Ruby and the Powerpals

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

Educator Guide

Mathematics

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.

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Contents

Eskom

Introduction

Early grade mathematics is an important component of young children's learning; it provides vital life skills that can be applied to daily life. Mathematics as a subject helps young children to solve problems, measure and develop their own spatial awareness. It also teaches them how to use and understand space and shape in the world around them. Researchers have found that a good foundation in early mathematics skills is a key in foretelling learners' aptitude in later grade mathematics.

Mathematics (maths) is an important part of learning for all young children in the early years and receiving a good grounding in maths is an essential. In planning for teaching and learning of mathematics in the early grades, educators need to consider different teaching methods. One such methodology is group activities. Children learn through fun and games. Peer learning is also important in the early grades. Games, group learning, peer learning, individual learning all encourage other skills as well as promoting mathematical development of young children. The environment plays a significant role in the teaching and learning of mathematics in the early grades. Educators must ensure that they create an environment that encourages opportunities for the involvement in mathematical activities. These activities should give learners the freedom to explore and experiment with mathematical games and resources. It is through this child-friendly maths environment that young children will be given many opportunities to discover and learn about mathematics for themselves.

Ruby and the Powerpals

Eskom created Ruby and the Powerpals for young children. This delightful collection of rhythm and rhyme tales will create 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 Powerpal 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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For more information on the schools programme, please visit https://www.eskom.co.za/sites/idm/SchoolYard/Pages/SchoolYard.aspx

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."

Embedded in the Curriculum and Assessment Policy Statements (CAPS) are different skills young learners should acquire. Your role is to:

- Develop essential mathematical skills that learners should know;
- Develop the correct use of the language of mathematics;
- Develop number vocabulary, number concepts and calculations and application skills;
- Learn to listen, communicate, think, reason logically and apply mathematical knowledge gained;
- Learn to investigate, analyse, represent and interpret information;
- Learn to pose and solve problems; and
- Build an awareness of the important role that mathematics play in real-life situations including the personal development of the learner.

Given what is required of you as a 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:

- 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 Gr 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

Mathematics in the Foundation Phase covers five content areas.
Each content area contributes to the acquisition of specific skills. The table below shows the general focus of the content areas as well as the specific focus of the content areas for the Foundation Phase.

- Numbers, Operations and Relationships
- Patterns, Functions and Algebra
- Space and Shape (Geometry)
- Measurement
- Data Handling

What you can expect

This manual will assist you to use Ruby and the Powerpals as a resource to teach each of the five content areas in mathematics. The activities for each grade will show sequence and progress.

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

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Grade R

Activity 1 – Self identification, number sense, one to one correspondence

Note to the educator:
- The lessons activities are integrated. Themes from the Life-Skills CAPS will be used to integrate Ruby and the Powerpals in each of your lessons.
- You will not be deviating from the policy documents.
- The content and lessons are aligned to the CAPS and the Assessment Policies of the DBE
- These lessons can be adapted to the context of your school

Note to the educator

- You may be teaching your lesson using the Big Book concept. That means that you have only 1 copy of this resource in your class. Alternatively all your learners may have a copy of this book [hooray, you are well resourced.]
- You need to introduce the reader and characters to your learners.
- Do not name "Ruby" in the beginning.
- Allow learners to give the little girl their own names.
- Once the activity has ended, as a wrap up tell your young learners that this little girl's name is Ruby.

1. Ask your learners to look at the cover page of the book.
2. Give them a few minutes.
3. Provide basic hints for the girl's name [Allow learners to give their own names for Ruby. This will help learners to identify with the characters as they read further along] Is the baby a boy or girl? How do you know?

Assessment activity

1. Give your learners a printout of a picture of a girl and ask learners to draw each of the features. [eyes, nose, mouth, ears, hair] [Please refer to page 27].

2. Ask learners to look at the picture of Ruby and colour their own pictures the same as Ruby.

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Grade R

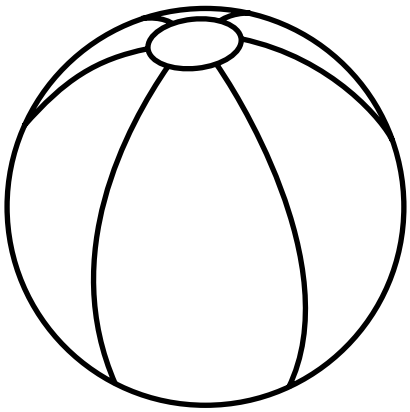
Activity 2 – Colours and association

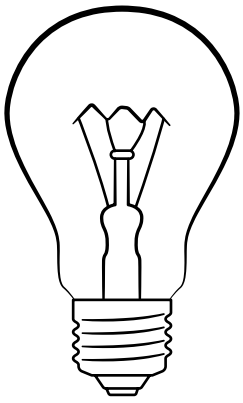
Note to the educator

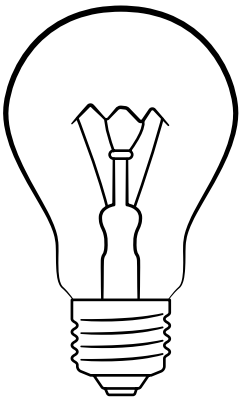
- Recap from the previous day's lesson.
- Introduce the learners to Ruby.
- Ask your learners
  a. Why do you think this little girl's name is "Ruby?"
  b. Ask learners, what colour do you think is "Ruby?" [Red, ruby is also a jewel, ruby stone].
  c. Now you may ask your learners why they think her parents named her Ruby. [She has red hair]
  d. Ask learners to name items that are red that they see on the road [red sign post, red triangles, red circles, red traffic lights/robots]
  e. What does 'red' means? [That something is dangerous – e.g. when you see a red robot – then it means you cannot cross the street – it is dangerous.]
  f. Ruby is red in the book. What is she telling you? [It is dangerous to play with electricity; children should not play with electrical switches; do not switch the stove on and off]
  g. Ask learners why they think it is dangerous to play with electricity? [you can get electrocuted, or even die]

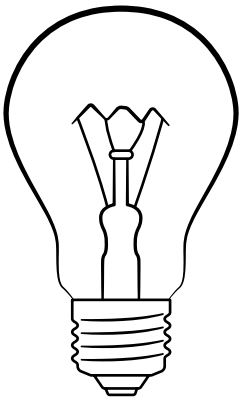
Assessment activity

1. **Give your learners these pictures and ask them to colour it red. [you are introducing the colour 'red' and the connotation of 'red' to signify danger – in this context. Emphasise to learners that they should never touch the red hot plate on a stove etc.]**
2. **Colour the ball red**
3. **Colour each of the light bulbs in red, yellow and green**









Grade R

Activity 3 – Number sense counting 1- 5

Note to the educator

1. You will be introducing the number '2' to the learners.
2. Open to page 6 of the reader title 'Ruby's A-Z of electricity'
3. Ask your learners:
   - How many children are there in the picture? [develop observation skills]
   - How many eyes does the baby have? [application skills]
   - How many eyes does Ruby have in the picture? [observation skills]
   - How many eyes does Ruby really have? [prediction]
   - Count the number of eyes the children have all together [mathematical counting skill – this depends when the lesson is taught – at the beginning of term 1, you do not expect little children to rote count]
   - At home, we have electric switches and plugs in the walls. [Complete the sentence: we use our two little eyes to _____ (look) where the plugs/switches/electric cords are.]

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Grade R

Activity 4 – Identify objects using electricity and counting all

Note to the educator

1. The purpose of this activity is to engage and develop observation skills in your learners
2. Open to page 7 of the reader "E-electricity."
3. Ask your learners:
   - Help Ruby to count all the objects in the picture
   - Which room in the house are all these things (items) kept? [kitchen]
   - Why do you say so? [some learners may say that their fridge is in the bedroom, lounge, dining-room – as an educator you need to allow for this kind of discussion – probe the learner – ask why is it placed in that specific room]
   - Name the items found in this room. [Fridge, switch, stove, kettle, spoons, etc.]
   - How do you think these items work? [they use electricity]

Grade R

Activity 5 – Heavy/light – more/less – cheap/expensive

Note to the educator

1. The purpose of this activity is to engage and develop critical thinking skills in your learners
2. Open to page 7 of the reader "E-electricity."
3. Ask your learners:
    - Name the items in the [kitchen] that use electricity.
    - What would happen if we have all the items using electricity on at the same time?
    - Which item do you think uses more electricity – the stove or fridge?
    - Which item uses less electricity – the kettle or the stove?
    - Ruby has left the fridge door open. What do you think mum will tell Ruby? [do not leave the fridge door open, you are wasting power, and the food will get spoilt, ask mum dad or brother to help you get things from the fridge]
    - Look at the light switch on your right hand side of the book. What shape is the switch? [rectangle]
    - How many sides does the shape have? [4]
    - Can you describe the switch? [2 long sides and 2 short sides]
    - What do you use this switch for at home? [To switch the lights on and off].
    - How many switches you do have at home? [Learners will carry out an investigative task – data collection. The educator can use this information to draw up a data table and ask basic questions].

Assessment activity

1. **Do you think the light switch in this picture is on or off? Why do you say so? [On – look at the shadow on the right hand corner; the bottom of the switch is pressed in, etc.].**
2. **Can you make two different sentences using the word 'light?'**

Grade 1

Activity 6 – Concept of time

Note to the educator

1. The purpose of this activity is to engage and develop critical thinking skills in your learners
2. Open to page 8 of the reader "Gertie the Geyser."
3. Ask your learners to study the picture carefully
   - Discussion: What is Ruby and her little brother doing? [taking a bath]
   - What time of the day do you think they are taking a bath? [Lesson on time – educator is introducing the concept of morning and afternoon].
   - If it is in the morning – what time do you think they are in the bath? [8am, 9am, 10am]
   - If in the afternoon – what time in the evening they are taking a bath [5pm, 6pm, 7pm – they are getting ready for supper and then go to bed]

Assessment activity

Which days of the week do you think we should take a bath in the

- **Mornings?** [open ended question – the learners may respond that on school days that is Monday to Friday they can take a bath in the mornings before going to school. Educators can ask learners to give reasons for their answers. This can be integrated in the Life Skills lesson on "Keeping our body clean."]
- **Evenings?** [open ended question – the learners may respond that it is good to take a bath every day in the evenings before going to bed. During the day, they may play and begin to sweat. If they bath in the evenings, then they do not have to rush to take a bath in the mornings.]

Grade 1

Activity 7 – Concept of volume

Note to the educator

1. The purpose of this activity is to engage and develop critical thinking skills in your learners
2. Open to page 8 of the reader "Gertie the Geyser."
3. The focus of this lesson will be on Volume
   - Do you think Ruby and her brother are enjoying their bath time? How do you know? [happy faces; having fun; making bubbles in the water]
   - Who can tell me how we measure water or any liquid? [you are introducing the concept liquid to learners – through association learners will begin to understand water is also known as liquid – this is extension of vocabulary for science skills in later grades]
   - Introduce the concept litres (l) to learners. [Inform learners that we use the (l) for litres.]
   - Ask learners if they have heard the word litres? [you may get a variety of answers]
   - Show learners a 1 litre bottle, 2 litre bottle, 5 litre oil bottle [do not introduce millilitres at this stage. Learners need to gain an understanding of litres before we move to millilitres].
   - Once you have done enough practical work and you have showed learners litres and its quantity – then you may proceed to the next level of question and understanding.

Assessment activity

1. How many litres of water do you use to take a bath?
2. How many litres of water do you think the kettle takes? [Refer to the picture on E-Electricity]
3. How much water can fill the pot on the stove?
4. How much electricity do you think it takes to heat up the water?

Grade 1

Activity 8 – Concept of kilowatts

Note to the educator

1. The purpose of this activity is to engage and develop critical thinking skills in your learners
2. Open to page 8 & 9 of the reader "Gertie the Geyser and K for kilowatts."
3. Begin this lesson with a discussion of the two pictures.
4. Recap the lesson from the previous day. Refresh your learners minds with concepts such as litres, time, morning, evening, the hours on the clock face. [Note that you will not be discussing the half past, quarter to, quarter past with your learners].

Ask your learners

- How many litres of water do you think the bath takes in Ruby's home? [this is an estimation lesson]
- Do you think it is good for both Ruby and her brother to take a bath together? [remember to discuss child safety issues – personal space – do not take a bath with an adult – keep in mind child abuse]
- Do you know the name of the equipment that makes the water hot before it comes into the tap and then fills the bathtub? [Geyser – educator may sound the (G) and introduce Gertie – sounds like 'dirty' – therefore we have to take a bath].
- If Ruby and her brother are in the bath for a long time – do you think they will be using a lot of electricity? Tell the educator why you think so.
- How can we save electricity at home especially during bath time?
- Where do you think Ruby and her family get their electricity from?
- Where do you get your electricity from?
- Have you heard of the company called Eskom?
- What does Eskom gives us? And why should we always pay them for giving us this useful thing?

Assessment activity

1. Where do you get your electricity from?
2. Have you heard of the company called Eskom?
3. What does Eskom gives us? And why should we always pay them for giving us this useful thing?

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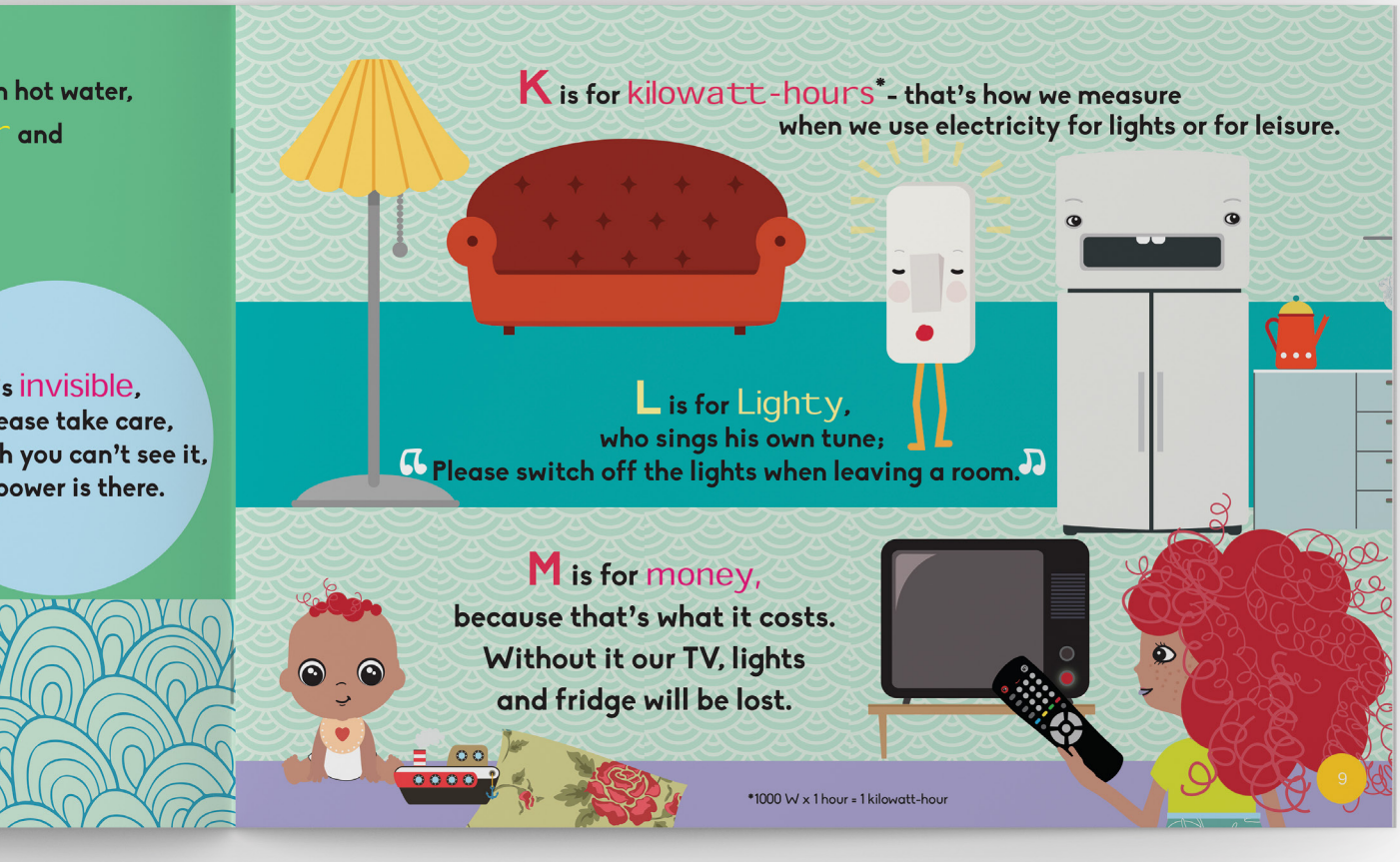
Grade 1

Activity 9 – Concept of kilowatts

Note to the educator

1. The purpose of this activity is to engage and develop critical thinking skills in your learners.
2. Open to page 8 & 9 of the reader "Gertie the Geyser and K for kilowatts."
3. Ask your learners to look at the pictures very carefully.
   - Name all the appliances in the picture that uses electricity (power) to work.
   - Count the appliances that uses electricity. Write down the number in symbol and in words.
   - Double the number.
   - Half the number.
   - Arrange the appliances that use electricity from biggest to smallest.
   - Which appliances in the picture do you think uses most of the electricity?



Assessment activity

1. What is the name of the device Ruby is holding in her hand?
2. Does that device use electricity to work?
3. What kind of energy does that device use?
4. Do you think Lighty the switch looks happy? Why?

Grade 1

Activity 10 – Concept of kilowatts

Note to the educator

1. This is a continuation activity from the previous one.
2. The focus of this activity is on the concept "kilowatts."
3. Inform your young learners that they will be learning about kilowatts.
   - Introduce the concept kilowatts. Ask learners if they have heard of this word before.
   - What is the meaning of the word "kilo?" [Kilo is a 1000 times the stated unit].
   - Kilo is actually a prefix. Do you know what a prefix is? [Explain to learners that prefix means before something. You may also at this point introduce suffix, which means after. To get your learners to remember – inform them that P comes before S, therefore prefix is a word before]
   - Give examples of prefix – kilo-watts; kilo-litres – kilo-grams
   - Recap on the lesson with Ruby in the bath. Will you measure the water Ruby used in litres or kilolitres?
   - Introduce kilowatts is = 1000 watts
   - Introduce the abbreviation of kilowatt: kW
   - Probing question – ask your learners the following
     - We measure electricity using the unit: [kilowatts]
     - We measure lots of water using the unit: [kilolitres]
     - We measure something heavy in: [kilograms]
     - We measure the distance from one town to another in: [kilometres]

kilowatts; kilograms; kilolitres; kilometres

Ruby's weight

Water in the bath

The fridge

Assessment activity

1. **Look at each of the pictures and say what unit of measure you will use for each one. Think carefully before you decide.**
2. **Choose the words from the box.**

Grade 1

Activity 11 – Concept of overload

Note to the educator

1. The purpose of this activity is to engage and develop observation skills and reasoning skills in your learners.
2. Open to page 10 of the reader "N is for nobody."
3. Begin this lesson with a discussion of the pictures.
4. Recap on the lesson from the previous day. Refresh your learners minds with concepts such as litres, time, morning, evening, the hours on the clock face. [Note that you will not be discussing the half past, quarter to, quarter past with your learners].
   - Your discussion of the picture with leading questions.
     - Ruby looks concerned about something. What do you think she is concerned about? [She can see the plugs points are overloaded – that is too many plugs in the socket].
     - Introduce your learners to the word 'socket'
     - Bring a multi plug to class and show the learners what it looks like
     - Show and discuss the multi plug to your learners. You can ask them
   - How many holes are there? [3]
   - What geometric shape is it? [triangle]
   - If you have three sockets like this one, how many holes will you count altogether?
   - Count forward in threes up to 21.
   - Count in threes backwards from 30.
   - Ruby is concerned because she can see that the socket is overloaded.
   - Is this a safe practice at home to overload a socket?
   - What can happen if you overload a socket?
   - To prevent or avoid overloading what must you do at home?
   - When you overload a socket, do you use more or less electricity?

FACT FIND
A kilowatt – hour is 1,000 watts used for one hour

Assessment activity
You are an investigator. An investigator is like a police officer who is looking for what is wrong at home. Your task is to check which of the sockets are overloaded. Then you need to go to mum and dad and discuss the dangers of overloading. Tell them what can happen if you overload a socket.

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Grade 1

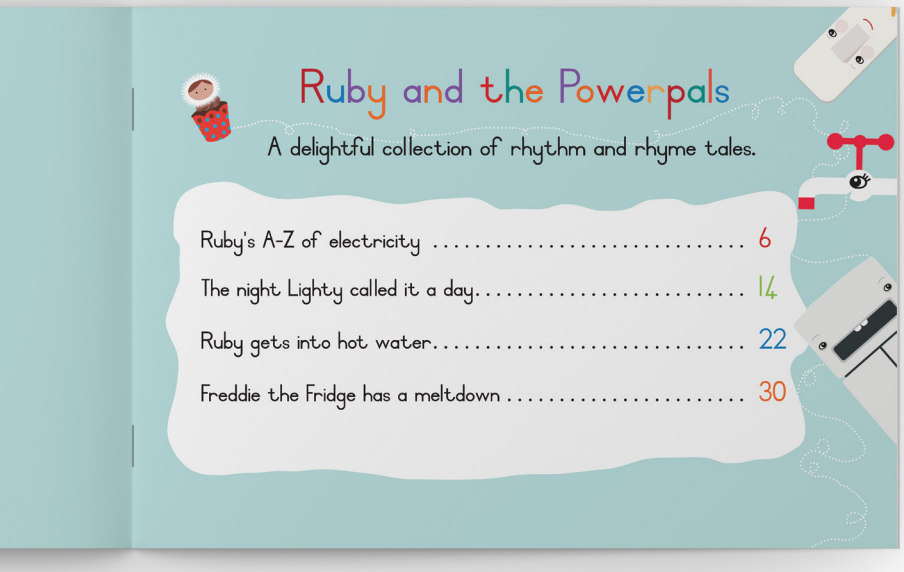
Activity 12 – Concept of position

Note to the educator

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. This activity can be used in a variety of ways. The following topics can be covered with this activity for Grades 1, 2 & 3:
   a. Number operations (counting on, counting back, break down, calculations)
   b. Patterns
   c. Data handling
4. These activities can be adapted for any grade in the Foundation Phase. It depends on the language and mathematical ability of your learners. All these activities show sequence and progression.
5. Ask your learners to study the content page carefully. [I will provide you with a variety of activities and you may decide which one is appropriate for your grade or class].

The focus of this lesson is on position.

- How many stories are listed on this page?
- What is the name of the first story?
- What is the name of the second last story?
- The second story is called…..
- The fourth story is called…..



FACT FIND

Control your geyser

- This is the biggest electricity consumer in your home. Turn the geyser thermostat down to 60 degrees.
- Insulate your geyser and water pipes to reduce standing losses and the water stays warm longer
- Switch the geyser off when you are not at home for extended periods

Assessment activity

1. On page 9 "K for kilowatts" – study the pictures carefully.
   - Which item do you think uses the most electricity - is it the fridge or stove?
   - Give a reason for your answer.
   - How can you save electricity at home?

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Grade 2 and 3

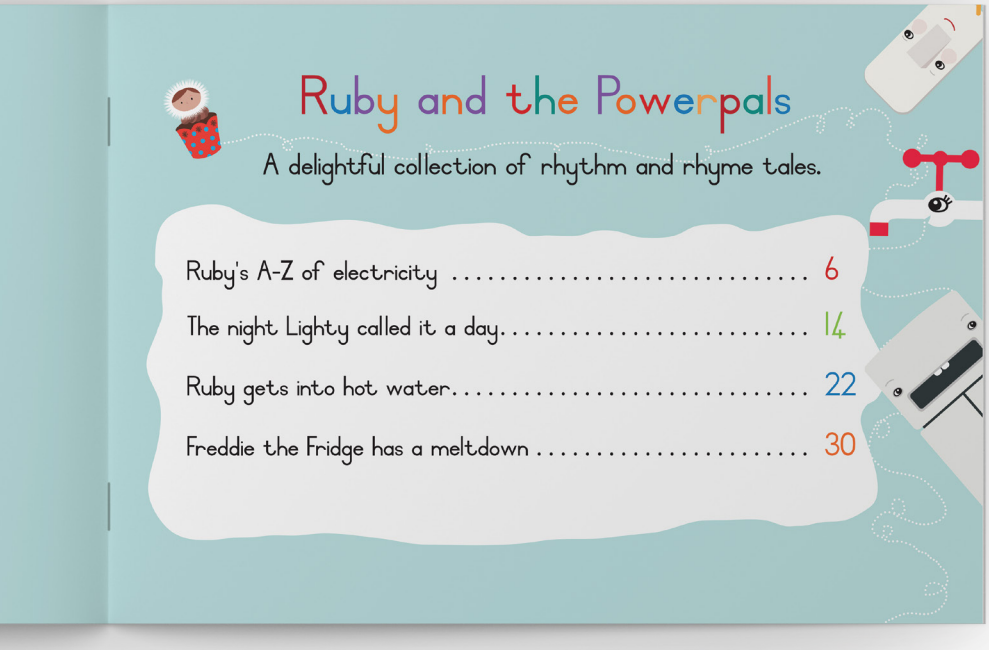
Activity 13 – Concept of data handling

Note to the educator

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. This activity can be used in a variety of ways. The following topics can be covered with this activity for Grades 1, 2 & 3:
    a. Number operations (counting on, counting back, break down, calculations)
    b. Patterns
    c. Data handling
4. Ask your learners to study the content page carefully. [I will provide you with a variety of activities and you may decide which one is appropriate for your grade or class].

The focus of this lesson is on data handling – understanding of basic concepts.

- There are [four, six, five] stories on this page. (Choose the correct answer)
- On page fourteen the name of the story is…….[can learners read words and understand the meaning of the word – application type]
- Freddie the Fridge has a meltdown is on page [twenty-two; thirty-one; thirty, sixteen] (Choose only the correct answer).
- Which story comes before Ruby gets into hot water?
- Which stories are in between Ruby's A-Z of electricity and the last story?
- Name the 1st story in the book.
- The 3rd story is called.
- On page 30 is the ___(st; nd; rd; th) story.



FACT FIND

How much power a fridge uses?
A domestic fridge power consumption is typically between 100 watts and 250 watts. Over a full day, a fridge is likely to use between 1 to 2 kilowatts-hour (kWh)

- Estimate how much power a fridge uses in 2 days.
- Estimate how much power a fridge uses in 1 week.

Grade 2 and 3

Activity 14 – Concept of data handling

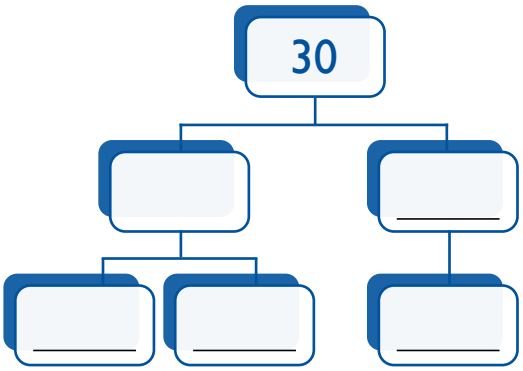
Note to the educator

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. This activity can be used in a variety of ways. The following topics can be covered with this activity for Grades 1, 2 & 3:
   a. Number operations (counting on, counting back, break down, calculations)
   b. Patterns
   c. Data handling

The focus of this activity is to develop appropriate number sense amongst your learners.

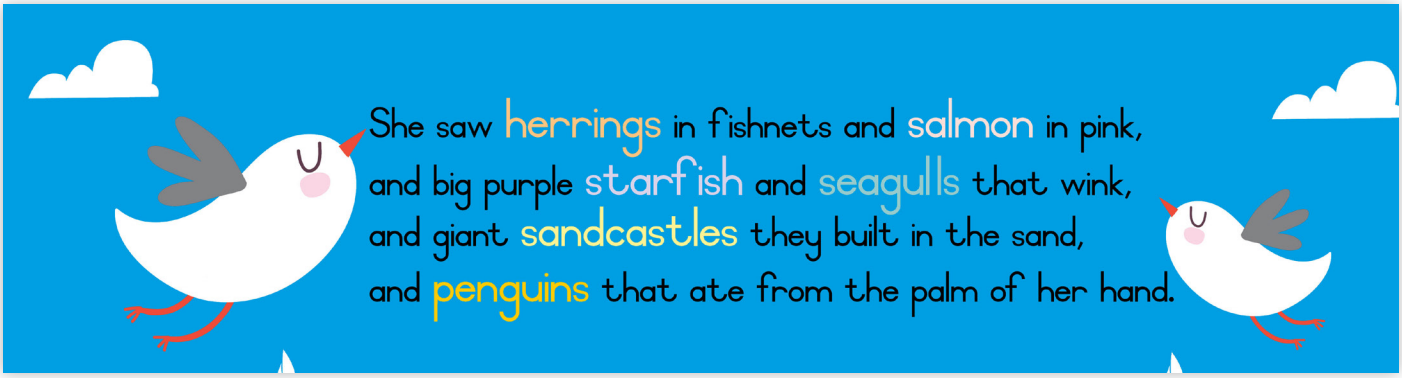
- Write each of these numbers in words [make sure you spell correctly]
  - 6 _____
  - 14 _____
  - 22 _____
  - 30 _____

- Complete the table with the correct numbers



- Halve the following numbers and write down the new number in words
  - 6 _____
  - 14 _____
  - 22 _____
  - 30 _____

- Double the following numbers and write down the new number in words
  - 6 _____
  - 14 _____
  - 22 _____
  - 30 _____



Assessment activity

1. Look at each illustration carefully and then solve the word problem.
2. Ruby spends thirty minutes in the bath a day. How much time does she spend in the bath for a full school week?
3. If their tub can hold 25 litres of water, how many litres of water do you think Ruby and her brother used for a school week?
4. Study the picture carefully and then complete the activity.
   - Count the number of words and write the symbol down.
   - Double the number of words.
   - Halve the number of words.
   - Multiply the number of words by three.

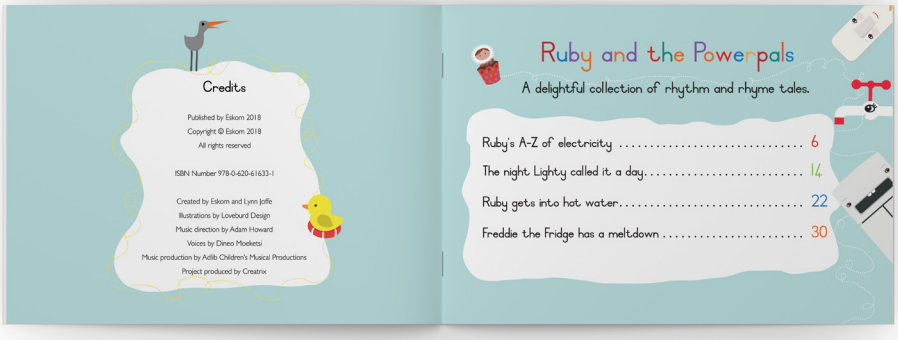
Grade 2 and 3

Activity 15 – Calculations

Note to the educator

1. The purpose of this activity is to get your learners to understand number concepts.
2. Open to page 5 of the reader "Ruby and the Powerpals: A delightful collection of rhythm and rhyme tales."
3. This activity can be used in a variety of ways. The following topics can be covered with this activity for Grades 1, 2 & 3:
   a. Number operations (counting on, counting back, break down, calculations)
   b. Patterns
   c. Data handling

   The focus of this activity is to develop appropriate number sense amongst your learners.
4. Before you begin this lesson, ask your learners to rote count forwards and backwards from a given number.
5. You can also ask your learners to skip-count in 2s, 3s, 4s, 5s etc.
6. Ask your learners to study the content page carefully. Give them cues such as :
   - Look at the numbers
   - The number of pages from one story to the next.
   - Which story has the most number of pages?
   - Ask your learners – what does it mean to count from a number? [does this mean we include the number?]
   - Ask your learners – what does it mean to count to a number? [Does that mean we include the last number?]. You may want to introduce the word 'cardinal number' to your learners at this stage. [Explain to them that the cardinal number is the last number].
   - You may also want to explain to your learners what is
     - Whole numbers [whole – think of a hole 0 – whole numbers start with a zero – just like a hole]
     - Natural numbers start from 1 – [N for numbers]



Assessment activity- Dictionary skills
Find the meaning of the following words in your dictionary
1. Kilowatts
2. Electricity
3. Generators
4. Wind-power
5. Turbine

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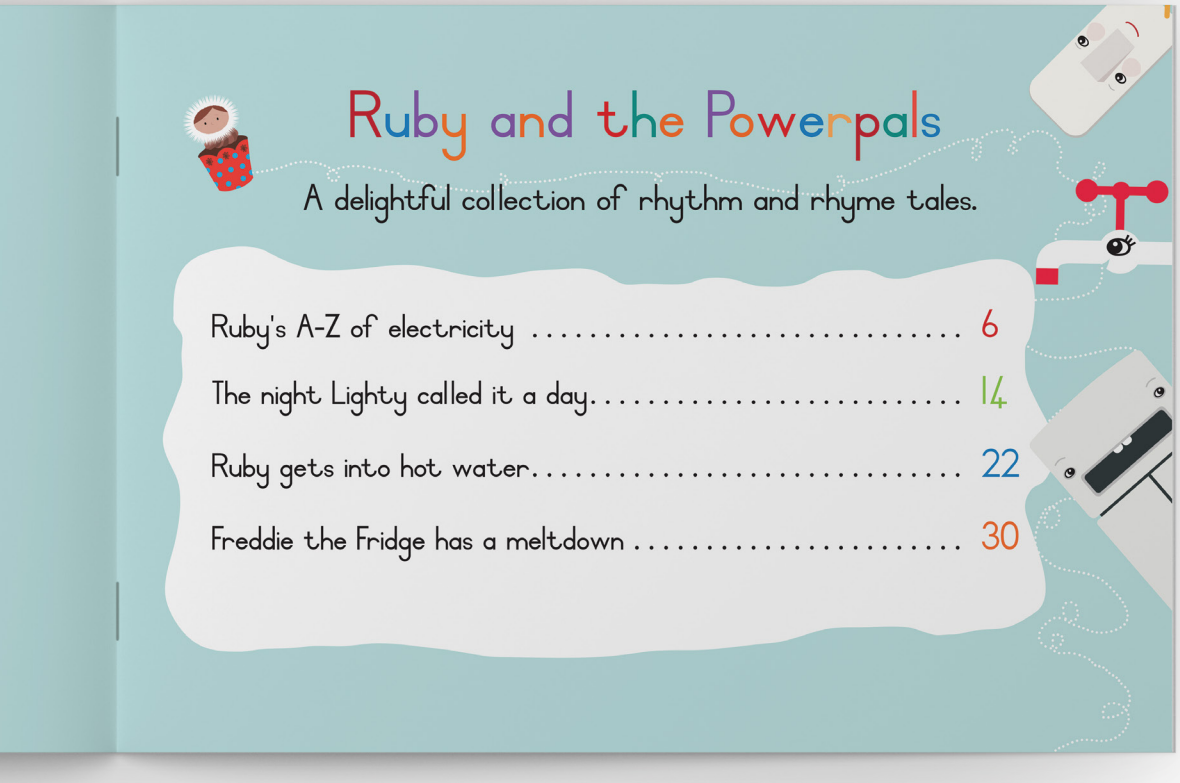
Grade 2 and 3

Activity 16 – Calculations

Note to the educator

1. The purpose of this activity is to get your learners to understand number concepts.
2. Open to page 5 of the reader "Ruby and the Powerpals: A delightful collection of rhythm and rhyme tales."
3. This activity can be used in a variety of ways. The following topics can be covered with this activity for Grades 1, 2 & 3:
   a. Number operations (counting on, counting back, break down, calculations)
   b. Patterns
   c. Data handling

   The focus of this activity is to develop appropriate number sense amongst your learners.
   - Add the following numbers together: 6; 14; 22; 30
   - What is the sum of the following numbers 22; 14; 6?
   - What is the difference between 30 and 14?
   - Multiply 6 by itself.
   - Which total is greater 14 and 22 or 6 and 30?
   - Find the difference between 30 and 6.



Assessment activity- Problem solving – show all calculations

1. Over a full day, a fridge at home uses 2 kilowatts of electricity.
How much electricity will the fridge use in one week?

2. In the month of March, how much electricity will the fridge use?

Grade 2 and 3

Activity 17 – Thinking and reasoning

Note to the educator

1. Recap from the previous day's lesson.
2. Open to page 22 "Ruby gets into hot water"
3. Ask your learners to look at the picture carefully.
4. Once learners have studied the picture critically, begin the discussion.
5. The aim of this lesson is to get your learners to think and reason.
   - What do you think the author means by "Ruby gets into hot water?"
   - How do you think the water got "hot?"
   - Do you think Ruby likes to get into "hot water?"
   - How long do you think Ruby spends in the bath?

Assessment activity - Thinking and reasoning
Siya enjoys talking to his friend Ruby in class while Educator Betty is teaching. Educator Betty has warned Siya many times to listen when she is teaching. Today she told Siya "If you don't listen in class, you will get into hot water with me."
What does Educator Betty mean when she says "you will get into hot water with me"?

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Grade 2 and 3

Activity 18 – Geometry – observation skills

Note to the educator

1. Recap from the previous day's lesson.
2. Open to page 31 "Freddie the Fridge has a meltdown."
3. Ask your learners to look at all the pictures carefully especially on page 31.
4. Once learners have studied the pictures, you can begin your lesson.
5. The aim of this lesson is to develop an understanding of geometric shapes.
6. Ask your learners to name, identify and describe the shapes in the kitchen.

- Name the four basic shapes you have learnt in class.
- Name all the shapes that are round or in circle.
- What is the name of the shape of the fridge?
- Look at the kitchen cupboards. What shape is it made up of?
- Count the number of rectangles on the fridge.
- The shape of the eyes is .....
- What shape do you think the kettle is?
- The shape of the pot lid is .....

Assessment activity- Higher order questioning

- **Look at the picture of the fridge carefully.**
- **Count the number of rectangles.**

Notes

Notes