

MONEY in ACTION

A guide to personal financial management

FOUNDATION PHASE GRADE R-3

This project is a consumer education initiative by the
Financial Services Consumer Education Foundation.

**FINANCIAL SERVICES
CONSUMER EDUCATION**
plan your financial future



This resource is based on the three booklets viz.:

- Make the most of your money;
- Use your money wisely ; and
- Make your money work for you

that was developed by the FSB, Financial Industry Bodies and other interested parties under the Financial Services Consumer Education logo



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Introduction

Money in Action is a resource for Foundation Phase learners and teachers which aims to familiarise them with money in terms of:

- What it is
- Where it comes from
- How it is earned
- How it is used
- Why we need money
- The choices we make about spending and saving money
- The effect of advertising on our choices
- Ways to earn money for ourselves

What does the resource consist of?

There are two components to the resource

This book which provides

- worksheets for activities for each grade in the phase
- tips for teachers in implementing the activities
- guidelines for assessment

A compact disc which

- provides background information to the topic
- provides suggestions for conducting a lesson on the topic
- gives suggestions for activities other than those found in this book
- is used by the teacher as a resource for him/herself as well as for the learners

NB

It is important to remember that the worksheets are not the lesson. The ideas for the lessons will come from the CD. The worksheets are to be done once the learners have had one or more lessons on the topic. The worksheet activities may be used as assessment tasks, i.e. if the learners complete them successfully they will have met the relevant assessment standard.



How does the resource fit in with the NCS?

The focus of the programme is on Economic and Management Sciences – often a problem area for teachers of very young learners. Both the Learning Outcomes for the Foundation Phase as well as the Assessment Standards for those Learning Outcomes are addressed.

In addition, as money is part of the Mathematics Learning Area, the Learning Outcomes relating to calculations with money are also addressed and integrated with the activities relating to Economic and Management Sciences. Many of these worksheets have a mathematical basis, but they are set in the context of Economic and Management Sciences.

We hope that this resource will be a welcome addition to your learning programmes and make it possible for your learners to achieve the necessary assessment standards.



How do I use the resource?

The resource should be used in conjunction with other resources in your learning programme.

We suggest that it should be introduced in the second or third term of the year, as the learners – especially those in Reception Year and Grade 1 – need first to familiarise themselves with concepts such as

- Number
- Money
- Simple basic operations
- Terminology for quantity – more/less, bigger/smaller

However, the point at which the resource is introduced will depend on each school's individual work schedule per grade. If your school has allocated weeks in the third and fourth terms to money and money calculations, it would be better to introduce the resource in those two terms.

Language

As many young learners do not have English as a primary language, teachers may code switch and give instructions in a language other than the target language. Learners should not be made to feel that they cannot understand the concept simply because they do not have the English words. At the same time, the English words can be introduced and reinforced, e.g.



NB

However, it is very important that the correct mathematical terminology is introduced and used in the classroom. Young learners may begin with informal terminology but by Grades 2 and 3 they should be using the correct mathematical language (also an assessment standard for language).

How do I use the resource to assess my learners?

The worksheet activities can be done after the lesson and can then be assessed based on the relevant assessment standard.

In addition, there is an assessment guideline at the back of this book to give you ideas of different ways of assessing and recording when using this resource.

Teacher Guide - Reception Year

→ Lesson 1: What is money and where does it come from?

Teacher's Tips:

In these activities, learners are demonstrating their knowledge and understanding of terms relating to quantity, terms which they will need to know before they begin to deal with ideas such as profit, saving and spending.

Before doing these activities, learners should have plenty of time to play with blocks, counters, beans and shapes of different sizes and to describe them as they play.

They should also be allowed to play with sand and water, using containers of different sizes to measure and pour. In addition, learners need to know their colours in order to follow the instructions.

Assessment:

Correct completion of the worksheet. For learners who do not complete the worksheet correctly, spend some time with them asking how they chose the answers that they did and see whether they can find their own errors, rather than you simply telling them the correct answer.

→ Lesson 2: Needs and wants

Teacher's Tips:

As Reception Year learners cannot yet write, speak to them about the worksheet before they do it, ensuring that they recognise and can name the objects in the pictures. Then tell them that they are going to choose what they like best.

Answers:

1. Learners will give different answers, but their answers should be reasonable and logical.
2. This activity simply tests the learners' exposure to shops and advertising to see whether they recognise that different shops sell different goods.

Assessment:

Assess by asking learners why they chose the ones that they did to ensure that they understood the instructions and are able to give you a logical answer.

→ Lesson 3: How we spend money

Teacher's Tips:

As Reception Year learners can not yet read, give them the worksheets and ask them to point to the pictures that go with the occupations and to tell you something about them. It does not matter if some of the occupations are unfamiliar to them. This is how we learn. If learners do not know what an electricity worker is, then explain it to them and repeat the words as they look at the pictures.

Answers:

As in the previous activity, we are not looking for correct or incorrect answers, but rather an indication that learners know something about the workplace and how money is earned. Talk about jobs and occupations not mentioned in the worksheet and ask learners to explain and describe these as best they can.

Assessment:

Assess by asking learners why they made the choices that they did, where they got their information (e.g. their father is a policeman or they saw a nurse at the clinic). Again, accept logical answers and help out learners who have not encountered any of these occupations by explaining what they are.

→ Lesson 4: Waste not, want not

Teacher's Tips:

Ask learners to look at the pictures on the left and to identify them as family members, e.g. mother, father. The picture of the child relates to themselves.

They then draw lines from each person to the work that they do in their homes.

After they complete the worksheet, see how many lines go from each person. If all the lines go from the mother, for instance, ask learners if this is fair or unfair. Learners need to understand that every person in a family has roles and responsibilities (excluding the baby).

Answers:

The answers will vary from learner to learner, depending on their home circumstances. They should be able to demonstrate to you that they know how responsibilities and roles are allocated in their homes.

Assessment:

Assess learners on their ability to make logical deductions and to give logical reasons for their answers.

→ Lesson 5: Saving money and resources

Teacher's Tips:

This worksheet is designed to assess learners' understanding of concepts such as bigger and smaller, more and less. It is important that learners understand these concepts on an informal level in the context of familiar situations and objects before they begin formal mathematical classes in grade 1. They also need to know the difference between more and most, less and least.

Answers:

Three hats, the jug of water and the jar of sweets all have more. The second part of the activity is simply an exercise to make learners aware of capacity. You may point out that you can fit a larger number of small objects than large objects into a container.

Assessment:

Check not only that the answers are correct but that learners understood the question and are able to explain this, i.e. that they did not simply guess and circle the correct objects by chance.

Learning Outcomes, Assessment Standards & Summative Assessment

These are the Learning Outcomes for Reception Year that have been covered in the programme. In brackets are the Lesson Numbers for the worksheet activities.

Economic and Management Sciences

Learning Outcome 1: The Economic Cycle

The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of the economic problem.

Assessment Standards

We know this when the learner:

- Identifies own personal role in the home as a consumer (Lesson 3)
- Recognises that advertisements influence personal needs and wants (Lesson 2)
- Explores and begins to understand the notions of bartering and money and its uses (Lesson 1)
- Recognises that a household consists of people who must live and work (Lesson 3, Lesson 4)
- together within a framework of rules (concepts of 'fair' and 'unfair' rules) (Lesson 4)

Learning Outcome 2: Sustainable growth and development

The learner will be able to demonstrate an understanding of reconstruction, sustainable growth and development, and to reflect critically on its related processes.

Assessment Standards

We know this when the learner:

- Recognises the need to do things well and to be committed
- Participates in creative activities that will stimulate entrepreneurial thinking (e.g. drawing, cutting, singing, playing, talking)

Mathematics

Learning Outcome 1: Numbers and relationships

Assessment Standards

We know this when the learner:

- Orders and compares collections of objects using the words 'more', 'less' and 'equal' (Lesson 1, Lesson 5)
- Solves and explains solutions to practical problems that involve equal sharing and grouping with whole numbers of at least 10 and with solutions that include remainders (Lesson 1)

For a summative assessment, you can do a simulated shopping exercise, where learners are asked to

- Bring empty containers of familiar products to school to be used as items in a shopping game
- Identify and name some well known brand names and advertisements (do not write these on the chalkboard, e.g. Pick n pay. It is the combination of colour and font that makes the ad recognisable to the learner who cannot yet read.)
- Count out R10 in play money
- Go to the shop and find something that they can buy for R10
- Buy the product of their choice from the shop assistant (At this stage, if they need change, the teacher may have to work this out and explain why they are getting money back)
- Tell the teacher why they chose the items that they did
- Identify whether what they bought was something they needed or something that they wanted
- Tell the teacher which of the products are used by their family members and why
- Say who pays for the items that are used in their homes
- Explain why their family does not have the money to buy some of these items

Teacher Guide - Grade 1

→ Lesson 1: What is money and where does it come from?

Teacher's Tips:

Although the Assessment Standards for Mathematics for Grade 1 require that learners be able to count to 100 and to calculate within 34, there is an anomaly when it comes to money as learners are expected to recognise all the coins and to be able to break down their values into smaller amounts represented by another coin.

As our smallest coin is now a five cent piece, this makes calculations with money limited to only 34 very simplistic calculations as there are only three possible coins to use.

Learners should be given many opportunities to handle real money or play money and to begin to understand the names of the coins of higher value and to understand that two of these



before doing formal worksheet activities such as these. They should 'play shop' in the classroom, and assign prices to objects in the classroom so that they see that there is a clear relationship between the amount of money they have and what they can buy with that money.

These activities begin with very small amounts and develop from there. After your lesson, you should be able to gauge how far your own learners should go. Remember, at this stage, you will have to read the instructions to the learners. Learners should also have play money on the table so that they can do the activity concretely.

Answers:

1. $5 + 5 + 5 + 5 + 5$
 $20 + 5$
 $10 + 5 + 5 + 5$
2. Jan and Peter have the most money – they each have R1,00.
Mpho has the least money.
No, Anna should not swap. She would lose money.
3. Jan and Peter can each buy a ball or a pencil.
They can also each buy 5 sweets or two ice creams.
Mpho can buy one sweet.
Jan can buy five sweets or two ice-creams.
If they all put their money together they can buy a book.

Assessment:

Assess by asking learners why they chose the ones that they did to ensure that they understood the instructions and are able to give you a logical answer.

→ Lesson 2: Needs and wants

Teacher's Tips:

Worksheets 1 & 2

This activity is to make learners aware of the impact of advertisements and to draw attention to the fact that sometimes we only buy things because advertisements have influenced us. Make sure that your learners understand what each picture represents – some learners may never have seen a billboard or a television advertisement.

The second part of the activity deals with needs and wants and which people want which product.

Answers:

Worksheets 1

1. Television, newspaper, radio, magazine, pamphlet, billboard. Some learners may have seen advertisements in or on a taxi. If they include a taxi they should explain their answers.
2. Bread, house (shelter), water, vegetables, shirt and pants (clothes) are all needs. The rest are wants.

Worksheet 2

1. Answers to this may vary but learners should be able to give a reasonable explanation for their answers.

Assessment:

Worksheets 1 & 2

This activity is designed to test learners' understanding of needs and wants. Not all learners will have the same response, but as long as they show that they have understood the question and can give logical answers, that is fine.

→ Lesson 3: How we spend money

Teacher's Tips:

This activity is intended to show learners that however one earns money, we all pay other people for goods and services. Learners should begin to get an understanding that money circulates.

Answers:

There should be links between all the people in the worksheet. Mrs Moshoe earns money from the butcher, which she, in turn uses to pay different people for goods and services and they in turn use the money they get to pay for similar goods.

Assessment:

Assess learners by asking questions about their answers and checking to see if their responses show an understanding of how money circulates.

→ Lesson 4: Waste not, want not

Teacher's Tips:

Learners may discuss their answers to these questions in their groups. They may find similarities with other learners but there may also be differences.

Answers:

Answers will vary but observe how learners arrive at these. Learners should be able to see that old fish bones, broken tin cans are not usually saved, although if they can give reasonable answers for how they could be used, that is fine.

Assessment:

Be sure that you move around from group to group as they discuss their answers, and take note of which learners are participating actively and which are not. The learners do not need to write down their answers (Question 1) but to answer the questions orally. Make sure that they have correctly identified all the items.

→ Lesson 5: Saving money and resources

Teacher's Tips:

This worksheet reinforces the mathematical concept of repeated addition, while at the same time demonstrating how many small amounts add up to a large amount.

Answers:

1. Avi has 21c, Jane has 20c and Max has 18c. Avi has the most money.
2. The items together add up to R30, so the change from R34 will be R4.
3. There are no clear answers to this question. It is simply to see whether learners can see the value in a big long lasting item and small consumables which will be gone within a few days.

Assessment:

Check not only that the answers are correct but that learners understood how to solve the problem and can explain this to you.

Learning Outcomes, Assessment Standards & Summative Assessment

These are the Learning Outcomes for Reception Year that have been covered in the programme. In brackets are the Lesson Numbers for the worksheet activities.

Economic and Management Sciences

Learning Outcome 1: The Economic Cycle

The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of the economic problem.

Assessment Standards

We know this when the learner:

- Recognises the roles of members of the household as consumers (e.g. saving and buying) (Lesson 3, Lesson 4)
- Identifies different advertising media influencing needs and wants (Lesson 2)
- Identifies the value of the different units of money used to buy things (Lesson 1)
- Starts understanding that goods (e.g. clothes, food,) and services (e.g. electricity) have a price (Lesson 3, Lesson 5)
- Identifies ways in which income is earned through members of the household who are working (e.g. parents working, earning pocket money) (Lesson 3 and 4)

Mathematics

Learning Outcome 1: Numbers and relationships

Assessment Standards

We know this when the learner:

- Solves and explains solutions to practical problems that involve equal sharing and grouping with whole numbers to at least 34 and solutions that include remainders (Lesson 1, Lesson 5)
- Knows and reads number symbols from 1 to at least 100 and writes number names from 1 to at least 34 (Lesson 1)
- Orders, describes and compares whole numbers to at least 2-digit numbers
- Solves money problems involving totals and change in rands and cents (Lesson 1, 2, 3, 5)
- Can perform calculations, using appropriate symbols to solve problems including:
 - addition and subtraction with whole numbers and solutions to at least 34
 - repeated addition with whole numbers and with solutions to at least 34
 - estimation (All lessons)
- Performs mental calculations involving addition and subtraction for numbers to at least 10 (All lessons)

A summative task for Grade 1 would be similar to Reception Year, except that:

- Learners should write out price tags for goods
- Learners should be given R35
- The price of goods should be amounts up to R34
- Learners should be able to work with and calculate change (e.g. if the teacher is the 'shopkeeper' and deliberately gives change, the learner should be able to pick this up)
- Learners can explain which things in the 'shop' a family needs and which things they might want
- Learners identify which things should be bought first for a household, and what should be bought when money is left over
- Learners should look at some of the items for sale and say where – if ever – they have heard about these products and what they heard
- Learners should be able to write out and add up a till slip, showing what they bought, how much it cost and how much – if any – change there will be
- Learners should be able to say which coins are needed to buy an item costing R7.50, e.g. one R5 coin, one R2 coin and one 50c piece
- Learners can say which members of the household are earning the money to buy such goods, and what they do to earn this money

Teacher Guide - Grade 2

→ Lesson 1: What is money and where does it come from?

Teacher's Tips:

This is a problem solving activity, using a word story to present a simple addition and subtraction exercise. It is important that learners are presented with the same mathematical problem in a variety of ways, and not only as linear sums. When you have given them the instructions for this worksheet, ask them what operations they will need to perform to get the answer. They should be able to tell you that they will have to add and subtract.

Answers:

1. Lana has a total of R14.
2. She may buy the ice cream, the doll, crayons or the cake. Or she may buy a combination of these as long as the total amount is less than R14.

Assessment:

Worksheets like this are intended to make learners think carefully before answering a question. If they have given one answer, e.g. selected one item under R14, ask them whether that is all they can buy and have them go back and check.

→ Lesson 2: Needs and wants

Teacher's Tips:

The first part of this activity moves away from basic needs to the idea that people in different situations have specific needs if they want to do their jobs properly. Explain this kind of need to learners before doing the activity.

In the second part, learners identify the items which they need at school.

Answers:

1. Doctor – stethoscope (learners do not have to know the word, simply identify that this is what a doctor uses);
Builder – hammer and nails
Teacher – blackboard
Chef – boiling pot
2. We need a book, a uniform, a pencil and a desk at school.

Assessment:

1. Learners should be able to answer the question correctly and to explain what the people do.
2. As the pictures are labelled, learners need to correctly copy them into the spaces in the sentence.

→ Lesson 3: How we spend money

Teacher's Tips:

This activity is designed to make learners aware of how and why they make choices. Give them opportunities to make choices in the classroom so that they understand the concept, e.g. would you like the red or blue pencil. Why would they make such a choice? Would it matter if they made a different choice? Extend this kind of activity to questions such as 'Would you rather have extra break time or extra homework?'

Answers:

There are no correct or incorrect answers, but once again, learners should be able to explain why they chose the way that they did. This should open the way for you to ask whether it is possible to choose in other ways. For example, if a learner chooses a smart, new car over an old battered car, ask why they made this choice. If an old car goes well and gets them from point A to point B why should it matter what it looks like?

Assessment:

Assess this activity by listening and noting whether learners understand the concept and are able to give logical reasons for choices that they make.

→ Lesson 4: Waste not, want not

Teacher's Tips:

You may need to explain to your learners what the pictures represent – a girl putting toys away in a box; a girl walking away from a dripping tap; a woman washing dishes while two children watch television; a boy putting litter into a rubbish bin, a man throwing a cola bottle out of a car window.

This activity should be done after the classroom activity with the dripping tap described on the CD.

Answers:

Learners should be able to say that putting litter in a rubbish bin and putting away toys are good things, while the behaviour in the other pictures is not acceptable and to give reasons.

Assessment:

By this stage, learners should understand that wasting, littering and not sharing work in the household are unproductive and even harmful practices. They should be able to explain what is right and what is wrong with each picture.

→ Lesson 5 - Saving Money and Resources

Teacher's Tips:

This is a maths activity that tests learners' ability to solve a word problem. Before setting the activity, make sure that your learners can multiply, add and subtract accurately. Remember, when setting word problems, that learners must first identify what the problem is, i.e. what is being asked for? The next step is to decide which basic operation/s will be used to solve the problem and finally to work out the answers and then check their work.

Answers:

1. Peter earns R50 per day. He earns R250 per week.
2. John earns R120 per day and R360 per week.
3. Marta earns R600 per week.
4. John would earn R600 $[5 \times R120]$ per week.
5. Peter would earn R400 $[5 \times R80]$ per week.

Assessment:

Learners should be able to understand the question and to do the relevant calculations. They should also take part in a discussion as to what they would prefer to do – work a few hours a week for less money or work many hours for more money and to give you reasons for this.

Learning Outcomes, Assessment Standards & Summative Assessment

These are the Learning Outcomes for Reception Year that have been covered in the programme. In brackets are the Lesson Numbers for the worksheet activities.

Economic and management sciences

Learning Outcome 1: The Economic Cycle

The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of the economic problem.

Assessment standards

We know this when the learner:

- Explains the roles of households as key role-players in the production and consumption of goods and services (Lesson 3, Lesson 4)
- Explains that wants can be unlimited, always changing and influenced by friends, the media, and the development of new products and services by businesses (Lesson 1, Lesson 2)
- Reads and identifies prices from different types of price tags and labels
- Calculates change after buying simple goods and services (Lessons 2 and 3)
- Expresses the importance and ways of saving and not wasting money and other resources such as water and electricity (Lesson 4)

Learning Outcome 2: Sustainable growth and development

The learner will be able to demonstrate an understanding of reconstruction, sustainable growth and development, and to reflect critically on its related processes.

Assessment Standards

We know this when the learner:

- Shares reasons why members of the family work or do not work (Lesson 5)
- Identifies and describes the different places where family members work (migrant labour, urban and rural areas)
- Identifies available resources used to create innovative and marketable products

For a summative assessment task, Grade 2 learners may also do a simulated shopping activity. However, they should also be able to:

- Identify waste materials that can be made into saleable goods
- Say who in their households helps to produce things and who in their family buys things
- Read price tags presented in different ways, e.g. 250g coffee – R7; 100g coffee – 2 for the price of 1 R8, and to say whether this is true or not and why
- Explain how to conserve resources, especially left over packaging from goods purchased
- Can speak about where members of household work and the impact of working or not working on people's ability to buy

Mathematics

Learning Outcome 1: Numbers and relationships

Assessment Standards

We know this when the learner:

- Can perform calculations, using appropriate symbols, to solve problems involving:
 - addition and subtraction of whole numbers with at least 2 digits (Lesson 5)
 - multiplication of whole 1-digit by 1-digit numbers with solutions to at least 50 (Lesson 5)
 - estimation (Lesson 1, Lesson 5)

Teacher Guide - Grade 3

→ Lesson 1: What is money and where does it come from?

Teacher's Tips:

There is a belief that by Grade 3 learners should no longer be using manipulatives such as counters or play money. However, this is very important as the practical aspect of dealing with money involves physically counting out, sorting coins, etc. Learners should be given as many concrete aids as they need to solve these problems.

Answers:

1. Answers will vary from learner to learner, as any item except for the matches will bring the total below R25. The most logical answer is salt.
2. Answers will vary and in assessing learners it is important to listen to the reasons they give for their answers. If they are logical, and show that they understand the process that is fine. Logically Matt should buy the extra large coffee and the large tub of ice-cream as they are cheaper per *g* and *ml*.
3. Mrs Mabena will get a better deal from the supermarket, because, even adding in the taxi fare, she will still only spend R47, whereas at the spaza shop she will spend R51 without a taxi fare.

Assessment:

Learners need to demonstrate that they have understood the word problems and know how to solve them.

→ Lesson 2: Needs and wants

Teacher's Tips:

Before doing an activity like this make sure that young learners understand that we did not always have all the products that are available to us. Talk to learners about what life was like long ago, and tell them to ask older family members what they liked and wanted when they were young. This is a language activity.

Answers:

1. When grandmother was young, she wanted a cooking pot, a telephone and candles. Today we want a computer, a cell phone, television and an electric stove.
2. Answers will vary here.

Assessment:

If learners can identify some of the things that people want today but did not want long ago, they have demonstrated that they understand the concept of changing wants.

→ Lesson 3: How we spend money**Teacher's Tips:**

Not only must learners work out the maths problem, but, in their groups they should discuss the different choices Thato could make and decide which option he should choose.

Answers:

1. Answers may vary and should be accepted if learners can give valid reasons for them, but ideally, if he wants to save money, Thato should buy the R20 pack of pens, the no name glue, the exam pad with 120 pages.
2. Again answers may vary, but if Marta has to spend money on transport, she should choose the bus.
3. Ideally Anton should use all the free water for drinking and cooking and go to the river for water for washing and watering.

Assessment:

In their answers learners should demonstrate that they understand the concept of saving money by looking for bargains or alternative options.

→ Lesson 4: Waste not, want not**Teacher's Tips:**

This activity refers back to the story about Molly on the CD. Read it to the learners again to refresh their memory about the little girl who planted seeds. In this activity, learners must work out a maths problem, but they must also make choices about spending money and decide which choice will be better for Molly in the long run.

Answers:

1. In relation to what Molly should do with her money, either the first or last answer are acceptable, but the second and third are not.
2. With R10, Molly could buy two packets of seeds. With R20, she could buy four packets of seeds and with R40 she could buy eight packets of seeds.

Assessment:

Walk around the class and listen to and facilitate the class discussion. Learners should demonstrate that in this lesson, they have learned something about saving and conserving. If any of the learners choose to borrow money, for example, ask what they will do about paying the money back.

In the maths activity, the main concept here is division and recognising that division will solve the problem (Mathematics LO1).

→ Lesson 5: Saving money and resources**Teacher's Tips:**

In this activity, learners are meant to identify businesses or organisations that offer employment opportunities to large numbers of people. It is important that even at this age, learners should become aware of where employment is to be found. If your school is in a rural area, with few businesses, tell your learners about the kind of businesses in the cities and towns that employ people with different skills. In the second part of the activity learners should be able to share personal stories about the effects of unemployment. Learners from more fortunate backgrounds may not be aware of the impact of no work on a family, and personal stories will make them think more carefully about it.

Answers:

1. (largest number of employees to smallest) Factory, building firm, taxi business, garage, spaza shop
2. Answers may vary but should be logical and reasonable.
3. Answers may vary but should be logical and reasonable.

Assessment:

Learners should be able to demonstrate an understanding of where work is available, why it is important to have work and how performance at school can affect the chances of getting a job later.

Learning Outcomes, Assessment Standards & Summative Assessment

These are the Learning Outcomes for Reception Year that have been covered in the programme. In brackets are the Lesson Numbers for the worksheet activities.

Economic and management sciences

Learning Outcome 1: The Economic Cycle

The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of the economic problem.

Assessment standards

We know this when the learner:

- Describes ways in which the household or school can generate an income from waste materials (e.g. paper, glass, tin) or save money by recycling (Lesson 3)
- Discusses alternative goods and services as a way to economise and save (Lesson 2)
- Draws up a simple shopping list and calculates the amount of money needed to buy goods and services (Lesson 1)
- Mentions ways of avoiding waste of resources when working (Lesson 4)

Learning Outcome 2: Sustainable growth and development

The learner will be able to demonstrate an understanding of reconstruction, sustainable growth and development, and to reflect critically on its related processes.

Assessment Standards

We know this when the learner:

- Describes the role of businesses in offering employment and creating jobs (Lesson 5)
- Presents stories about the effect of employment and unemployment on the household (Lesson 5)
- Describes the relationships between income, place of work, job done and responsibilities involved (Lesson 5)
- Collectively plans or runs a real or simulated classroom enterprise responsibly by selling or making goods for the market (Lesson 1, Lesson 3)

Mathematics

Learning Outcome 1: Numbers and relationships

Assessment Standards

We know this when the learner:

- Can perform calculations, using appropriate symbols, to solve problems involving:
 - addition and subtraction of whole numbers with at least 3 digits;
 - multiplication of at least whole 2-digit by 1-digit numbers
 - division of at least whole 2-digit by 1-digit numbers
 - estimation (Lesson 1)
- Performs mental calculations involving:
 - addition and subtraction for numbers to at least 50;
 - multiplication of whole numbers with solutions to at least 50 (All lessons)
- Uses the following techniques
 - building up and breaking down numbers
 - doubling and halving
 - using concrete apparatus (e.g. counters)
 - number lines (All lessons)
- Explains own solutions to problems (All lessons)

For Grade 3 learners, a similar exercise can be used for a summative assessment with the addition of the following tasks for learners to perform satisfactorily

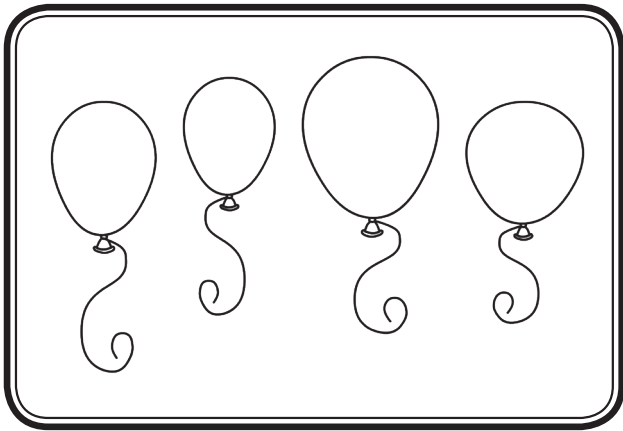
- They should plan the shopping activity, deciding on what should be sold and how much items should cost
- They should label all goods with prices
- Each learner will get R100 and will need to work out how many items he or she can buy with the available money
- Say where certain goods come from, i.e. what kind of business produces goods such as these
- Say what kind of work is available in the businesses in their community
- Be able to work out what 10, 12 or 15 of a particular product will cost, e.g., 12 tins of jam at R3 each

RECEPTION YEAR

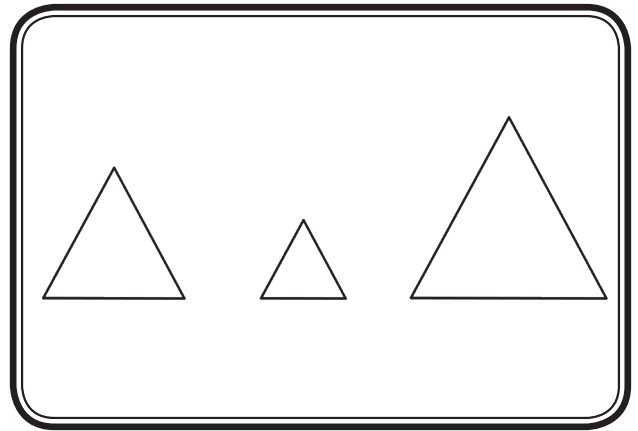
Lesson 1 - What is money and where does it come from? Worksheet

Look at these pictures.

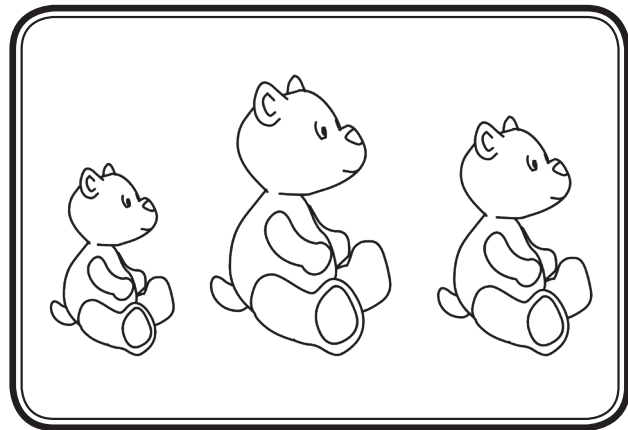
Colour the biggest one blue.



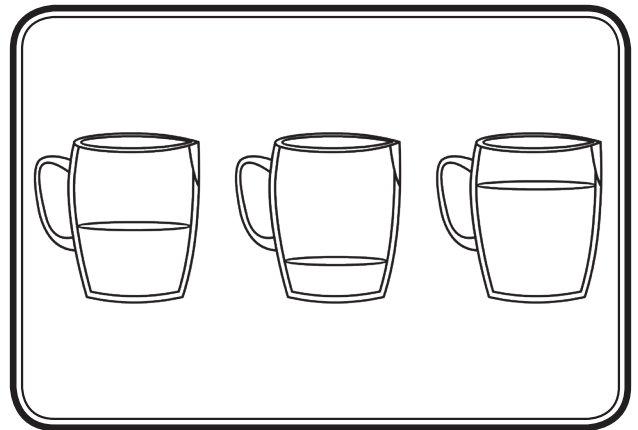
Colour the middle-sized triangle red.



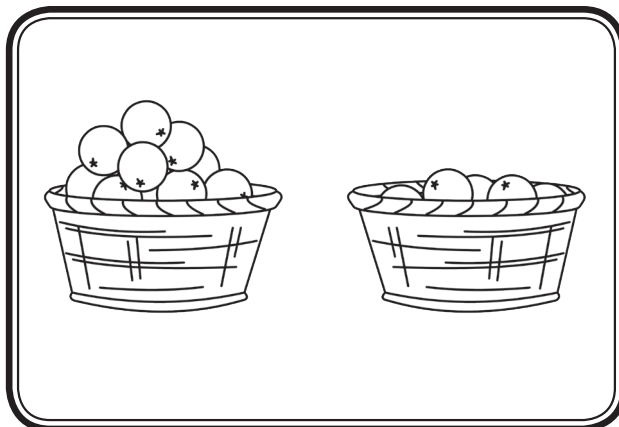
Colour the smallest bear green.



Which jug has the least milk?
Draw a circle around it.



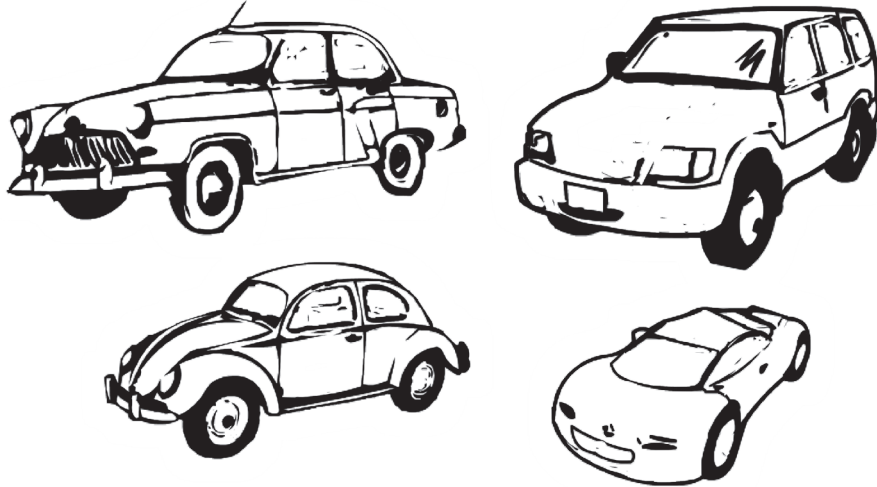
Which basket has the most oranges? Draw a circle around it.



RECEPTION YEAR

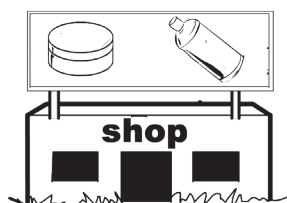
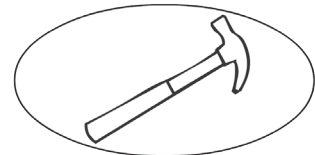
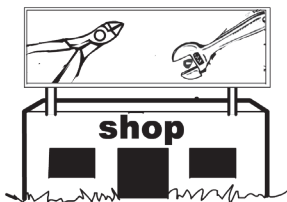
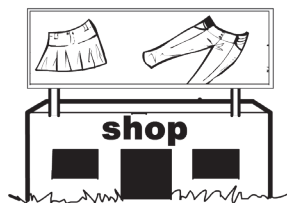
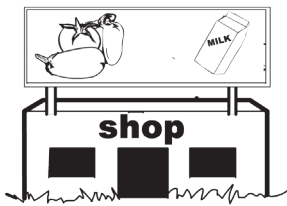
Lesson 2 - Needs and wants Worksheet

1. Draw a red circle around the car you would most like to buy.
Draw a blue circle around the car that you would not buy.



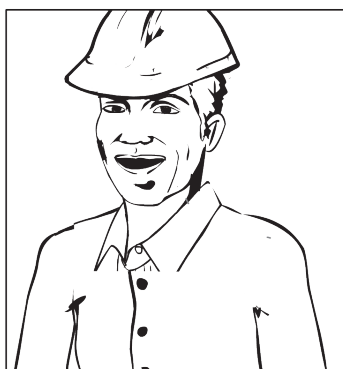
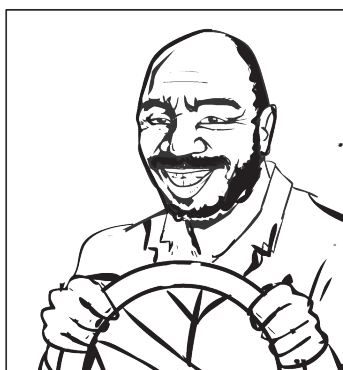
Tell your teacher why you chose it.

2. What do you think these shops sell?
Draw a line from the shop to the item.



RECEPTION YEAR

Lesson 3 - How we spend money Worksheet



Look at these pictures and tell your teacher:

1. Who are these people?
2. What kind of work do they do?
3. Who pays the people in the pictures?
4. What would happen if they didn't get paid?

RECEPTION YEAR

Lesson 4 - Waste not, want not Worksheet

Match the person to the activity by drawing a line from the person to the activity.



mother



father



grandmother



daughter



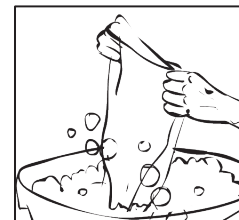
son



baby



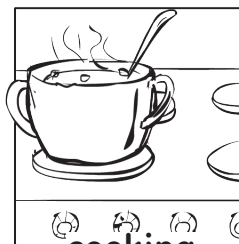
cleaning



washing clothes



gardening



cooking



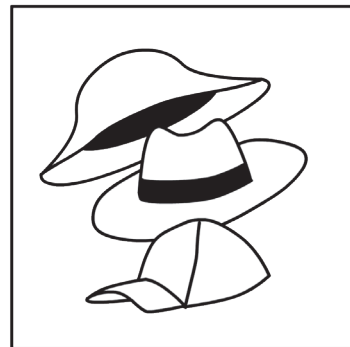
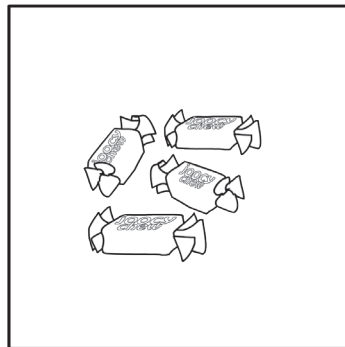
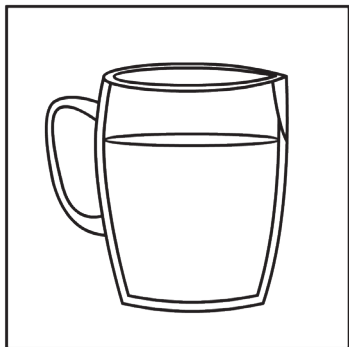
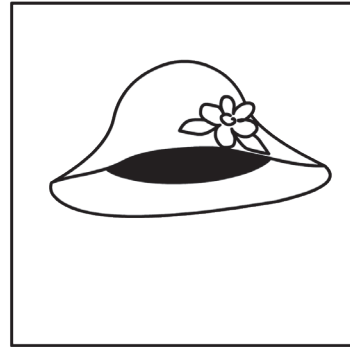
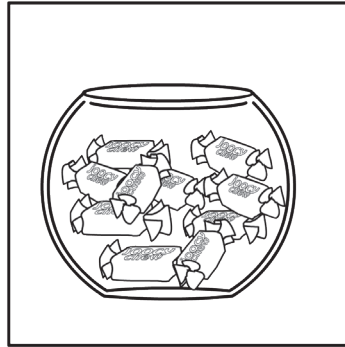
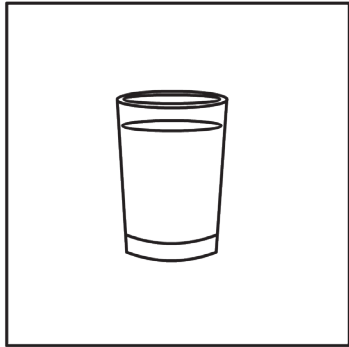
fixing car

RECEPTION YEAR

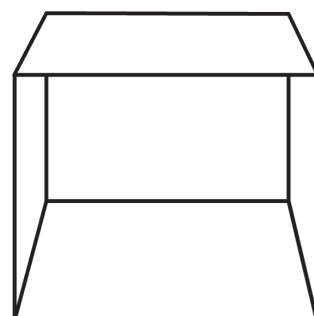
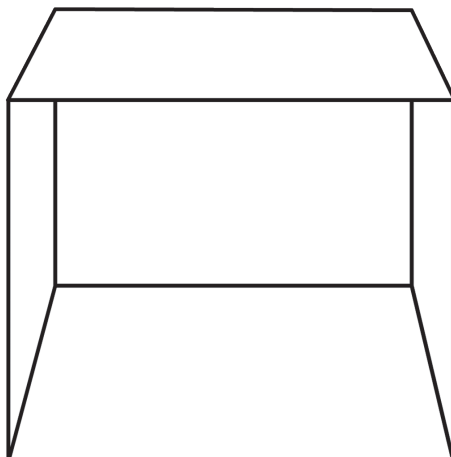
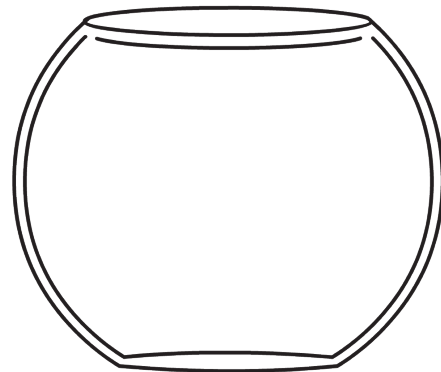
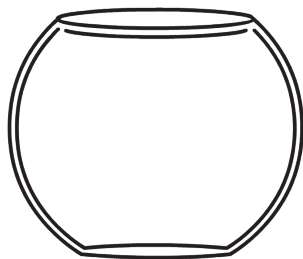
Lesson 5 - Saving Money and Resources Worksheet

1. More and less

Draw a circle around the picture which has more.



2. Fill the containers. Draw sweets in the jars. Draw blocks in the boxes.



GRADE 1

Lesson 1 - What is money and where does it come from? Worksheet

1. Joseph has made 25c like this



He wrote it down like this

$$10 + 10 = 20$$

$$20 + 5 = 25$$

Can you think of any other ways to make 25c?

Write them down in the space and compare your answers with a friend.

2. Anna has these coins.



Jan has these



Mpho has this

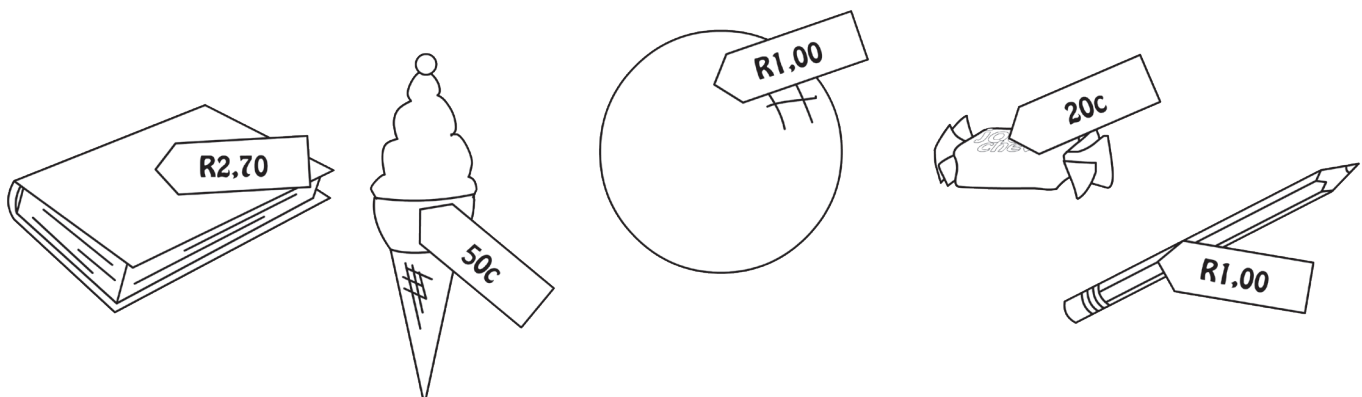


Peter has this



- Who has the most money?
- Who has the least money?
- Anna wants to change her money for Mpho's. Should she swap?

3. Who can buy these – Anna, Jan, Mpho or Peter?
Write the names on the items.

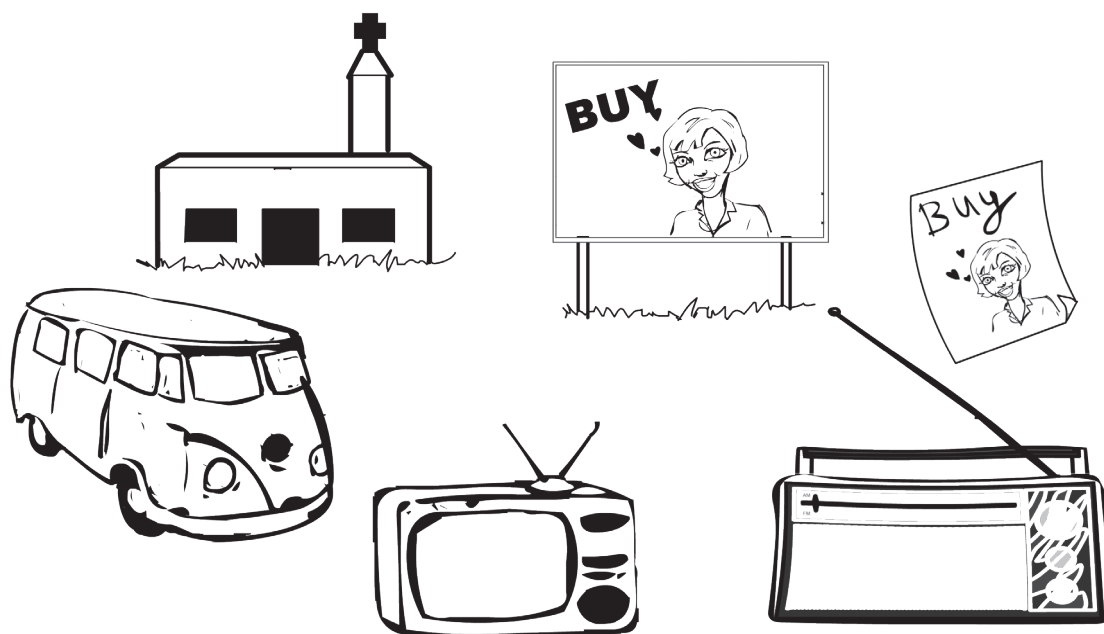


GRADE 1

Lesson 2 - Needs and wants

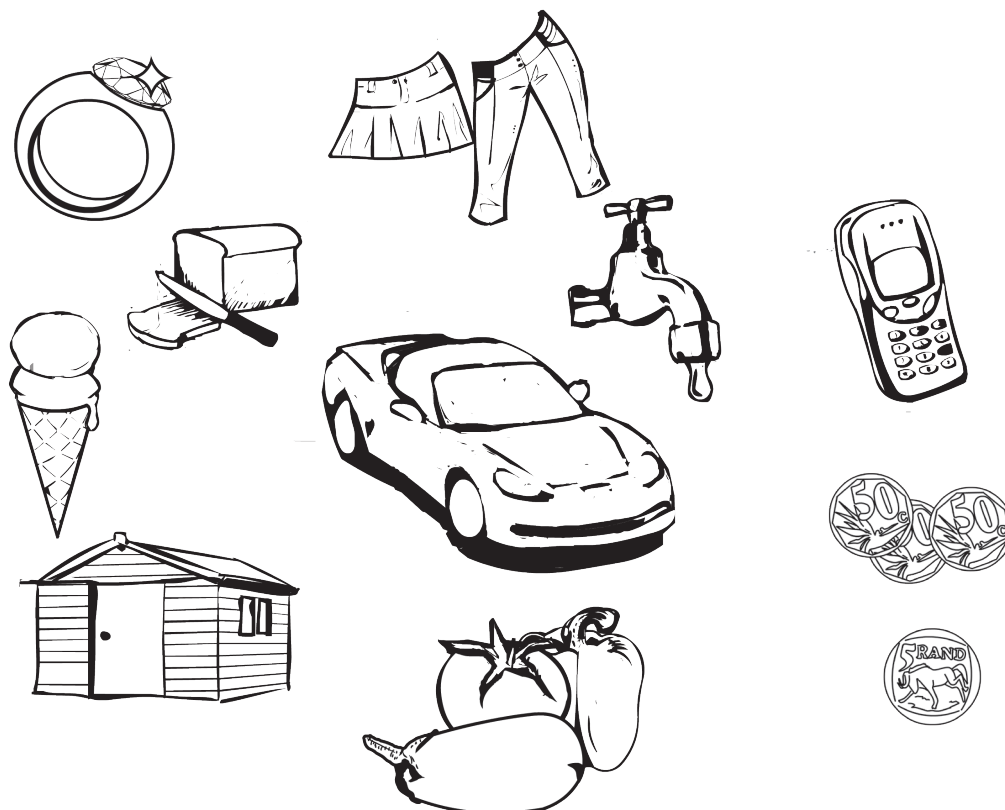
Worksheet 1

1. Tick the pictures of the objects where you have seen or heard advertisements. Tell your teacher or a friend where you saw these and what they were advertising.



Which of these things do you need and which do you want?

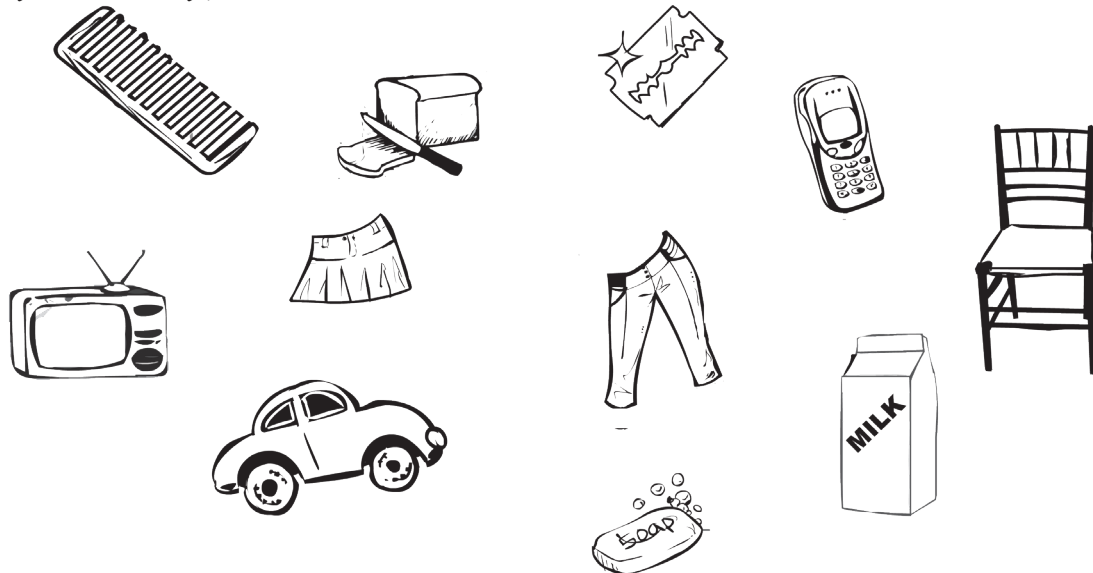
2. Use a red tick for the things you need and a blue tick for the things you want. Tell your teacher why you chose the ones that you did.



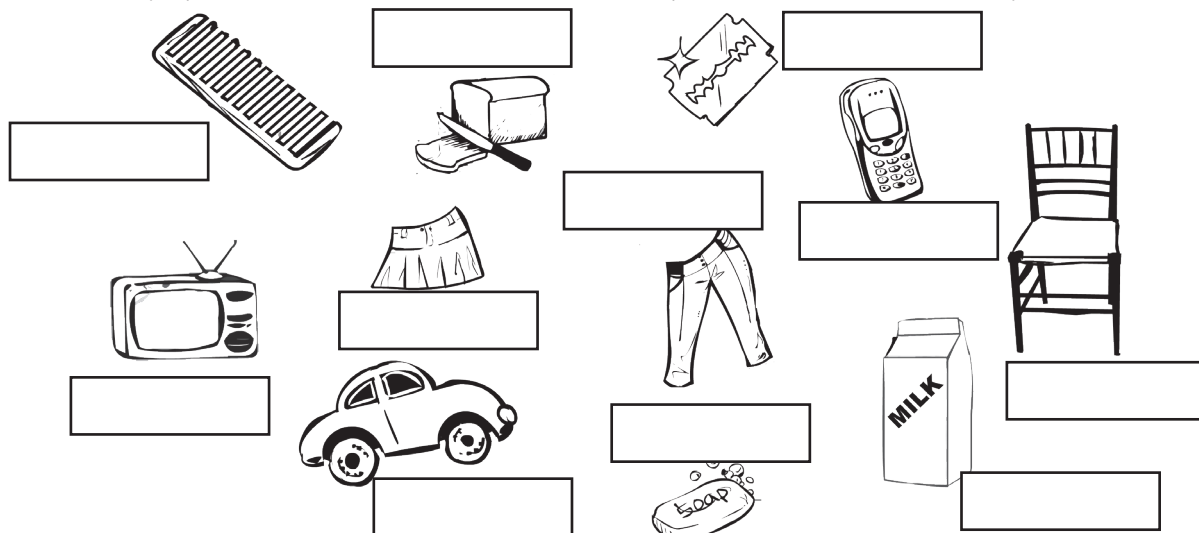
GRADE 1

Lesson 2 - Needs and wants Worksheet 2

1. In your family, who uses these items?



2. Who pays for all these items? Write your answer in the space.



3. Where do they get the money to pay for the items?
Write your answers in the space.

4. Explain to your friends or your teacher what kind of work your family members do.

GRADE 1

Lesson 3 - How we spend money Worksheet

How we help each other

These are the people in the town.



Mrs Moshoe

She works for the butcher



The doctor

She helps sick people



The shopkeeper

He sells food



The butcher

He sells meat

Draw lines between all the people who pay each other for goods and services.

GRADE 1

Lesson 4 - Waste not, want not Worksheet

Look at the pictures of the different kinds of rubbish. Write the names of the things that can be saved and used again in the box.



paper



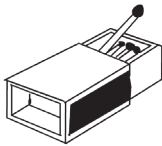
bottle



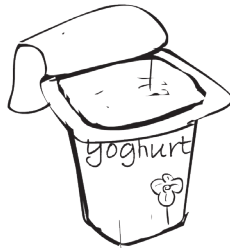
egg shells



broken
glass



matchbox



yoghurt



old fish bones

open can



GRADE 1

Lesson 5 - Saving money and resources Worksheet

1. Jane, Max and Avi have this money:

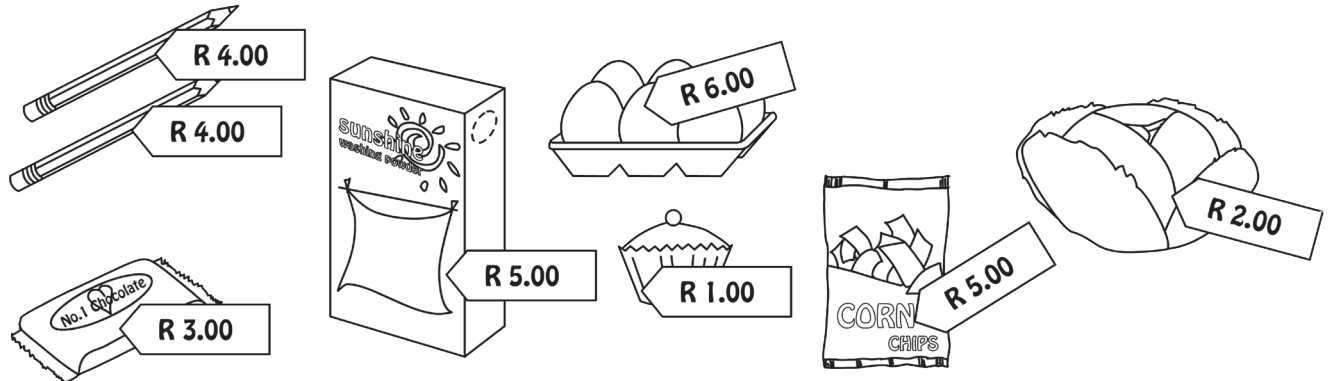
Jane $1c + 1c + 1c + 1c + 1c + 1c + 1c + 1c + 1c + 10c + 1c$

Max $5c + 1c + 1c + 1c + 10c$

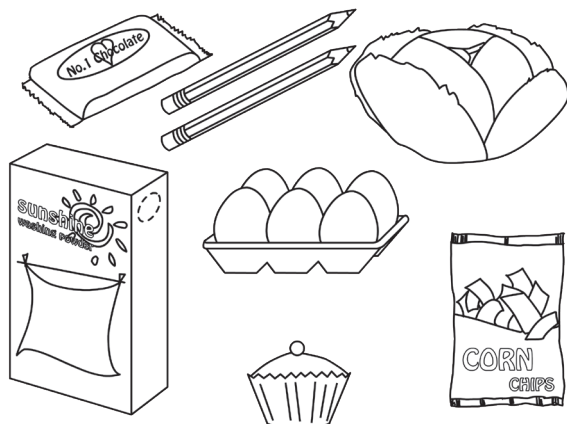
Avi $10c + 5c + 5c + 1$

Who has the most?

2. Say how much change you will have out of R34 if you buy these items.



3. Would you rather have all of these? Colour in the side that you choose.



Or one of these?

GRADE 2

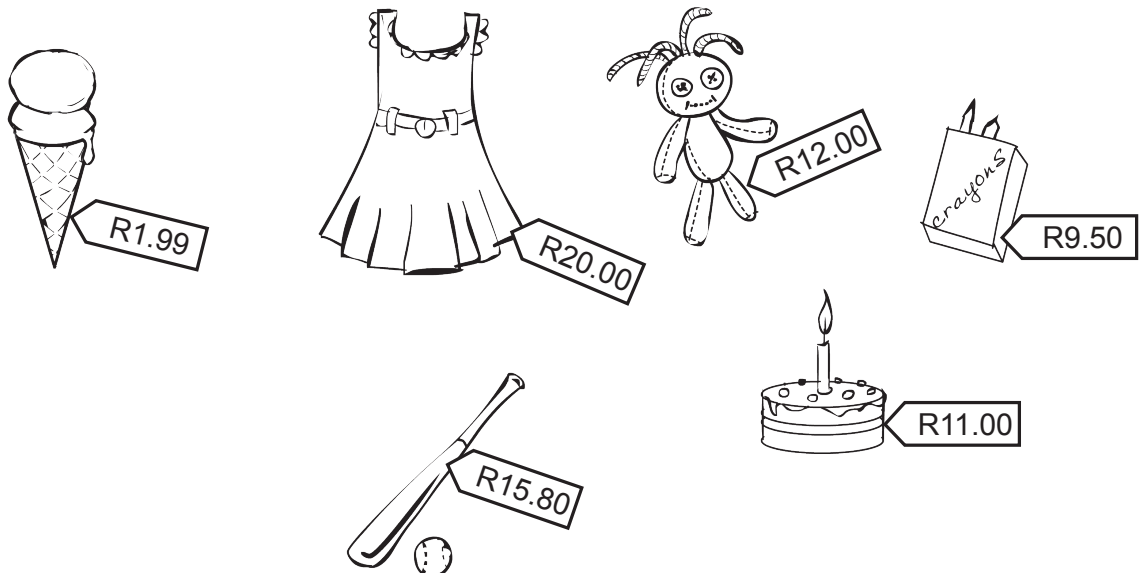
Lesson 1 - What is money and where does it come from? Worksheet

1. Lana has this money



How much money does Lana have altogether? Write your answer in the box.

2. Which of these items can Lana buy?



Explain how you worked this out and compare your answers with other answers in your group.

Were all the answers the same? Is there more than one right answer to the question?

GRADE 2

Lesson 2 - Needs and wants Worksheet

1. We all have the same basic needs – for food, shelter and clothing. We also have other needs. We need books for school, or tools to do a job. Which of these items do the people in the pictures need? Draw lines from the people to items.



doctor



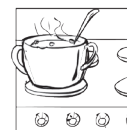
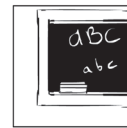
chef



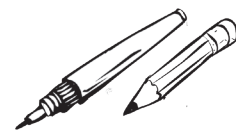
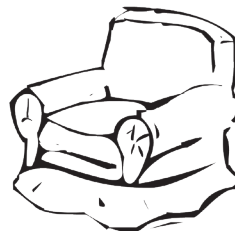
builder



teacher



2. Which of these items do we need for school?



Complete the sentence

We need a _____, _____, _____ and a _____ at school.

GRADE 2

Lesson 3 - How we spend money Worksheet

1. Would you rather have



or



or

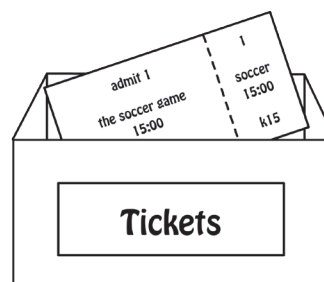


or



Tell your teacher why.

2. If you had R30 which of these boxes would you buy?

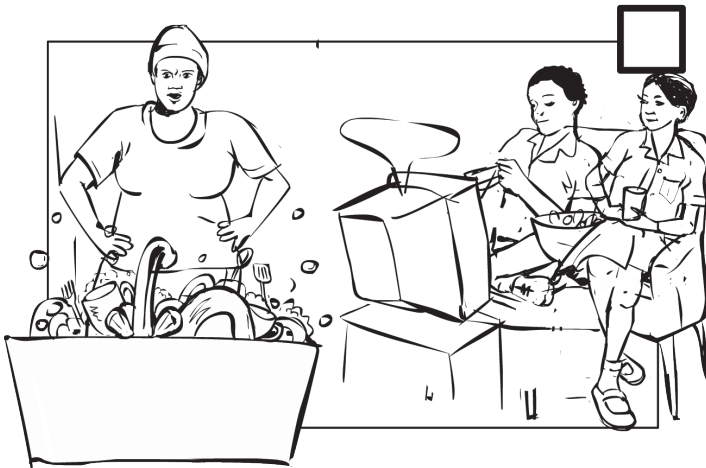
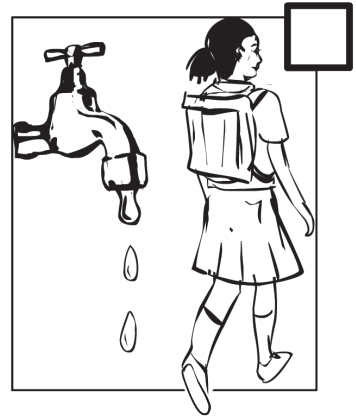


GRADE 2

Lesson 4 - Waste not, want not Worksheet

Look at the pictures.

Put a tick in the boxes where people are doing the right thing and a X in the box where you think someone is not behaving properly. Then colour in the pictures.



GRADE 2

Lesson 5 - Saving money and resources Worksheet



Marta



John



Peter

Who earns the most?

1. Peter works for five hours for 5 days a week. He gets R10 an hour.
How much does Peter earn in a day?
2. John works for six hours three days a week and he gets R20 an hour.
How much does John earn in a week?
3. Marta works for six days a week and she gets R100 a day.
How much does Marta earn in a week?
4. How much would John earn if he worked 5 days a week?
5. How much would Peter earn if he worked for eight hours 5 days a week?

GRADE 3

Lesson 1 - What is money and where does it come from? Worksheet

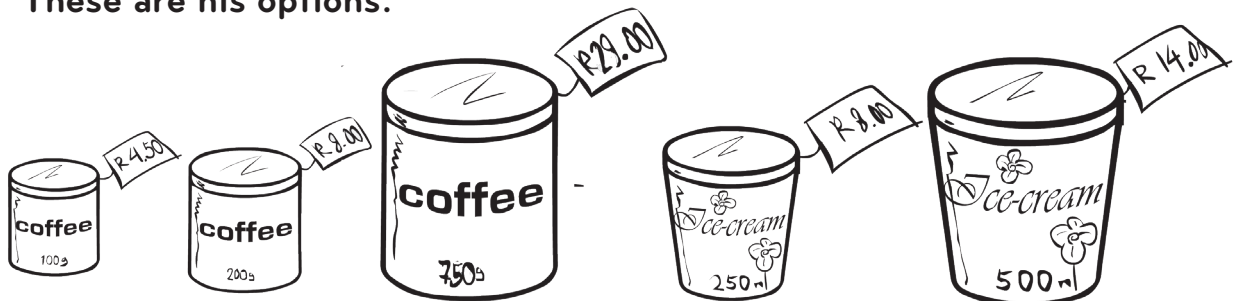
1. Zodwa's mother gave her a shopping list and R25. Zodwa took all the things on the list, but when she got to the checkout, her till slip looked like this:

Bread	R4.50
Milk	R6.50
Biscuits	R4.00
Matches	R0.10
Maize meal	R6.50
Jam	R3.00
Salt	R2.00

TOTAL	R26.60

Which item should Zodwa put back? Give reasons for your answer.

2. Matt was buying coffee and ice cream. He didn't have a fridge at home. These are his options.



Which ice cream and which coffee should Matt buy?
Give reasons for your answer.

3. Mrs Mabena needs flour, sugar and maize meal. She needs 5kg of each. The products come in 5kg packs. The prices of the 5kg packs are:

Product	Spaza Shop	Supermarket
Flour	R18.00	R15.00
Sugar	R15.00	R10.00
Maize Meal	R18.00	R12.00

Taxi fare to the supermarket and back is R10.00
Which would be the best buy for Mrs Mabena?

GRADE 3

Lesson 2 - Needs and wants Worksheet

1. Our needs stay the same over time but our wants change.
Long ago, people wanted different things from the things we want today.
Complete this sentence, using the pictures to help you.



When grandmother was young she wanted

Today, we want

2. How do you find out about things that you can buy? Do you hear about them from outside advertisements, newspapers, television or friends?

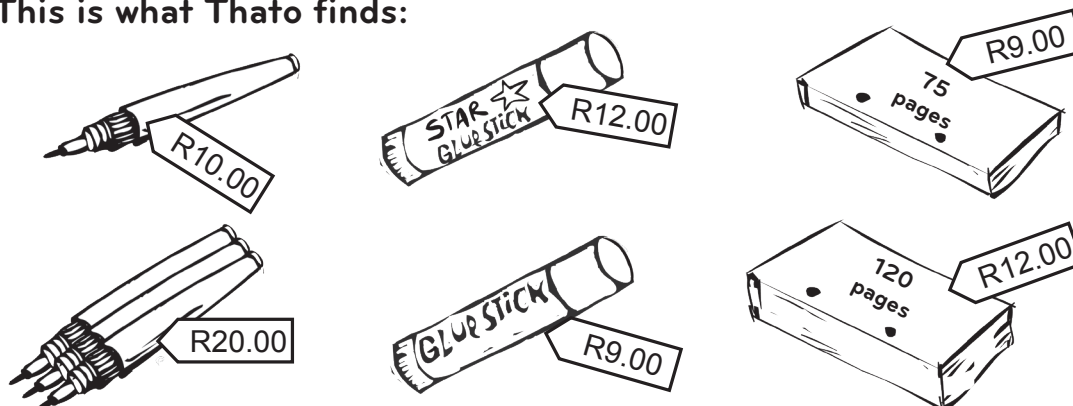


Write two sentences saying what you want and where you heard about this product.

GRADE 3

Lesson 3 - How we spend money Worksheet

1. Thato goes to the shop. He has R50 and he needs to buy some supplies for school. He needs a pen, glue and two exam pads. This is what Thato finds:



Which items should Thato buy? Give reasons for your answer.

2. Marta's school is 3km from her home. She goes to school by taxi. She pays R120 a month for the taxi. Then a bus service to the school is introduced. The bus fare for the month is R95 but the bus takes much longer and her friends all go in the taxi. Tick the choice that Marta should make. She should

- change to the bus
- stay with the taxi
- get up earlier in the morning and walk to school

Tell your friends and your teacher why you chose the way you did.

3. Anton's family gets 600 litres of free tap water every month. After the 600 litres has been used up, Anton's family has to pay for the water they use. There is a river near his home where people used to collect water. Tick the choice Anton's family should make. They should

- use all the free water and then pay for the extra amount
- use all the free water and not pay the water bill
- use all the free water for drinking and cooking and go to the river for water for washing and watering
- use all the free water and go without water until the end of the month

GRADE 3

Lesson 4 - Waste not, want not Worksheet



Tell this story to your class and then have them answer the questions.

Molly was given R5, and she bought some cabbage seeds. She looked after the cabbage plants, watered them and dug around them. When the cabbages were ready to eat, Molly picked them and sold them for R1 each to her neighbours and friends. She had ten cabbages altogether, so she received R10, which is double what the seeds cost. Molly wanted a new dress costing R20.

- Should she buy more seeds with her R10 and grow 20 cabbages?
- Should she borrow R10 from a friend and add her own R10 to buy the dress?
- Should she buy a hamburger and a cold drink with her R10?
- Should she keep on growing cabbages until she has enough money for the dress?

1. Discuss in your groups what Molly should do and why she should do it.
2. If one packet of seeds cost R5, how many packets could Molly buy with R10

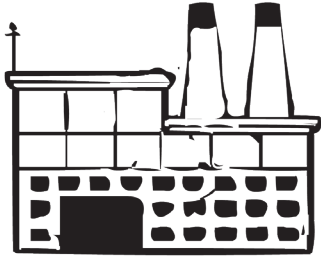
R20

R40

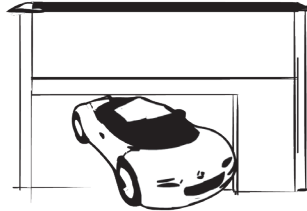
GRADE 3

Lesson 5 - Saving money and resources Worksheet

1. If you wanted to give work to a lot of people, would you open a



factory



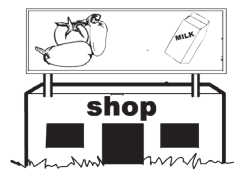
garage



building firm



taxi business



spaza shop

Write your answers in the space below.

2. Write down five reasons why it is hard for a family when someone is out of work.
-
-
-
-
-
-
-
-
-
-
3. Write down what you can do now to make sure that you have work when you grow up.

SECTION 3 - Assessment Tools & Techniques

1. Assessment

There are many ways to assess learners, and as educators, we have to select the assessment tools and techniques that are most appropriate to the assessment task.

When we plan lessons we do so with assessment in mind, so we select the assessment standards and then plan a lesson around these, so that, at the end of a lesson, we can check to see that our learners have achieved the standard.

Continuous Assessment

We need to assess on an ongoing basis to ensure that we are monitoring and recording, not only learners' progress, but any problems that may arise and may need remediation. Observation books give us an ongoing record on which we can look back at the end of the year and see how well a learner has progressed.

Formal Assessment

In a formal assessment task, learners are told beforehand that they will be assessed in a particular way and they are told what they are expected to do in order to meet the standards. Tests and projects are examples of formative assessment.

Summative Assessment

When we do a summative assessment, we are looking at a whole section of work. A summative assessment could be a project, a pen and paper test or an interview, but it will cover all Assessment Standards covered in that section.

2. Assessment Techniques

Teacher assessment

A teacher assesses learners according to the Assessment Standards chosen in planning the lesson. Be careful not to choose too many Assessment Standards for one lesson, but rather to **focus** on one or two. If there are many opportunities for integration in one lesson, don't try to assess all of them. Remember that in this programme the focus is on EMS with a strong link to Mathematics and the worksheets in this book are mainly number problems (Mathematics LO 1) while the activities on the CD have more of an EMS focus.

Remember, that when assessing, we look at the **verb** in the assessment standard. This tells us what it is that learners are expected to do to meet the requirements, e.g.

We know this when the learner:

- **Identifies and describes** the different places where family members work (migrant labour, urban and rural areas)

This means that if our learners can tell us *where* their family members work and *what kind of place* it is, they have met the requirements.

Self-assessment

Learners assess their own work. It is important to remember that young learners cannot do this effectively, as assessment must always be done according to a standard and a very young learner can not judge whether or not he or she has met the standard. However, they can become accustomed to reviewing and examining their work with simple rubrics such as this.

Self-assessment

Group participation Criteria	Always	Most of the time	Some-times	Never
I took part in the group activity				
I contributed to the work that the group did				
I was pleased with my contribution				
My group worked well together				

Peer group assessment

Learners assess each other. This may be done in pairs, or it may be an assessment of the group as a whole. Again, the learners cannot at this stage assess each other against the standard, but they can comment on participation and contribution and whether or not the task they were given was completed.

3. Assessment Tools

In addition to rubrics, teachers may use any or all of these to assess learners.

- Observation of learners' understanding and implementation of tasks, which can be recorded in an observation book
- Pen and paper tasks, such as the worksheets in this book
- Interviews/question and answers, which do not always require a 'right' answer, but rather an explanation of why the learner used a particular method, or where they thought they went wrong. This kind of technique is vital in establishing the learner's knowledge and values
- Projects and presentations, where groups or individuals are given time to design, plan and implement a project and to make a presentation of what they have done
- Drawings, painting and sculpture (using clay or plasticine) where learners create a representation of something they have done or learned
- Rubrics which note learners' performance on a scale according to given criteria
- Drama where learners role play or dramatise a concept
- Portfolios, where any or all of learners' work can be kept as a physical record of progress

These tools and techniques are more appropriate for some learning areas than for others but you should use as many of them as possible, in order to get an in-depth understanding of your learners' learning style, and to note which kind of activities they do best in.

Teacher assessment for individual learner

Problem solving	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
Following instructions				
Method				
Solution				
Explanation				

Summative Assessment Task

In order to design a summative assessment task, we need to look at everything that has been covered in a section of work. To assess the work done on this CD and in the worksheets, we need to look at the topics for each lesson:

- What is money?
- Needs and wants
- Your family and the economic cycle
- Waste not, want not
- Money and work (Grades 2 and 3 only)

We then need to look at the Assessment Standards for each grade on this topic and to build our assessment task around these.

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