowledge and potential, and to participate fully in their community and wider society (UNESCO, 2014).

The Curriculum and Assessment Policy Statement (CAPS) explains that learning to use language successfully is the learners' ability to express their identity, feelings and ideas, through knowledge gained, as well as interacting with others and to manage their life-world (DBE, 2011). Language is a vehicle that learners use to express their cultural and social diversity. Through language development, literacy skills can be shaped, changed, widened and refined (DBE, 2011). The main training manual is to use the Eskom reader; Ruby and the Powerpals to teach literacy skills to learners and explore how educators can use this reader to integrate listening, speaking and writing when teaching their learners.

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Ruby and the Powerpals

Eskom created Ruby and the Powerpals for young children. This delightful collection of rhythm and rhyme tales will create an awareness of safety and the benefits of using electricity at home and school. Through Ruby and the Powerpals, Eskom envisages creating a new generation of energy-conscious children and adults who know the principles behind electricity and appreciate the role it plays in their lives.

The main character in this book is a young girl named Ruby. She engages with animated appliances in the home. The stories take place in different situations that affect her awareness and behaviour.

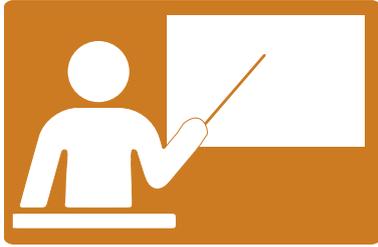
The authors of Ruby and the Powerpals carefully designed the language and content to meet the needs of young learners through fun and play. In so doing, children become aware of the lessons and these have lasting impressions in their lives.



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The role of the educator



Educators play a significant role in the lives of young children. Educators are the ‘know it all’, the ‘paragon of knowledge’ and the ‘experts in the field’. This is how young learners view you. Ask a young learner “Who knows everything about something?” Their first answer is “My Educator.” Your role as an educator is to encourage all attempts at reading, writing, and speaking, allowing learners of varying ability to experience the different function and use of literacy activities. Your interaction with your learners will build on their knowledge as they develop literacy skills.

In the Foundation Phase, the skills in the Home Language CAPS curriculum are:

- Listening and speaking
- Reading and phonics
- Writing and handwriting

Integrated into all the above language skills are:

Thinking and reasoning and language structure and use.

Listening and speaking

According to the CAPS: Home-Language, children are constantly developing their listening and speaking skills not only in each of the components of language but also during other subjects. Because listening and speaking are crucial to all learning, it is important that these skills be effectively developed early in a child's academic life. Hence, in the Foundation Phase, there is time specifically dedicated to the development of these two important skills.

Reading and phonics

Most reading experts agree that there are five main components to the teaching of reading:

- Phonemic awareness
- Word recognition (sight words and phonics)
- Comprehension
- Vocabulary
- Fluency

Each of these components needs to be taught explicitly and practised on a daily basis. Phonics refers to the sounds in words and the symbols (letters of the alphabet) used to represent them. It is an important tool in both reading and writing.

Writing and handwriting

Children begin early writing by using pictures but as they master the skills of letter formation, they can start to copy individual words, captions and full sentences which they can then illustrate. By the middle of Grade 1, children should be able to write their own captions for their pictures and construct at least one sentence. With continuous support from the educator, children's writing begins to progress and letter formation is improved. Writing is a skill and is developed over a period. In the same way, a novel is not written in a day, a learner's story (creative writing) is written over a period. Similarly, handwriting, proper letter formation also takes time to master. Educators need to be patient and persistent with their learners.

Given what is required of you as an educator, how then will you be able to use Ruby and the Powerpals to develop these skills in your learners and at the same time creating an awareness of energy efficiency and electricity education?



Note to the educator:

- Educators must use this book in conjunction with the reader "Ruby and the Powerpals." Make sure all your learners have access to each of the stories from the reader.
- The learning activities are designed for progression. Some of the activities from Grade R – 3 can be used across the Foundation Phase.
- Do not restrict yourself to grade specific activities.
- This is a guide for you to use and develop your own activities in your class to suit your learners.

Content focus area for grade R - 3

Literacy development in the Foundation Phase will cover the following focus areas aligned to Ruby and the Powerpals:

- Listening and speaking
- Reading and phonics
- Writing and handwriting

Integrated into all the above language skills are: Thinking and reasoning and language structure and use.

There will be some generic activities that you will be using as an educator guide for all grades.

What you can expect

This manual will assist you, the educator to use Ruby and the Powerpals as a resource to teach each of the skills in literacy. The activities for each grade will show sequence and progress.

Each activity will focus on a specific literacy skill; develop knowledge and understanding. An assessment activity is included to assess what your learners have learnt and whether your teaching needs adaptation.



Integration and progression

The principle of integrated learning is integral to outcomes-based education. Integration ensures that learners experience the subjects (communication and languages, life-skills and mathematics) are linked and related. It supports and expands their opportunities to attain skills, acquire knowledge and develop attitudes and values encompassed across the curriculum.

It is important that the curriculum sets out progressively more complex, deeper and broader expectations of learners. Conceptual progression is a term used to describe this feature of a curriculum. In the National Curriculum Statement, the assessment standards in each subject provide the conceptual progression from grade to grade.

At the same time, learners should not deal with content and assessment in isolation in each grade. Links must be made within and across learning outcomes and subjects. The achievement of an optimal relationship between integration across the subjects and conceptual progression from grade to grade are central to this curriculum.

Communication and languages is an important focus area for the overall development of learners. As a learning programme, Communication and Languages should be taught in an integrated manner with Mathematics and Life-Skills. This approach advocates the teaching and learning of Communication and Languages through integration and play-based learning.

Generic activity

This activity may be used across all grades. The aim of this activity is to introduce your learners to the parts of a book. Since we are using an integrated approach, you will notice that the parts of the book will be closely aligned to the theme “My Body” from the Life-Skills Curriculum.



Note to the educator:

- Each lesson is an integrated lesson. Although the focus is Literacy, you will note that there is a link with Life-Skills and Mathematics.
- Lesson 1 is a generic lesson that is relevant for all grades.
- The focus of the lesson is on “Parts of a Book.”
- This lesson is closely linked to the theme “My Body.”
- Educators need to be careful not to over-teach content. Some lessons can go over two or three days depending on your learners’ ability to grasp concepts.

Activity 1 Parts of a book

Vocabulary

| | | | |
|------------|--------|-------------|--------------|
| book | front | back | page (s) |
| leaf | spine | cover | content page |
| title page | author | illustrator | name |

1. This is a Listening and Speaking lesson.
2. Show your learners the book *Ruby and the Powerpals*. [This is a big book, which you will have in your possession. Your learners may also have a copy of the book].
3. The *Ruby* book is printed in two sizes, a large size for educators to show and tell, and a smaller size for children to read from themselves. You will be teaching using your big book.
4. As you introduce the different parts of the book, you will write the word on the board. [It is advisable that you make flash cards for each of the words in the vocabulary list. This will save you time from writing on the board.]
5. Your discussion will begin with the following questions:
 - a. What am I holding? [a book]
 - b. Is it a big book or small book? [big]
 - c. Why do you think I have a big book? [so that many learners can see the book and the pictures. A small book, many children cannot see the pictures].
6. Depending on your grade, you will focus on minimum vocab.

| | | | |
|------|-------|-------|------------|
| book | front | back | name/title |
| | spine | cover | |

- Show your learners the front page of the book [*Ruby and the Powerpals*]
- Show them the **front** of the book. [Ask learners if they know what this page is called]
- Show them the **back** of the book. [A book is made up of a front page and a back page]
- Now you may link the mathematical concept back and front to your learners. [Ask learners to point to their front and their back.]
- You may expand the lesson by asking – who is sitting in front of you? Who is sitting in the back/behind you? [Learners will begin to build their vocab with words back/behind].
- Summarise by informing your learners that just like us, a book has a front part and a back part.

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Lesson 1.2

1. Recap on the previous day's lesson on parts of the book and the mathematical concept front and back.
2. Today your focus is on the cover page of the book.
3. In this lesson we will be introducing the following:
 - Title of the book [reading skills / observation – depending on your grade your learners may or may not be able to read the title]
 - Pictures on the front cover [observation skills]
 - Author of the book
 - You may want to introduce illustrator to your higher grade learners
4. Ask your learners to look at the front page or cover page of the book.



- Who can tell me what is the name of the book? [or the title of the book]
- What pictures do you see on the book? [girl, baby, fridge, light switch, tap]
- What do you think this book is about?
- What is the little girl's name? [Let us give her a name – what name would you like to call her?]
- What is the baby's name? [let us give the baby a name – what name would you like to call the baby]
- How old do you think this little girl is?

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Lesson 1.3

1. Today's lesson will focus on reading [educator will read to the learners depending on the grade].
2. Read the title of the book to your learners.
3. After you have read the title, begin your discussion with the following questions.
4. Give learners enough opportunities to express their own views and ideas about a book. [NB there are no right or wrong answers – the aim of the lesson is to get your learners to listen, observe and communicate using appropriate language]



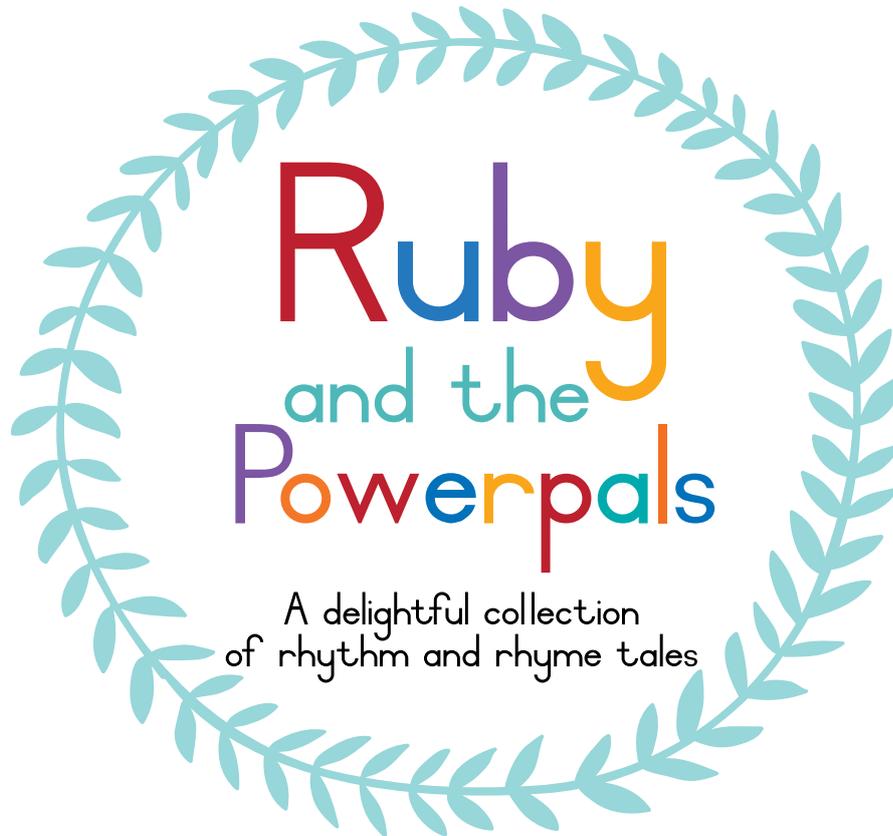
- Who or what is Ruby? [Ruby could be the name of a person or a gem stone]
- What colour is Ruby? [ruby is red]
- Look at the little girl's hair. [its red in colour]
- Who can tell me why her parent's named her Ruby?
- Who are Ruby's friends? [Powerpals]
- Another word for friend is _____[pal]
- When you think of power, what comes to your mind? [power is strong – powerful]
- Let us look at the pictures – can you see a fridge, a light switch and a tap. [Now think of the word power – how many of you have power at home?]
- Introduce the word power and electricity.

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Lesson 1.4

1. This lesson will focus on vocabulary development.
2. Read the full title of the book. [Ruby and the Powerpals. A delightful collection of rhythm and rhyme tales].



- What do you mean by “A delightful collection of rhythm and rhymes tales?”
- Another word for “delightful” is _____ (lovely/enjoyable)
- A collection mean [one or many stories]
- Do you think Ruby and the Powerpals is one story or it has many stories?
- Let us all clap to a rhythm [this is linked to patterns in mathematics – one clap – two claps – one clap – two claps]
- Introduce the word rhyme to your learners [depending on the grade this lesson will be taught, you may start with basic phonics sounds for example]
Grade R [cat rat bat mat; man ran fan; sun run]
Grade 1 [mother, father, brother, sister]
Grade 2 [power, tower, shower, flower]
Grade 3 [electricity ferocity; fridge bridge ridge]

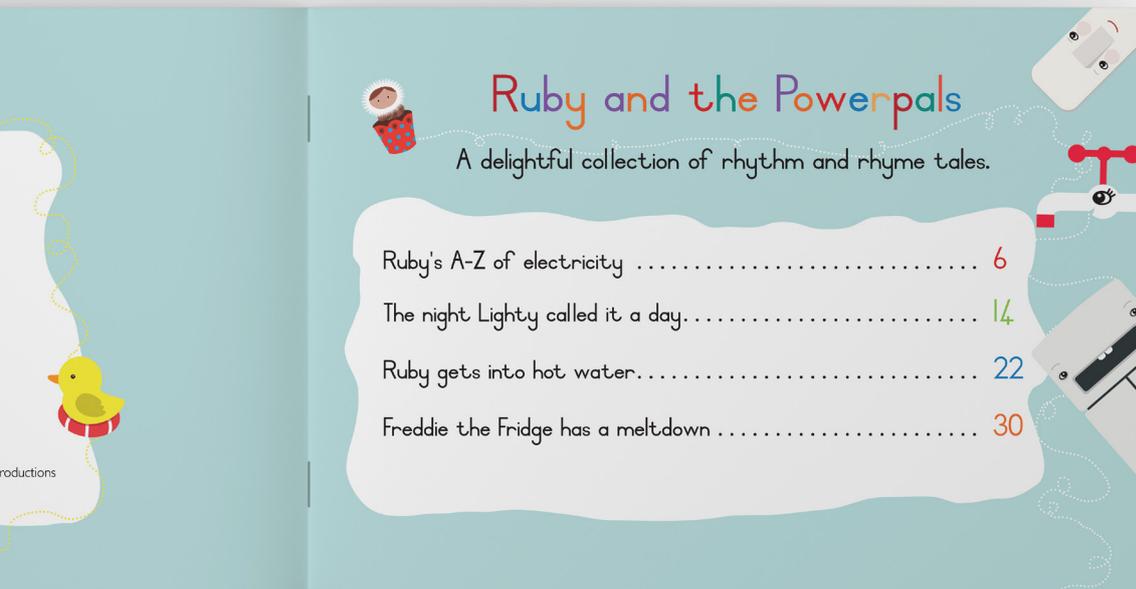
Activity 2 Reading and comprehension: The content page



Note to the educator:

- Each lesson is an integrated lesson. Although the focus is Literacy, you will note that there is a link with Life-Skills and Mathematics.
- Lesson 2 is a generic lesson that is relevant for all grades. Educators may adapt this lesson to suit each grade
- The focus of the lesson is on “Reading and comprehension”
- This lesson is closely linked to the data handling in Mathematics

1. The purpose of this activity is to get your learners to read and interpret information.
2. Open to page 5 of the reader “Ruby and the Powerpals: A delightful collection of rhythm and rhyme tales.”
3. Open to the content page of the reader and then begin the discussion and questioning



Lesson 2.1 Grade R: this lesson will be appropriate for grade R learners

- We call this page of the story book the[content page]
- This page tell us[the names of the stories in the book]
- Count the number of stories in this book. [4]
- Which story do you think is about bath time? [in Grade R the educator may read the names of the stories for the learners and they will decide.]

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Lesson 2.2 Grade 1 this lesson is appropriate for Grade 1 learners



Note to the educator:

You may use the questions from Grade R and combine them with Grade 1. Remember we want to show progression in the learning.

- How many stories are there in this reader?
- Which story is about going to bed?
- What do you think Ruby's A-Z of electricity is about?
- What is the name of Ruby's fridge?

Lesson 2.3 Grade 2 & 3 this lesson is appropriate for both Grade 2 & 3 learners



Note to the educator:

You may use the questions from Grade R and I and combine them with Grade 2 & 3. Remember we want to show progression in the learning.

This is a thinking and reasoning activity. The aim of this lesson is to get learners to interpret words.

At a later stage the educator may come back to these questions after the entire book has been read.

Choose the most correct answer

Ruby and the Powerpals is a story about

- a. Saving electricity
- b. Ruby taking a bath
- c. Ruby caring for her younger brother.

Ruby's A-Z of electricity is about

- a. songs about friends
- b. the alphabets and electricity saving
- c. the alphabets and the dangers of electricity

The night Lighty called it a day. Lighty is a/an

- a. electric plug
- b. light bulb
- c. light switch

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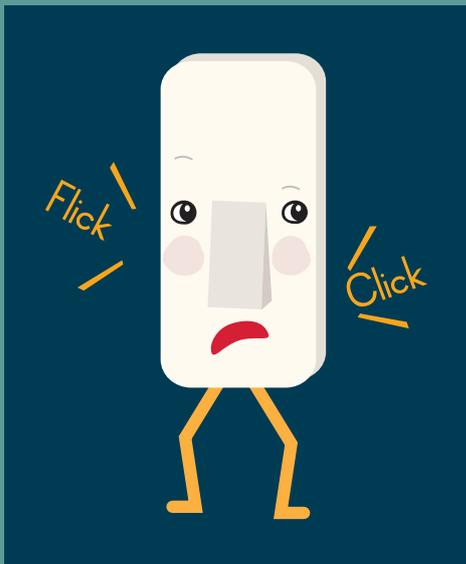
Ruby gets into hot water. This means that

- a. Ruby is in serious trouble for wasting electricity
- b. Ruby is taking a hot bath
- c. Ruby falls into a pan of boiling water.

Freddie the Fridge has a meltdown: Ask your learners to tell you what meltdown means.

Assessment activity

Look at these pictures. Think of interesting names of stories for them
These stories must be about electricity at home.



Picture 1



Picture 2

Story 1: Ruby's A-Z of electricity

Grade R

Activity 3 Ruby's A-Z of electricity

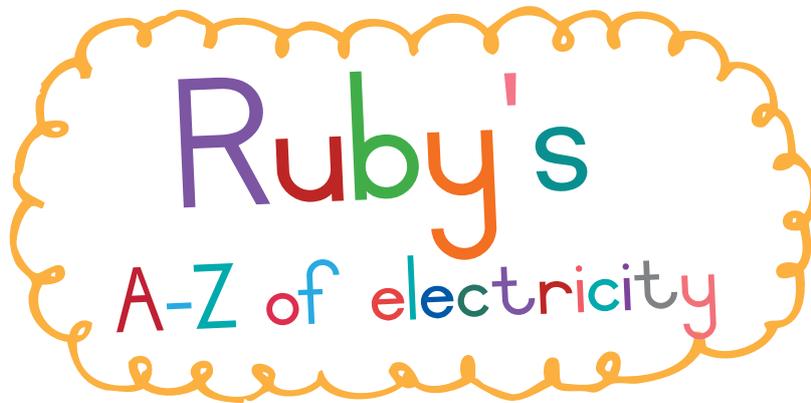
Reading, listening and writing



Note to the educator:

- Each lesson is an integrated lesson. Although the focus is Literacy, you will note that there is a link with Life-Skills and Mathematics.
- Activity 3 is based on the story Ruby's A-Z of electricity.
- The focus of the lesson is to get your learners to learn the alphabets and phonic sounds.
- This lesson can be adapted for both Grade R and Grade I.
- The activities will show progression of the lesson from grade to grade.

1. The purpose of this activity is to get your learners to read and interpret information.
2. Open to page 5 of the reader "Ruby and the Powerpals: A delightful collection of rhythm and rhyme tales."
3. Open to page 6 of the reader "Ruby's A-Z of electricity."
4. This lesson can be an introductory lesson to initial sounds of the alphabets.



5. You can begin this lesson with the alphabet song. [ABCDEFG, HIJKLMNOP, QRSTUVW, XYZ and we all go to bed]
6. Introduce your learners to the sound of each letter in the Grade R class. [please do not name the letter]
7. There are 26 letters of the alphabet; you will introduce one letter sound a day. [At the end of 26 days, your learners will have an understanding of the sound of each letter].
8. How you will go about teaching each letter in your Grade R class:

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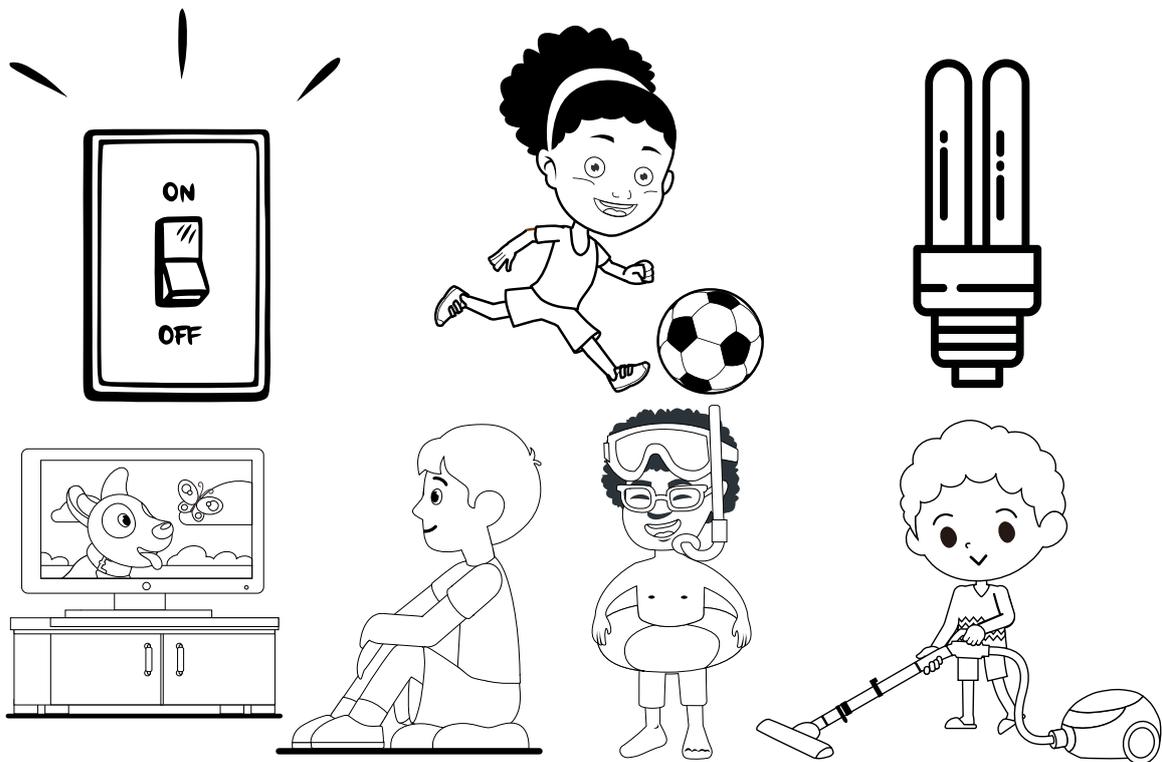
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A is for **always available** fun,
you just flick the switch
and the lights will come on.



- Your learners are already familiar with Ruby and her baby brother.
- Emphasize Ruby's name and baby brother's name.
- Ask them what they think the whole story book is about [theme of the book – saving electricity / becoming energy wise / do not waste power].
- Ask your learners what is the sound of the first letter of the alphabet [emphasis the word al-ph-a-bet].
- Read the sentence for your learners [please do not read A (hay) is always available, but rather sound the letter A (a-dap-ter)].
- Read the sentence very slowly to your learners. Most of you may have learners whose mother tongue is not English.
- Reading slowly will help learners hear each word. A – is – always – available – fun, you just flick the switch and the lights will come on.
- Show learners the picture of the switch.
- Since learners in Grade R cannot write words, you may give them an activity with pictures of electricity.

Ask your learners to colour all the pictures that have to do with electricity.



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Lesson 3.2 Grade R and Grade I – Sounds and words



Note to the educator:

- Activity 3.2 is based on the story Ruby's A-Z of electricity.
- The focus of the lesson is to get your learners to learn the alphabets and phonic sounds.
- This lesson can be adapted for both Grade R and Grade I.
- You will take all 26 letters and only focus on the words pertaining to electricity.

1. Introduce each sound of the alphabet to your Grade R learners e.g. a; b; c;
2. Focus only on the sound and the words associated to the sound.
3. Relate each of these to energy efficiency education.
4. In Grade R, the educator may read each sentence for the learners and ask them to draw a picture.
5. You may decide to do just 3 letters a day [remember this activity takes place after the 26 days of introducing the initial sounds.]

Lesson 3.3 Grade R Reading and Writing



Note to the educator:

1. You will only teach a minimum of 3-5 letters a day.
2. Read each letter and ask your learners to draw a picture.
3. The focus of this activity is on electricity.
4. Always try to introduce energy efficiency education through the letters of the alphabets.

A is for **always available**

We have power available in our house.

B is **be clever**

Be clever and wise to save electricity.
Switch off the lights when you leave the room.

C is for **careful**

Be careful when you are at the stove.

D - **do**

Do not play with the light switches.

E - **electricity**

We must save electricity.

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Lesson 3.4 Grade R Reading and Writing



Note to the educator:

1. You will only teach a minimum of 3-5 letters a day.
2. Read each letter and ask your learners to draw a picture.
3. The focus of this activity is on electricity.

F is for fridge

Do not leave the fridge door opened.

G is the good

Be a good child and switch off the lights.

H - Hottie, her daughter.

Do not jump into hot water when bathing.

I is invisible

Do not play with the light switches.

J is for jump and jolly

Be jolly when dad buys electricity every month. Say thank you.

Lesson 3.5 Grade R Reading and Writing



Note to the educator:

1. You will only teach a minimum of 3-5 letters a day.
2. Read each letter and ask your learners to draw a picture.
3. The focus of this activity is on electricity.
4. Always try to introduce energy efficiency education through the letters of the alphabets.

K is for kilowatt-hours

Do you know what a kilowatt is?

L is for Lighty

Lighty the light brightens our rooms.

M is for money,

We spend money for electricity.
Do not waste power.

N is for nobody

Nobody can save you if you get
electrocuted.

O is for 'Oh no

Oh no, do not leave the fridge door
open for a long time.

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Lesson 3.6 Grade R Reading and Writing



Note to the educator:

1. You will only teach a minimum of 3-5 letters a day.
2. Read each letter and ask your learners to draw a picture.
3. The focus of this activity is on electricity.
4. Always try to introduce energy efficiency education through the letters of the alphabets.

P is for **purpose** and
power station

Our power comes from the power station.

Q is for **questions**

Ask questions about electricity.

R is for **Ruby**

Ruby is the main character in the story.

S is for **savings**

We can save electricity if we switch off all the lights when we don't need them.

T is **teach**

Teach your brothers and sisters about saving electricity.

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Lesson 3.7 Grade R Reading and Writing



Note to the educator:

1. You will only teach a minimum of 3-5 letters a day.
2. Read each letter and ask your learners to draw a picture.
3. The focus of this activity is on electricity.

U - understand

We must understand that electricity is not for us to play with.

V is the value

We must value our parents for buying electricity for us.

W is for watts

Electricity is measured in watts.

Y - you're

You are wise when you save electricity.

Z is for zero

Zero tolerance for people who waste electricity.

Activity 4.1 Ruby's A-Z of electricity

Reading, Listening (to the sound) and Writing

Grade 1 & 2



Note to the educator:

- Activity 4.1 is based on the story Ruby's A-Z of electricity.
- The focus of the lesson is to get your learners to identify the alphabets and phonetic sounds.
- This lesson can be adapted for both Grade R; Grade 1; Grade 2 and Grade 3 – especially those learners who are learning English as a First Additional Language (FAL).
- There are 26 letters of the alphabet presented below.
- For your Grade 1 learners – you want them to identify and write the capital letter and the small letter of each alphabet.
- You may also ask your learners to write their own sentences.
- Focus on energy efficiency education.
- You may use the ideas from the Grade R activity to help your learners to construct their own sentences.

1. Introduce a group of five letters of the alphabet a day.
2. In Grade 1, you should focus on the sound and name of the letters of the alphabet.
3. Ask your learners to write the capital letter and next to it the small letters.
4. You will focus on the correct formation of the alphabets.

A is for always available

B is be clever

C is for careful

D - do

E - electricity

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For more information on the schools programme, please visit <https://www.eskom.co.za/sites/ldm/SchoolYard/Pages/SchoolYard.aspx>

Activity 4.2 Ruby's A-Z of electricity Reading, Listening (to the sound) and Writing

Grade 1 & 2



Note to the educator:

- Activity 4.2 is based on the story Ruby's A-Z of electricity.
- The focus of the lesson is to get your learners to identify the alphabets and phonetic sounds.
- This lesson can be adapted for both Grade R; Grade 1; Grade 2 and Grade 3 – especially those learners who are learning English as a First Additional Language (FAL).
- There are 26 letters of the alphabet presented below.
- For your Grade 1 learners– you want them to identify and write the capital letter and the small letter of each alphabet.
- You may also ask your learners to write their own sentences.
- Focus on energy efficiency education.
- You may use the ideas from the Grade R activity to help your learners to construct their own sentences.

1. Introduce a group of five letters of the alphabet a day.
2. In Grade 1, you should focus on the sound and name of the letters of the alphabet.
3. Ask your learners to write the capital letter and next to it the small letters.
4. You will focus on the correct formation of the alphabets.

F is for fridge

G is the good

H - Hottie, her daughter.

I is invisible

J is for jump and jolly

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Activity 4.3 Ruby's A-Z of electricity

Reading, Listening (to the sound) and Writing

Grade 1 & 2



Note to the educator:

- Activity 4.3 is based on the story Ruby's A-Z of electricity.
- The focus of the lesson is to get your learners to identify the alphabets and phonetic sounds.
- This lesson can be adapted for both Grade R; Grade 1; Grade 2 and Grade 3 – especially those learners who are learning English as a First Additional Language (FAL).
- There are 26 letters of the alphabet presented below.
- For your Grade 1 learners – you want them to identify and write the capital letter and the small letter of each alphabet.
- You may also ask your learners to write their own sentences.
- Focus on energy efficiency education.
- You may use the ideas from the Grade R activity to help your learners to construct their own sentences.

1. Introduce a group of five letters of the alphabet a day.
2. In Grade 1, you should focus on the sound and name of the letters of the alphabet.
3. Ask your learners to write the capital letter and next to it the small letters.
4. You will focus on the correct formation of the alphabets.

K is for kilowatt-hours

L is for Lighty

M is for money,

N is for nobody

O is for 'Oh no

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Activity 4.4 Ruby's A-Z of electricity Reading, Listening (to the sound) and Writing

Grade 1 & 2



Note to the educator:

- Activity 4.4 is based on the story Ruby's A-Z of electricity.
- The focus of the lesson is to get your learners to identify the alphabets and phonetic sounds.
- This lesson can be adapted for both Grade R; Grade 1; Grade 2 and Grade 3 – especially those learners who are learning English as a First Additional Language (FAL).
- There are 26 letters of the alphabet presented below.
- For your Grade 1 learners – you want them to identify and write the capital letter and the small letter of each alphabet.
- You may also ask your learners to write their own sentences.
- Focus on energy efficiency education.
- You may use the ideas from the Grade R activity to help your learners to construct their own sentences.

1. Introduce a group of five letters of the alphabet a day.
2. In Grade 1, you should focus on the sound and name of the letters of the alphabet.
3. Ask your learners to write the capital letter and next to it the small letters.
4. You will focus on the correct formation of the alphabets.

P is for **purpose** and
power station

Q is for **questions**

R is for **Ruby**

S is for **savings**

T is **teach**

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Activity 4.5 Ruby's A-Z of electricity Reading, Listening (to the sound) and Writing

Grade 1 & 2



Note to the educator:

- Activity 4.5 is based on the story Ruby's A-Z of electricity.
- The focus of the lesson is to get your learners to identify the alphabets and phonetic sounds.
- This lesson can be adapted for both Grade R; Grade 1; Grade 2 and Grade 3 – especially those learners who are learning English as a First Additional Language (FAL).
- There are 26 letters of the alphabet presented below.
- For your Grade 1 learners – you want them to identify and write the capital letter and the small letter of each alphabet.
- You may also ask your learners to write their own sentences.
- Focus on energy efficiency education.
- You may use the ideas from the Grade R activity to help your learners to construct their own sentences.

1. Introduce a group of five letters of the alphabet a day.
2. In Grade 1, you should focus on the sound and name of the letters of the alphabet.
3. Ask your learners to write the capital letter and next to it the small letters.
4. You will focus on the correct formation of the alphabets.

U - understand

V is the value

W is for watts

Y - you're

Z is for zero

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Activity 5.1 Ruby's A-Z of electricity

Reading and comprehension

Grade 2 & 3



Information for the educator

Comprehension is the reason for reading. If readers can read the words but do not understand or connect to what they are reading, they are not really reading. Good readers are both purposeful and active, and have the skills to absorb what they read, analyse it, make sense of it, and make it their own.

(Reading Rocket <https://www.readingrockets.org/teaching/reading-basics/comprehension>)



Note to the educator:

- Activity 5.1 is based on the story Ruby's A-Z of electricity.
- The focus of the lesson is to get your learners to read and interpret what they have read.
- You must encourage your learners to read with understanding.
- We will be using the 5W + H questioning technique. [WHO;WHAT;WHERE;WHEN;WHY; and HOW]
- This technique can also be applied to writing activities.



Information for the educator

Seven core strategies to teach comprehension

1. **Monitoring comprehension**

Actively keeping track of one's thinking and adjusting strategies to the text at hand

2. **Visualizing**

Making mental pictures or sensory images as one reads

3. **Connecting**

Linking what is in the text to personal experience, world events, or other texts

4. **Questioning**

Actively wondering about the text, watching for uncertainties in it, and interrogating the text and the author

5. **Inferring**

Predicting, hypothesizing, interpreting, and drawing conclusions about the text

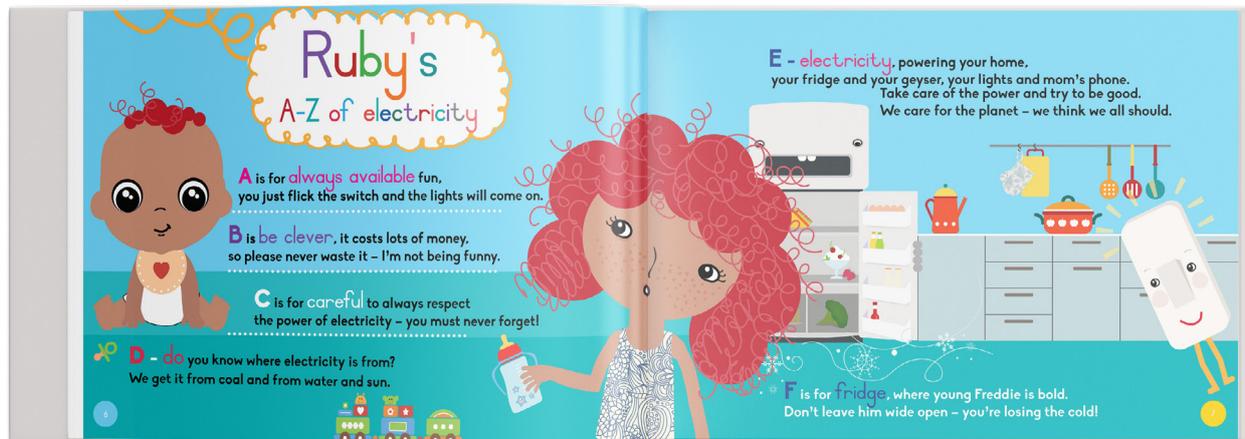
6. **Determine importance**

Making judgments and weighing the values of the text or the author

7. **Synthesizing**

Retelling and/or summarizing a text and remembering information from it

- Open to page 6 of Ruby's A-Z of electricity.
- The comprehension is based on the first four letters of the alphabet.
- Ask your learners to read each letter A; B; C and D and then answer the questions in their workbooks



Questions

- How does Ruby switch lights on and off in her house? [She uses the light switch to put off or on the lights in her house].
- Why do you think Ruby and her brother should not waste electricity? [Electricity is expensive. If we waste electricity, we will be wasting our parent's money. Mum and dad will have to work hard to get more money to buy electricity].
- After reading the short story where do you think electricity comes from? [Electricity comes from power stations. Learners may also say Eskom]
- Why do you think dad tells Ruby and baby brother to respect electricity? [Dad tells them to respect electricity because it is important for us to have lights at home; not to waste electricity; electricity can be dangerous. *[Dad is not mentioned but it is the unknown element in the story. This is part of prediction - those elements they do not see in the text but they exist].*
- Give the opposite for the following words
respect – disrespect/rude
on – off
- How do you think Ruby and her brother can save electricity at home?
[They should switch off the lights].
[Do not open the fridge door for long].
[Do not leave the stove on when you are not cooking].
[Responses could be varied here and the educator can accept as many as the learners mention.]

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Activity 5.2 Ruby's A-Z of electricity Reading and Comprehension

Grade 3



Note to the educator:

- Activity 5.2 is based on the story Ruby's A-Z of electricity page 6.
- The focus of the lesson is to get your learners to read and interpret what they have read.
- You must encourage your learners to read with understanding.
- We will be using the 5W + H questioning technique. [WHO;WHAT;WHERE;WHEN;WHY; and HOW]
- This technique can also be applied to writing activity.

- Open to page 6 of Ruby's A-Z of electricity.
- The comprehension is based on the first four letters of the alphabet.
- Ask your learners to read each A; B; C and D and then answer the questions in their workbooks.



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Questions

- a. Name the company in South Africa that make most of our electricity. (Eskom)
- b. From the story, name the equipment that uses electricity in Ruby's home?
(Fridge, stove, lights etc)
- c. Which appliance do you think uses most of the electricity? Why do you say so?
(Open ended. The learners will justify their answers - stove, geyser, fridge, lights etc)
- d. Name 3 appliances that use electricity in the kitchen. (stove, kettle, microwave, oven etc
[open ended the learners will respond accordingly]).
- e. How can Ruby and her family save power? Write down two sentences.
(the teacher may accept any two sentences from the learners).
- f. Give another word for each of the following:
home – (house)
electricity – (power/energy)
- g. Name the planet we live on? (Earth)



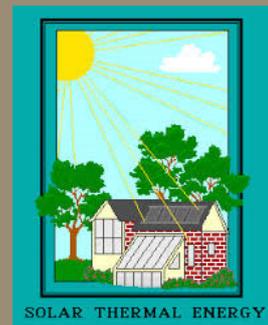
Fact find

The Sun is the star at the center of the Solar System. The sun is a yellow dwarf star, a hot ball of glowing gases at the heart of our solar system. Its gravity holds the solar system together, keeping everything – from the biggest planets to the smallest particles of debris – in its orbit.
[solarsystem.nasa.gov > solar-system > sun > in-depth]



Did you know?

One of the most important sources of energy is the sun. The energy of the sun is the original source of most of the energy found on earth. We get solar heat energy from the sun, and sunlight can be used to produce electricity from solar (photovoltaic) cells.



Story 2: The night Lighty called it a day

Activity 6.1 The night Lighty called it a day Reading, listening and writing

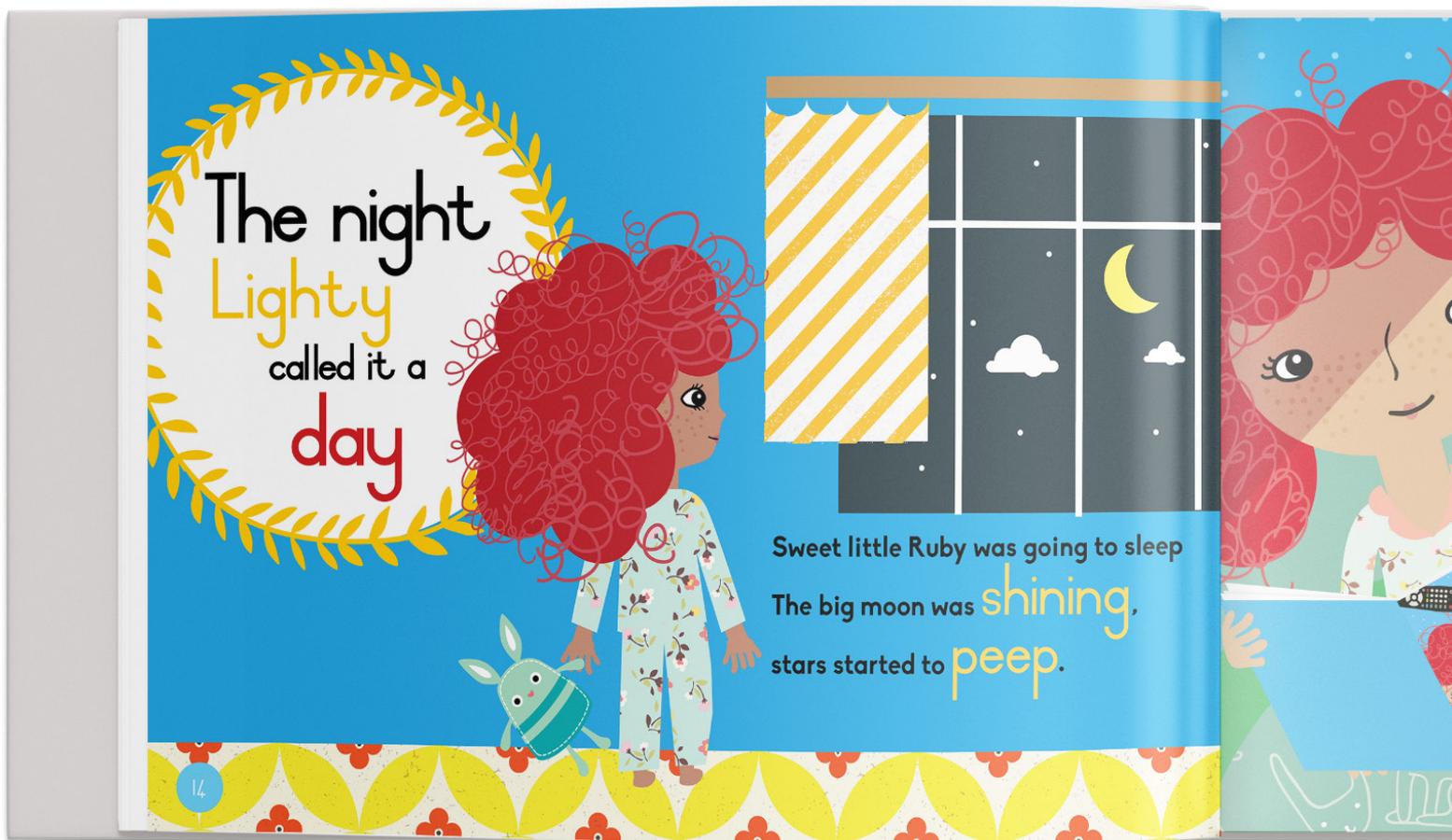
Grade R & I



Note to the educator:

- Each lesson is an integrated lesson. Although the focus is Literacy, you will note that there is a link with Life-Skills and Mathematics.
- Activity 3 is based on the story Ruby's A-Z of electricity.
- The focus of the lesson is to get your learners to learn the alphabet and phonic sounds.
- This lesson can be adapted for both Grade R and Grade I.
- The activities will show progression of the lesson from grade to grade.

1. For your Grade R learners, you will use this lesson for discussion.
2. The main aim of this lesson is to get your learners to start thinking and reasoning.
3. They will also develop observation skills, language, communication, thinking, and reasoning skills.
4. You can use the 5W + H questioning technique to begin the discussion.
5. The questions below are merely guidelines for you to use as a basis for your discussion.
6. You can do this for all the pictures in the reader.
7. Start by reading the words on the page and then the discussion or vice-versa [depending on the language level of your learners.]



- Ruby is getting ready to go to...
- How do you know it is dark?
- Who do you think is Lighty?
- Do you think Ruby should put the lights off at night? Why?
- How many of you sleep with the lights off? Why do you do that?

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Activity 6.2 The night Lighty called it a day

Reading, listening and writing

Grade R & I



Note to the educator:

You can expand on the same lesson. Use the questions above for your Grade I learners. You may also include the following questions below:



- Give the opposite for the following words
night –
dark –
- Which words in the story tell you that it was bedtime for Ruby?
- Which word in the story tells you that Ruby is a good little girl?
- What is the name of the clothing Ruby is wearing?
- What do you think this means “The night Lighty called it a day?”

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Activity 6.3 The night Lighty called it a day

Reading, listening and writing

Grade 2 & 3



Note to the educator:

- Each lesson is an integrated lesson. Although the focus is Literacy, you will note that there is a link with Life-Skills and Mathematics.
- Activity 3 is based on the story Ruby's A-Z of electricity.
- The focus of the lesson is to get your learners to learn the alphabet and phonic sounds.
- This lesson can be adapted for both Grade 2 and Grade 3.
- The activities will show progression of the lesson from grade to grade.

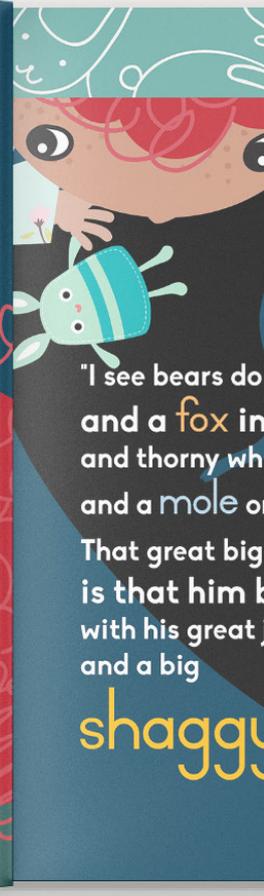
1. Open to page 18 of the reader.
2. For your Grade 2 and 3 learners, you will use this lesson as a reading activity.
3. The main aim of this lesson is to get your learners to start thinking, reasoning, and reading for understanding.
4. They will develop reading skills, comprehension, thinking, and reasoning skills.
5. You can use the 5W + H questioning technique to begin the discussion.
6. The questions below are merely guidelines for you to use as a basis for your discussion.
7. You can do this for all the pictures in the reader.
8. Start by reading the words on the page and then the discussion or vice-versa [depending on the language level of your learners.]
9. Answer the following questions in your workbook.



So Lighty went 'flick' and off went the light.
Then Lighty the lightswitch, he got quite a fright.
"What was that strange sound? Did you hear that 'click'?
Did I switch myself off? Check, I just lost my flick!"

"Hey, Lighty," said Ruby,
"I'm scared of the night.
There's all shapes and shadows,
please switch on the light!"

18



"I see bears do
and a fox in
and thorny wh
and a mole o
That great big
is that him k
with his great
and a big
shaggy

- Who or what is Lighty?
- What happened when Lighty went 'flick' to the lights in the room?
- Which room in the house do you think this story is taking place?
Give a reason for your answer.
- Why do you think Ruby is scared of the night?
- What did Ruby see in the dark?
- Do you sleep with the lights on the whole night? Why?
- Do you think you are saving or wasting electricity by having the lights switched on the whole night?
- What advice will you give mum and dad to save electricity?
[Think about the lights in the room].

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Activity 6.4 The night Lighty called it a day

Phonics and writing: ck; ight; st; ch; ed

Grade 2 & 3



Note to the educator:

- From the written text of page 18, you could introduce phonic sounds to your learners.
- You can also ask your learners to construct sentences using these words [try as much as possible to construct sentences pertaining to energy efficiency]
- Some of the phonic sounds you may teach from this page are; ck; ight; ch,

- Ask your learners to find all the words that end with

- ck [click; check; flick]
- ight [light; fright; bright]
- ch [switch; which]
- nd [sound]
- nt [went]

- In Grades 2 and 3 you can also introduce the following sounds to your learners

- st [strange]
- pl [please]
- ch [check]
- sh [shadow]
- wh [what]

Activity 6.5 The night Lighty called it a day Writing

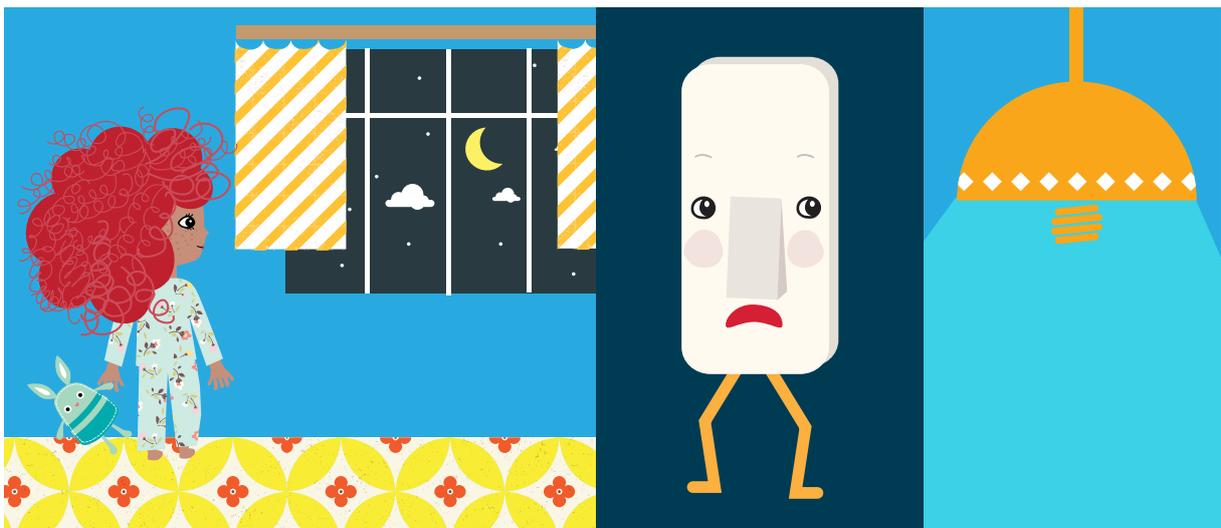
Grade 2 & 3



Note to the educator:

- Writing is an important activity in the early grades.
- Learners build vocab and develop spelling skills through constant use of words.
- In this lesson, you will focus on writing for pleasure.

1. Ask your learners to copy the words from Activity 6.4 and construct meaningful sentences for all the words.
[NB- this activity can be done over a few days or weeks]
2. You may also ask your learners to draw or look at a picture of bedtime and write a few sentences.
3. For Grade 2, they may write at least 5-6 sentences.
4. Grade 3 can write at least 10 sentences.
5. You will also introduce the following in writing
 - a. Main idea
 - b. Correct use of grammar
 - c. Punctuation
 - d. Paragraphs
6. Look at the two pictures below and write sentences.
7. You can decide which pictures will be suitable for your grades.



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8. Ask your learners to look at the picture below and write sentences about the picture. [Try to focus on energy efficiency education].



going to sleep
tuning,
p.

She put on her pyjamas,
she **jumped** into bed.
She loved bedtime stories –
they had to be **read**.

And Lighty the lightswitch,
he **switched on** the light,
so Ruby and mommy
could read with delight.

15

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Story 3: Ruby gets into hot water

Activity 7.1 Ruby gets into hot water Reading, listening and writing

Grade R & I



Note to the educator:

- This is a discussion lesson.
- You want your learners to use appropriate vocabulary.
- You need to encourage them to communicate in the language of teaching and learning.
- Through this lesson, you will build your learners vocabulary.
- For Grade R the lesson can be a discussion.
- For Grade I, this can be a comprehension lesson/writing lesson.

1. This lesson is about observation and discussion.
2. You can stagger this lesson for each day of the week.
3. Ask your learners to look at the picture and tell you what they see.
4. Thereafter you may read the words on the picture. In this way, you will be acknowledging and verifying your learners' observations.
5. There are illustrations from page 22 - 29.
6. This is a guide for you to use to work through the other pictures in this story.

- What is the name of this story?
- What is Ruby doing?
- How do you think Ruby made all those bubbles in the water?
- Do you think it is safe for Ruby to be playing in the bathtub alone? Why?
- Which word in the story tells you that the water is not cold?
- How do you think Ruby can save electricity during bath time?



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Activity 7.2 Ruby gets into hot water

Reading, listening and writing

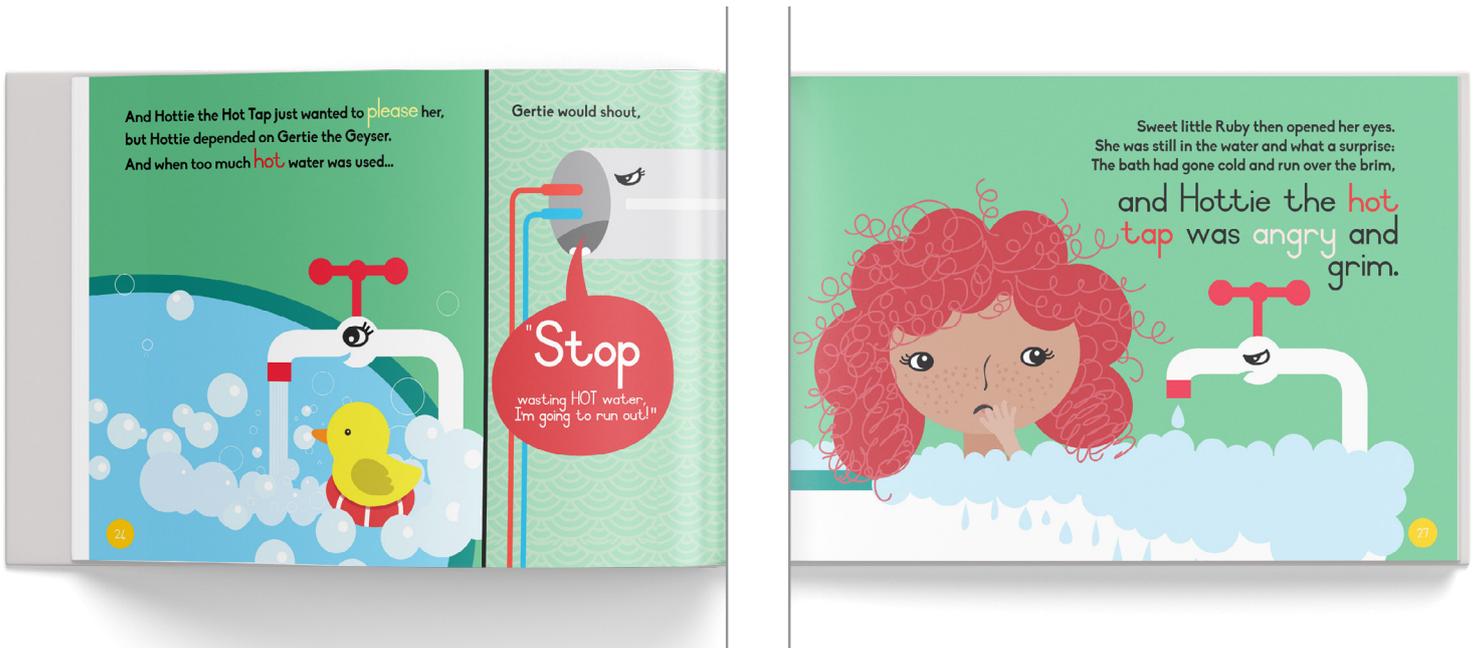
Grade 2 & 3



Note to the educator:

- This is a writing lesson.
- You want your learners to construct sentences appropriately using correct language.
- You need to encourage them to communicate in the language of teaching and learning.
- Through this lesson, you will build your learners vocabulary and develop writing skills.

1. This is a writing lesson.
2. Refer to page 24 and 27 of the reader.
3. Study the pictures carefully and then write your own sentences.
4. Through this activity, you will be able to develop writing skills.
5. Ask you learners to look at the pictures and answer the questions.



6. Use the 5W + H questioning and write sentences on the pictures.
7. Keep in mind 'energy efficiency education.'

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Story 4: Freddie the Fridge has a meltdown

Activity 8.1 Freddie the Fridge has a meltdown Reading, listening and writing

Grade R & I



Note to the educator:

- This is a writing lesson.
- You want your learners to construct sentences appropriately using correct language.
[this is an open ended activity - the learners will construct sentences depending on their own level of vocabulary]
- You need to encourage them to communicate in the language of teaching and learning.
- Through this lesson, you will build your learners vocabulary and develop writing skills.

1. Refer to page 32 of the Reader.
2. Ask your learners to look at the picture carefully.
3. The discussion will focus on healthy eating and energy efficiency education.
4. You may use the 5W + H questioning technique to probe your learners to begin the discussion.



- Ruby is standing in front of the _____.
- What do you think Ruby wants from the fridge?
- Make a list of all the items in the fridge.
- How many eggs can you count?
- Look at Freddie the Fridge's face. What can you say about his face?

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Activity 8.2 Freddie the Fridge has a meltdown

Reading, thinking and reasoning and comprehension

Grade 2

1. Look at the picture on page 32 carefully.
2. Read each question and write down your answers in your workbook.
 - Why do you think Freddie the Fridge looked surprised?
 - Do you think Ruby should have both doors of the fridge open?
 - What do you think Ruby means by “I’m peckish,” she said.
 - Name the healthy foods in Freddie the Fridge.
 - Which is the healthiest food in the fridge?
 - “Ruby is wasting electricity” said Freddie the Fridge. What do you think Ruby should do to avoid wasting electricity?

Activity 8.3 Freddie the Fridge has a meltdown

Reading, thinking and reasoning and comprehension

Grade 3



Note to the educator:

- Start reading the story from page 30 to 37 before answering the question
- This is a thinking and reasoning activity.

- Why do you think Freddie the Fridge looks so sad? (he is sad because the door is left wide open/Freddie lost his cool/the cold air started pouring out)
- What colour is scarlet? (Scarlet is a colour close to Red.)
- Why do you think his lips went scarlet? (His doors are opened wide and the cold air is coming out of the fridge [open ended - learners may respond differently])
- Freddie had a meltdown in the kitchen. What does meltdown mean in this story? (Meltdown means that all the ice in the fridge melted. The ice became water.)
- How could Ruby save Freddie from having a ‘meltdown?’ (Ruby should close the fridge door immediately).
- What do you think happened to all the food in the fridge? (All the food will become spoilt i.e. we will not be able to eat the food).



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Activity 8.4 Helping Ruby to save electricity.

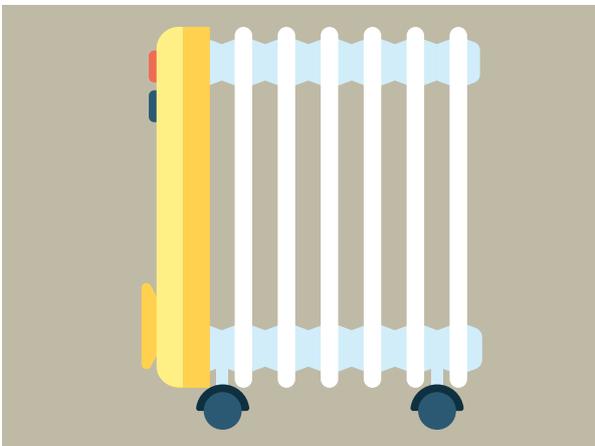
Grade R, 1, 2, & 3



Note to the educator:

- This activity is a culmination of all the stories in this reader.
- The aim is to make children aware of energy efficiency.
- This awareness can only happen through continuous discussion and engagement.

1. Look at the pictures carefully and see how we can save electricity.
2. Think of ways you can save electricity at home, draw pictures or write them down.



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Activity 8.5 Information sheet

Grade R, 1, 2, & 3



Trimming 10% is easier than you think

just a few simple steps to minimise energy use and costs.

It is as easy as 1, 2,... 9 to be energy efficient with easy behaviour changes that **do not cost you a cent**

- 

Don't leave appliances and gadgets on when not needed; **switch off the power button**
- 

When you leave the room or building, **remember** to switch off the lights
- 

Use **natural light** where possible and **"task" lighting** when only a little light is needed
- 

Only fill **kettles** with as much water as you need
- 

Use the cold water tap rather than engaging the geyser every time
- 

Beware vampire appliances. Appliances (TVs, PCs, DVDs, etc.) in standby mode consume electricity (up to 15% of full use)
- 

Use **energy efficient light bulbs**. Replace failed light bulbs with energy efficient lights / CFLs or LEDs
- 

Set air-conditioners' average **temperature** to 20°C in winter; your refrigerator at 5°C, freezer at -18°C and your water tank/geyser at 60°C
- 

Use water with consideration e.g. shower rather than bath - it saves water and electricity

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