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CATALOGUE 2024-2025



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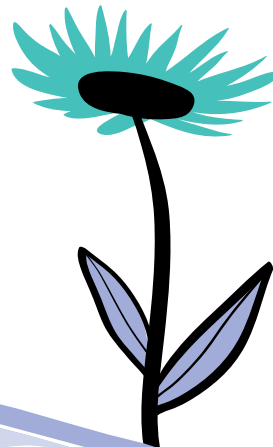
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THERE ARE MANY ELEMENTS FROM THE PAST THREE YEARS THAT SCHOOL COMMUNITIES ARE HAPPY TO LEAVE BEHIND. BUT THERE ARE ALSO SOME INNOVATIONS AND CHANGES, LIKE VARIOUS DIGITAL LEARNING PATHWAYS, THAT THEY ARE WILLING TO INTEGRATE INTO CURRENT PRACTICE.

R.I.C. PUBLICATIONS® IS DEDICATED TO CONTINUALLY SUPPORTING EDUCATORS, SCHOOL LEADERS, PARENTS, AND LEARNERS. WE ARE PASSIONATE ABOUT PROVIDING HIGH-QUALITY, TIME-SAVING, SUSTAINABLE RESOURCES AND PLATFORMS THAT ENHANCE TEACHING AND LEARNING EXPERIENCES AT SCHOOL AND AT HOME.



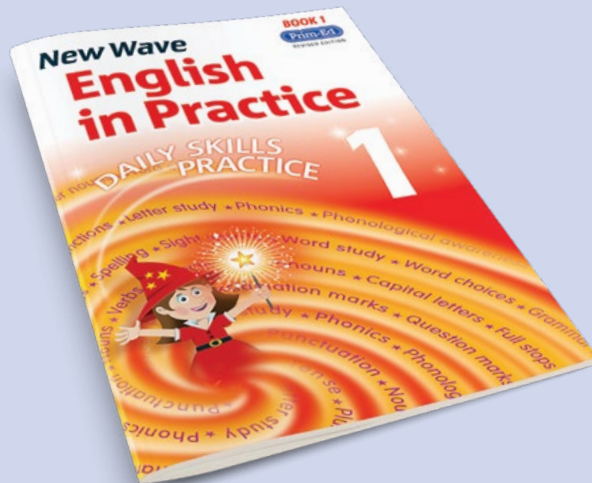
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... TO SHARE KNOWLEDGE WITH OUR CHILDREN AND INSTIL THE BELIEF THAT EACH GENERATION HAS A RESPONSIBILITY TO HELP THE NEXT BY SPREADING THIS KNOWLEDGE. FOR THESE CONTRIBUTIONS, EDUCATORS DESERVE BOTH OUR GRATITUDE AND FULL SUPPORT.

WE PROVIDE THIS SUPPORT THROUGH THE CREATION OF TEACHING RESOURCES THAT WILL MEET THE CLASSROOM CHALLENGES OF THE DAY. FROM ENSURING THAT CURRICULUM REQUIREMENTS ARE FULFILLED, TO HELPING YOU CRAFT ENGAGING LESSONS FOR YOUR LEARNERS, OUR WRITERS ARE FOCUSED ON PROVIDING YOU WITH EVIDENCE-BASED SOLUTIONS THAT ARE PRACTICAL AND INSPIRING.

OUR EXTENSIVE RANGE OF EDUCATIONAL RESOURCES CATERS FOR THE DIFFERENT CURRICULA, BOTH LOCAL AND INTERNATIONAL. FOR EACH PRODUCT, WE HAVE PROVIDED SUGGESTED AGE LEVELS OF YOUR LEARNERS.



OUR RESOURCES ARE ALSO DESIGNED TO BE USED FLEXIBLY WITHIN THE CLASSROOM. WITH EXTENSIVE DIFFERENTIATION OPPORTUNITIES, EDUCATORS CAN FIND THE RIGHT ACTIVITY FOR LEARNERS AT ALL TIMES. TO ASSIST YOU EVEN FURTHER, ALL OF OUR RESOURCE BOOKS CAN BE PREVIEWED ON OUR WEBSITE, SO YOU CAN PURCHASE WITH CONFIDENCE!



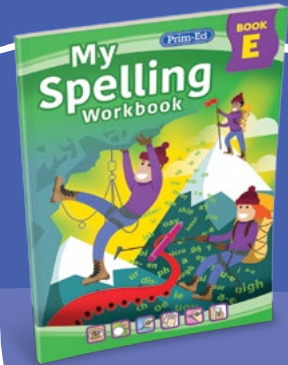
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ENGLISH

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General English	10-11, 31, 35
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Reading for Me



Foster a love of reading by supporting children to become independent readers.

- » Six-book series and online portal
- » Suitable for ages 6–12
- » A dyslexia-friendly font is used throughout

Reading for Me can be used independently or alongside the Curriculum and Assessment Policy Statement as a support resource, so educators and parents can be assured that children’s reading skills develop as they progress through the series.

Each workbook uses a dyslexia-friendly font throughout for accessibility. Questions consolidate the reading experience: these questions are literal, inferential, evaluative, and vocabulary-based, and allow educators and parents to assess if children are actually reading the texts and comprehending the content.

There are four single-page texts per week for 30 weeks. This equates to 120 texts per grade, with Part A (printed workbook format) containing 60 texts and Part B (digital online format via the Reading for Me portal) containing an additional 60 texts.

The text types vary and fit into three categories: persuasive, factual, and imaginative. This means children get exposed to different styles of writing, enriching their reading experience.



Sample pages from Level 2

The Gingerbread Man

There was once an old woman and an old man. The old woman made a gingerbread man. She put him in the oven to bake. She waited.

The old woman opened the oven door. The gingerbread man jumped out. He ran out the door. The old woman chased him. The old man chased him. The gingerbread man laughed. ‘Run, run as fast as you can. You can’t catch me! I’m the gingerbread man!’ He ran faster. They ran after him.

He ran past some farm workers. They saw him. They saw the old woman and the old man chasing him. They ran after him too.

The gingerbread man laughed. ‘Run, run as fast as you can. You can’t catch me! I’m the gingerbread man!’ He ran faster. They ran after him.

He ran past some farm animals. They saw him. They saw the old woman and the old man chasing him. They saw the farm workers chasing him too. They ran after him too.

The gingerbread man laughed. ‘Run, run as fast as you can. You can’t catch me! I’m the gingerbread man!’ He ran faster. They ran after him.

He ran to the river. He could not cross. The fox saw him. ‘I will take you across,’ he said. ‘You’re too heavy for my back so jump onto my nose.’ So the gingerbread man did. They got to the middle of the river. The fox tossed the gingerbread man into the air.

‘Snap! Crunch! Munch!’ The fox ate the gingerbread man. And that’s exactly what should happen to all gingerbread men.

A Life-changing Gift

Dear wheelchair company

My mum helps me write this letter.

I want to thank you so much for my wheelchair. It has changed my life. It has changed Mum’s life.

When I was born, my legs were different. They were very fragile.

As I grew, Mum tried to help me do things. She wanted me to have as much help as I could. She carried me to school. She carried me home. It was hot and dry. It was dirty. It was hard for her. We could not afford a wheelchair.

I was so happy when my wheelchair came. I can move around on my own now. I have a tray on my wheelchair to write on. My handwriting is getting better. I don’t have to eat sitting on the floor. I can play with my friends. I can go around the neighbourhood. I can go around the community. My life is so much better.

I know I am different but everyone is different. I am happy with myself.

Thank you for my wheelchair.

From Balinda.

What Is a Good Friend?

A good friend is always there for you. You can depend on them. They don’t judge what you do. They’re a real gem.

A good friend doesn’t belittle you. They only build you up. They never hurt your feelings. They’re there through every hiccup.

A good friend is kind. They respect you. A good friend is loyal. They stay true. They’re someone you like being with. They’re someone who understands you.

A good friend is someone that you can trust. They tell you the truth. It may not always feel good. They are always there when things get tough. They comfort you as good friends should.

A friend makes you smile. A friend makes you laugh. They listen. They hear you out. It makes me wonder How many good friends I have about.

Reading for Me

ENGLISH

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	AGE	CODE	PRICE
Level 1	6-7	8538	R195.50
Level 2	7-8	8539	R195.50
Level 3	8-9	8540	R195.50
Level 4	9-10	8541	R195.50
Level 5	10-11	8542	R195.50
Level 6	11-12	8543	R195.50

REVIEW 'This is a great resource for independent comprehension practice – the texts are accessible, varied and engaging, and the questions test a range of comprehension skills.'

Mrs Cross, Educator

Why choose Reading for Me?

- A dyslexia-friendly font is used throughout the books.
- The reading difficulty of the texts increases gradually.
- Progression dots are shown on every text.
- Six questions follow each text to help monitor progress.
- Answers are provided for educators and parents, or for children to self-assess.
- The series is versatile and can be used for independent reading, guided in-class reading, group reading, and as homework.
- The texts available via the *Reading for Me* portal can be accessed anywhere with login details.



Sample pages from Level 4

Interesting Facts You Probably Didn't Know About Your Body

Our bodies are one of the most incredible life forms on Earth. Check out 15 weird and wonderful facts about the human body below.

1. Your ears and nose never stop growing.
2. Bodies are born with 300 bones in their bodies. As they grow older, some of the bones fuse together and they end up with 206 bones.
3. Earwax is a type of sweat. Ironically, its job is to keep the ear clean.
4. You are about 1 cm taller in the morning than in the evening. This is due to the soft cartilage between your bones squashing during the day.
5. You can't breathe and swallow at the same time. Try it!
6. If you smooth out all the wrinkles in your brain, it will be roughly the size of a pillowcase.
7. Just as you have a unique set of fingerprints, you also have a unique tongue print.
8. The jaw is the strongest muscle in the body.
9. Humans produce about two swimming pools of spit in an average lifetime.
10. About 50% of your hand strength comes from your little finger!
11. Humans are the only animals with clins.
12. The sound of cracking knuckles comes from gas in your joints.
13. A person will die quicker from a total lack of sleep than from hunger.
14. You lose about 4 kg of skin cells every year, which often end up as dust in your home. The entire surface of your skin is replaced every month.
15. The average lifespan of an eyelash is 150 days.

Make Your Own Dessert

Wouldn't it be great if you made the dessert for the next family dinner? Follow the recipe below to make chocolate brownies.

Chocolate Brownies

Preparation time: 15 minutes Baking time: 40 minutes Servings: 20

Ingredients

- 200 g butter or margarine
- 3 extra large eggs
- 1½ cup plain flour
- pinch of salt
- 300 g dark or milk chocolate
- 1 cup sugar
- 1 teaspoon baking powder

Method

Step 1
 Preheat the oven to 160 °C. Grease a baking pan of about 18 x 27 cm with a non-stick spray, then lightly flour.

Step 2
 Melt the chocolate and butter in the microwave. Check the bowl every 30 seconds and remove when completely melted and smooth.

Step 3
 Mix the eggs and sugar with an electric mixer until light and creamy. Fold the chocolate mixture into the egg mixture.

Step 4
 Sieve the flour, baking powder and salt in a bowl.

Step 5
 Add the dry ingredients (flour, baking powder and salt) to the chocolate mixture and stir to mix.

Step 6
 Bake for 40 minutes. Allow to cool for 15 minutes and cut into squares.

Variations: Add 100 g chopped marshmallows or 60 g chocolate chips to the batter.

How Animals See the World

Have you ever wondered how the world looks through your pet's eyes? Scientific research has made it possible to study animals' eyes. You might be surprised to find out that animals and humans don't see the world in the same way at all.

Colour is detected by cones in the eye. If an eye has cones, it will be able to see some colour. Scientists can study an animal's eye and find out if it contains any cones. They can find out what colours these cones can detect. Cones function best in daytime, when there is bright light.

Other cells in eyes, called rods, helps us see in low light. Humans can only see shades of grey at night time.

The human eye has three cones. A dog's eye has two cones. This means that dogs can see various shades of blue, yellow and green. Dogs can't see red or orange. To a dog, red looks grey.

Cats' eyes also have two cones. They are also unable to see red. They have three times more rod cells than humans. This means that they can see extremely well in the dark.

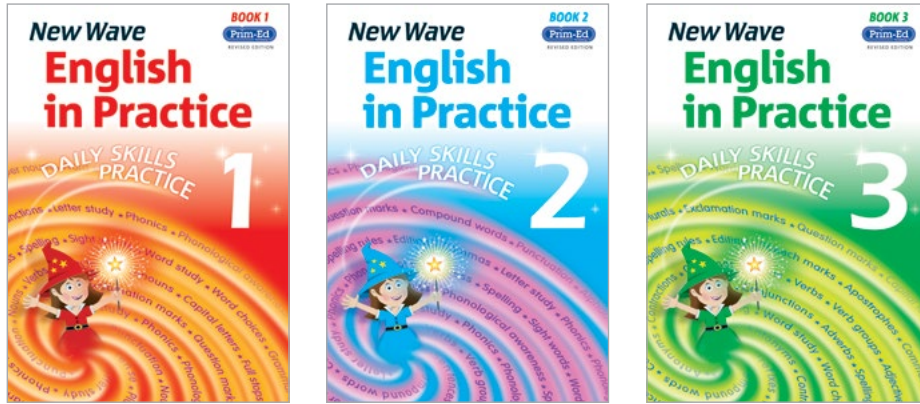
The magnificent Bengal tiger in India likes to hunt chital deer. You would think that the chital would spot a huge, bright orange Bengal tiger immediately. Interestingly, the chital also has only two cones. It can't see red or orange. Can you see how this makes it easy for the Bengal to hunt the chital?

Bumblebees' eyes also have three cones, but, unlike humans, their eyes can detect ultraviolet. This guides them to nectar stores on plants like lights on an airport runway. This is very handy for their survival.

Birds have four cones. They can see what we see, but they can also see ultraviolet. Birds can see many colours that are invisible to the human eye. A study has shown that some bird species actually have different coloured males and females. To the human eye, they look the same.

It is difficult to imagine that the different species that live on Earth don't see it in the same way. Luckily, science helps us understand our differences!

New Wave English in Practice

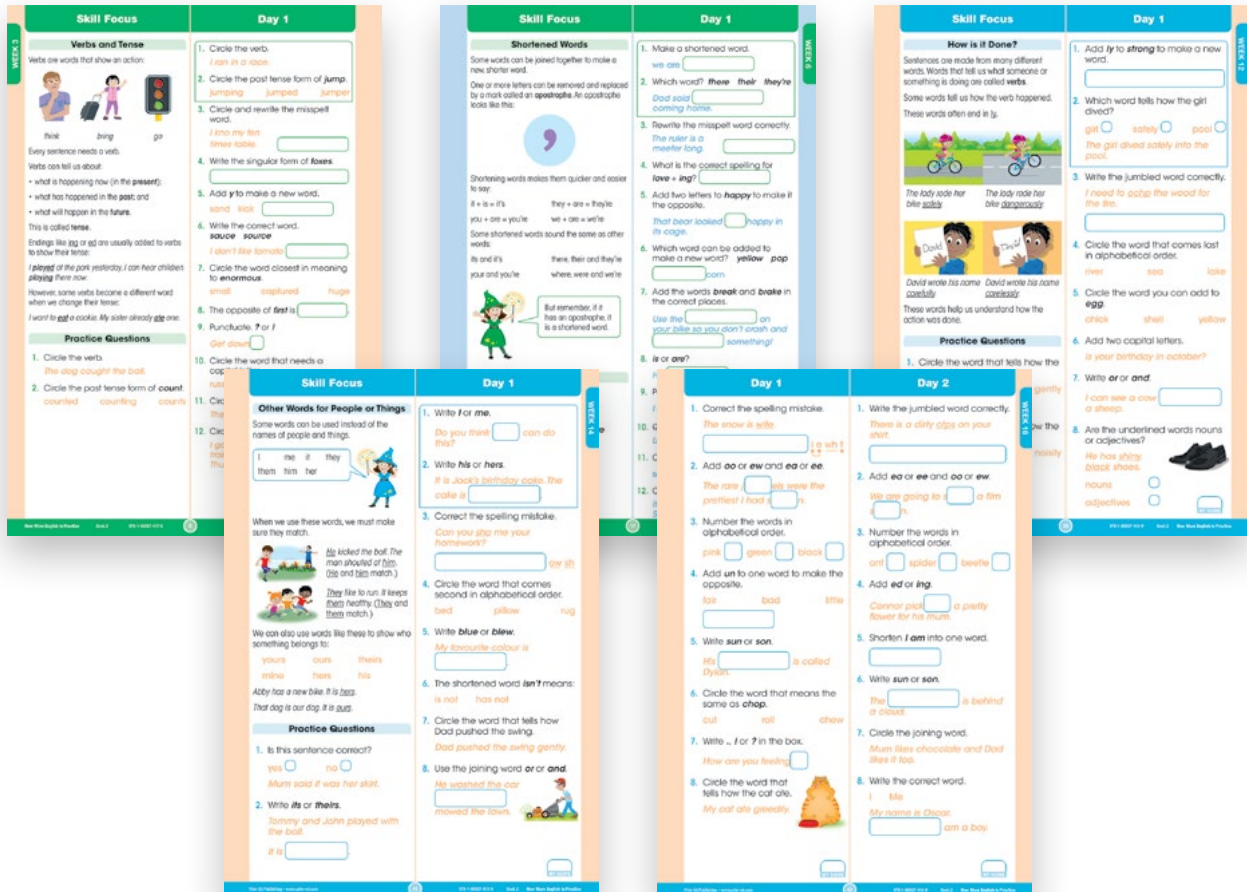


Perfect learners' English skills through fun, daily practice.

- » Six-book series
- » Suitable for Grades 2–7
- » Teacher Manual provides guidance, scope and sequence charts, answers, record sheets, and a glossary

The *New Wave English in Practice* workbooks provide repeated, daily practice of already-taught English language concepts, so your learners can really hone their skills. With sections on phonics, spelling, grammar, vocabulary, and punctuation, *New Wave English in Practice* covers all the key areas of language learning.

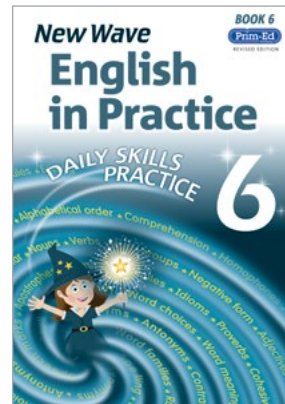
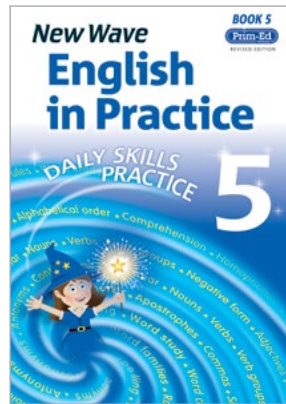
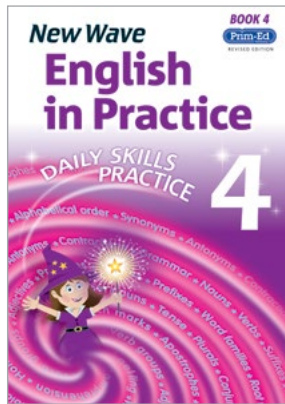
Sample pages from Books 2 and 3



New Wave English in Practice

ENGLISH

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REVIEW 'Every morning we use them as daily practice. Each unit contains enough variation to cover spellings, phonics, vocabulary, punctuation, etc. They are just brilliant for reinforcing and extending the children's command of English.'

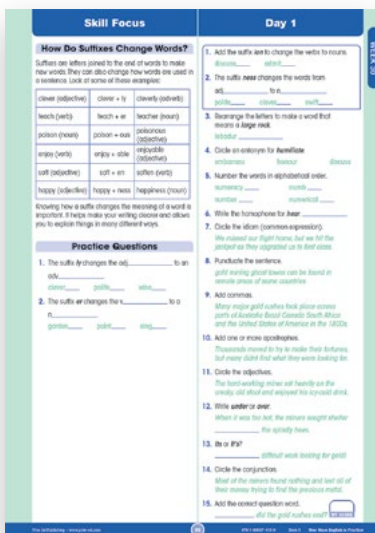
Niamh Kelly

Features

- An improved, clear, and uncluttered page layout to appeal to learners.
- A useful weekly review is placed at the end of every unit.
- A reduction in the number of daily questions enables learners to practise and consolidate a more contained range of language concepts.



Sample pages from Book 5



WORKBOOKS

	GRADE	CODE	PRICE
Book 1	2	6220IR	R130
Book 2	3	6221IR	R130
Book 3	4	6222IR	R130
Book 4	5	6223IR	R130
Book 5	6	6224IR	R130
Book 6	7	6225IR	R130

TEACHER RESOURCE BOOKS

	GRADE	CODE	PRICE
Lower	2-3	8545IR	R220
Middle	4-5	8546IR	R220
Upper	6-7	8547IR	R220

The Comprehension Strategies Box



Unlock learners' reading abilities.

- » Six-box series
- » Easy to use with small groups or individuals
- » 162 cards per box, colour-coded by strategy

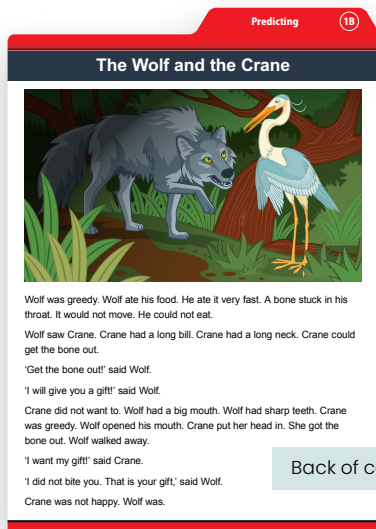
The *Comprehension Strategies Box* is a set of six boxes suitable for children aged 5–11+. Each box contains a set of colourful, differentiated literacy cards designed to support the teaching and learning of nine different comprehension strategies. These well-researched and proven strategies – predicting, visualising, making connections, questioning, clarifying, summarising, determining importance, inferring, and synthesising – are compiled to help educators unlock their learners' reading abilities.

Features

- Each box contains 81 original texts, across both the cards and the Teacher Guide, allowing learners to experience a variety of fiction and nonfiction text types.
- This series caters for all learners with three differentiated reading levels determined by suggested Lexile® ranges for each strategy. Plus, a placement test is provided to ascertain where each learner should start.
- Educators are provided with extensive support through a comprehensive Teacher Guide and an additional activity book that has worksheets for all of the texts on the cards.

EACH BOX INCLUDES AN ACTIVITY BOOK AND A TEACHER GUIDE.

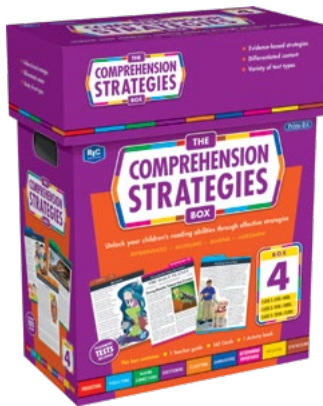
Sample card from Box 1



The Comprehension Strategies Box

ENGLISH

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Sample pages from Box 1 Teacher Guide

Modelling text

Summarising **Modelling Text**

Dear Mr Colour Wheel

SPEAKER: Welcome, dear Mr Colour Wheel. We're pleased to speak to you today. People want to know all about you.

MR COLOUR WHEEL: Thank you. I'm very glad to answer your questions. I don't know what people want to know. I'm a very simple fellow.

SPEAKER: Please tell us what you do.

MR COLOUR WHEEL: I'm the circle that shows the important colours people need. The colours are yellow, blue and red. We use them to make all other colours.

SPEAKER: What do you mean?

MR COLOUR WHEEL: Mix yellow and blue and you get green. Mix blue and red and you get purple. Mix red and yellow and you get orange.

SPEAKER: Very clever! People can't use colours without you.

MR COLOUR WHEEL: Of course not! But don't ask about black or white! They're real impostors! No colour at all!

Sharing text

Summarising **Sharing Text**

The Blue Flamingo

The Blue Flamingo is a good book. Les Drake wrote it. Tim Clares drew the pictures.

The book is about Bluey. Bluey is a flamingo. Most flamingos are pink. They are pink because they eat pink shrimps. Bluey is not pink. Bluey is blue. He is very sad. He does not want to be blue. Bluey tries to find out why he is not like the other flamingos. He does some funny things. He meets some funny characters. Then he finds out it is okay to be different. It is okay to be who you are.

The writer makes funny things happen. He writes about funny animals. He teaches about some good things.

The pictures are funny and colourful. They are like a cartoon.

I liked *The Blue Flamingo*. I think you will like it too.

Assessment text

Summarising **Assessment Text**

Not a Great Colour!

Yesterday, we went to the beach. Mum carried the towels. Dad carried the food. Joey carried the beach umbrella. Seb carried the ball. I carried the buckets and spades.

We found a good spot. It was close to the water. There weren't too many other people to crowd us.

We swam and built sandcastles. We played games with the ball and ate the food. We stayed all day.

When we got home, we were really tired. We washed our buckets, spades and ball. Then we put them in the garden to dry.

Soon it was my turn to shower. When I was dry, I spied my face and shoulders in the mirror. What a shock! Red is not a great colour! It was starting to hurt.

That's when I realised that no-one had carried the sunscreen.

Sample card from Box 1

Summarising **2A**

The Ballad of Brown Cow

Brown Cow was a fussy sort. He loved his hide. He truly did. 'I must keep it brown!' he thought. He had some ideas jumbled in his head.

Brown Cow was a fussy sort. He loved his hide. He truly did.

He drank chocolate milk when he went to town. He painted his hide brown. He let it dry. He ate hay all day. It was always brown. He rolled in mud when rain fell from the sky.

Brown Cow was a fussy sort. He loved his hide. He truly did.

The others thought him very strange. They didn't do things that were odd or weird. You are what you are. You cannot change. 'We're glad to be what we are!' they cheered.

BUT ...

Brown Cow was a fussy sort. He loved his hide. He truly did.

Summarising **3A**

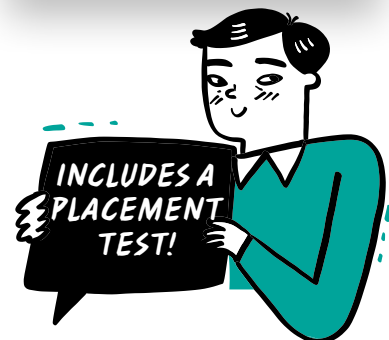
Colour-changing Chameleons

Chameleons are lizards. Chameleons have clever skin that can change colour. Their skin can make patterns of many colours. They can change the colour of their skin to hide from enemies. They show dark colours when they are angry or trying to scare other animals. Male chameleons show colours to attract females. Desert chameleons change to black to help them stay warm. They also change to light colours to keep cool.

They have large, bulging eyes that can rotate. This allows them to focus on one thing. They can see insects metres away. They use their long tongues that they can use very quickly to catch insects.

Colour-changing chameleons are very interesting!

Differentiated cards



	CODE	PRICE
Box 1	8494	R3,500
Box 2	8495	R3,500
Box 3	8496	R3,500
Box 4	8497	R3,500
Box 5	8498	R3,500
Box 6	8499	R3,500

The Comprehension Box



Help your learners become better readers.

» Three-box series

» Suitable for ages 6–12+

» Great for independent learning and guided reading

The *Comprehension Box* is a series of three boxes that provides supplementary materials to support the reading program of educators, catering for the needs of capable, independent readers at each level in the classroom. Each box incorporates three levels of comprehension question cards in a multiple-choice format and assesses the 12 different comprehension strategies. They are easy to use for any level, so jump right in and make a difference with your learners today.

Samples from Box 2

Questions

Back of card

Word in Paragraph 2 means enjoys hurting others?
 (a) bad-tempered (b) malicious (c) fearsome

2. In Paragraph 3, it means:
 (a) waste (b) his temper (c) Nightfire.

3. Which word in Paragraph 7 tells us Florian's whip crumbled into tiny bits?
 (a) fireball (b) disintegrated (c) shot

4. The 'huge piles of steaming waste' would be made of:
 (a) leftovers (b) droppings (c) fresh meat

5. Nightfire shot a fireball at Florian
 (a) before (b) after (c) just as

6. Which paragraph describes the way Florian treated Nightfire?
 (a) Paragraph 6 (b) Paragraph 2 (c) Paragraph 3

7. Becoming a dragonrider is:
 (a) popular (b) hard work (c) great fun.

8. Nightfire attacked Florian to protect Ryan because:
 (a) Ryan was going to be a gold rider (b) Nightfire liked kind and respectful Ryan more than cruel Florian (c) Florian ran away.

9. Ryan and Nightfire both:
 (a) wore gold (b) disliked Florian (c) liked flying.

10. What is the moral of the story?
 (a) Kindness is more powerful than cruelty (b) Nasty people get burnt (c) The best way to control dragons is to be kind.

Dragonrider

Sapphire 10

1. Ryan had wanted to be a dragonrider since he'd first seen a magnificent red dragon flying over his village when he was just one year old. Back then, he hadn't known how hard it was to become one of these legendary riders. Now, as he entered his second year of ten years of training, he knew exactly how hard it was.

2. Each trainee rider was assigned to work for one rider and dragon. Trainees woke early and worked hard until dusk. Ryan had been assigned to Florian, a fearsome gold rider with a bad-tempered gold dragon named Nightfire. It was hard working for Florian, a malicious man who enjoyed using his whip to control trainees and dragons.

3. Ryan dragged the bucket of small animals he'd caught yesterday to Nightfire's pen. Nightfire had a big appetite, which meant Ryan had to catch a lot of animals ... and clean up huge piles of steaming waste. Ryan didn't mind. Despite Nightfire's temper, Ryan respected the majestic dragon and treated it with kindness.

4. 'Greetings, Nightfire,' said Ryan as he entered the pen. Instead of tipping the meat on the floor like other trainees, Ryan threw each piece for Nightfire to catch. Nightfire seemed to enjoy this game as it snapped the meat in its strong jaws. Ryan chatted away as he started cleaning the pen, hoping Nightfire wouldn't send any fireballs his way.

5. He was still chatting when Florian burst into the pen, scowling.

6. 'Why isn't Nightfire saddled?' he yelled, whip in hand. 'I told you I was flying today! It seems my whip needs to teach you yet another lesson!' Florian raised his whip to strike Ryan.

7. A burst of fire shot across the pen. Florian screamed as the fireball disintegrated his whip and burnt his hand. Nightfire roared and shot another fireball towards Florian, who ran from the pen. He knew what this meant. Nightfire had chosen a new master.

8. Nightfire lowered its head in front of Ryan and snorted softly. Ryan touched the golden head, then climbed up onto the strong neck. Nightfire leapt into the air, and Ryan realised that kindness and respect were far more powerful than cruelty.

Sapphire 10

Dragonrider

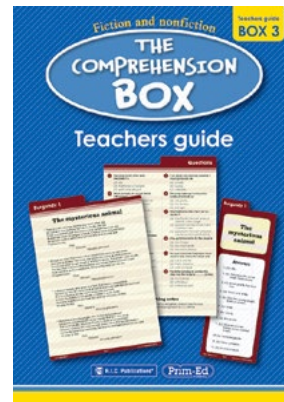
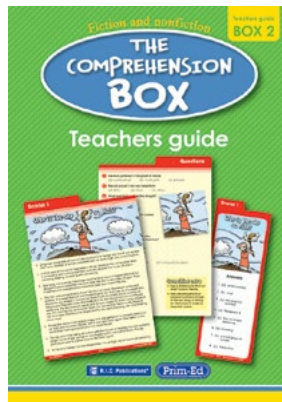
Answers

- (b) malicious
- (c) Nightfire
- (b) disintegrated
- (b) droppings
- (a) before
- (b) Paragraph 2
- (b) hard work
- (b) Nightfire liked kind and respectful Ryan more than cruel Florian.
- (b) disliked Florian
- (a) Kindness is more powerful than cruelty.

Answer card

The Comprehension Box

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EACH BOX INCLUDES A TEACHER GUIDE.



Features

- 150 brilliantly illustrated, full-colour cards in each box, covering a variety of genres and text types.
- Levelling guides and assessment sheets to track learner progress.
- Clear classification through colour-coding for ease of use, with 15 levels of difficulty within each box.

Samples from Box 2

Card explanation

Front

The coloured tab at the top of the card indicates the different sections. There are ten cards the same colour in each section. This ensures that all cards can be returned to the box in the correct section.

The cards are numbered from 1 to 10 in each section. All cards should be returned to the correct coloured section and placed in the correct numerical order.

Each card has an interesting or fun title which may or may not tell exactly what the card is about. It motivates the pupils to read on to find out more.

Each text is written in numbered paragraphs and/or steps so information can be readily located when answering the questions. Texts which are procedures will have numbered steps or instructions.

Colourful artwork supports the text. The artwork may be diagrams, drawings, cartoons or photographs to motivate pupils, add interest to the topic or a comprehension.

Scarlet 1

Why is the sky so high?

1. Long ago, there was an area of the world where the sky was low. It was so low that if you climbed a ladder and stretched up really high, you could touch it.
2. In that area of the world, there was a village where a little old woman lived in a mud hut with a stone roof. She pattered around her house all day—cleaning, dusting, sweeping and scrubbing.
3. One long, hot summer the village and the land around it were affected by drought. Dust covered the huts and blew into the lapses of the villagers. They coughed and sneezed and choked on dust. Dust rose to the sky.
4. The little old woman tried to keep her tiny hut clean. She swept inside and outside. She swept the roof and the front yard. The dust rose as she swept and made the sky sweeter. It sneezed so hard that it shook the world, scolding all the people. They ran inside their huts and hid, but the old woman continued sweeping. The sky sneezed again and its eyes began to water. Large drops of rain fell onto the dry land below. Soon, the old woman had muddy steps at her front door. She became angry, but the sky kept dripping rain and making more mud.
5. Finally the old woman was so angry that she grabbed her broom, stretched up high and whacked the sky with it over and over again. She yelled at the sky to stop making mud around her clean house.
6. The sky didn't like being whacked with the broom or hearing the old woman's angry words. It flew up higher and higher until it was out of reach. The sky promised never to come close to the land again.
7. To this day, the sky has kept its promise. It is up high, out of reach (of brooms).

R.I.C. Publications

Teacher Guide

Pupil answer recording sheet (see page 18)

Pupils record:

- their name
- the card colour
- the card number
- and write the appropriate answer: (a), (b) or (c) for each question. Both the short and full answers are provided on the answer cards.

Pupils indicate in the right-hand column, using a cross or a tick, whether the answer is correct or incorrect.

At the bottom of the recording sheet, pupils write the number of correct answers they scored.

Teachers may photocopy a number of recording pages and staple them together to form a pad. This information can then be used to complete the teacher tracking sheets.

Pupil tracking sheet (see page 20)

The pupil tracking sheet allows the pupil to monitor his/her own progress through the cards in the box.

Pupils record each card as it is completed. Generally speaking, it will not be practicable to complete the cards in the exact order. In this case, pupils should colour or tick the card completed and go forwards or backwards to the next available card.

Name:	1	2	3	4	5	6	7	8	9	10
Scarlet										
Teal										
Apricot										
Emerald										
Steel										
Clare										
Isabrown										
Ultramarine										
Orange										
Yellow										
Blue										
Red										

R.I.C. Publications

REVIEW 'We have purchased all the boxes to use as part of our guided reading sessions. The children love the variety of texts and the multiple-choice questions!'

Kate Will, Educator

	AGES	CODE	PRICE
Box 1	6–8	6946	R3,500
Box 2	8–10	6947	R3,500
Box 3	10–12+	6948	R3,500

The Literacy Box



Take your learners on a literary adventure.

- » Three-box series
- » Suitable for ages 6–12+
- » 75 four-page literacy cards in each box

The Literacy Box covers all your teaching needs! With these colourfully illustrated cards, featuring texts covering a variety of genres and text types, literacy will become less of a chore and more of a fun learning adventure for learners. The Literacy Box series provides supplementary materials to support the reading program of educators, catering for the needs of all readers at each level in the classroom.

Sample card from Box 1

Comprehension

1. The word *whole* in Paragraph 3 means:

- (a) all of it
- (b) an opening in the ground
- (c) large

2. Which two characters come to the house *after* the cat in the hat?

- (a) Sally and her brother
- (b) Thing One and Thing Two
- (c) their pet fish

3. Who is the author of the book?

- (a) Sally
- (b) The cat in the hat
- (c) Dr Seuss

4. Which paragraph is mainly about the pictures?

- (a) Paragraph 4
- (b) Paragraph 3
- (c) Paragraph 2

5. The word *He* in Paragraph 7 means:

- (a) Dr Seuss
- (b) the books
- (c) the words

6. This writer wants you to:

- (a) read the book.
- (b) learn about cats.
- (c) smile.

All about words

1. Which word means *clever* or *funny* things a person does?

- (a) tricks
- (b) words
- (c) colours

2. A word that rhymes with *cat* and *hat* is:

- (a) net
- (b) chat
- (c) tells

3. Which word has the same sound as *read*, *clean* and *leaves*?

- (a) ...
- (b) ...
- (c) ...

Red 4 Red 4

Grammar

1. Which one should not have a capital letter when it is in the middle of a sentence?

- (a) Children
- (b) Thing Two
- (c) Mum

2. Which one needs an exclamation mark?

- (a) They had nothing to do
- (b) You should read them all
- (c) Are the pictures funny

3. Which word is a noun, like *story*? (He tells the story.)
The pictures are funny too.

- (a) pictures
- (b) are
- (c) funny

4. Which adjectives tell more about the book?
I think this is a clever, funny book.

- (a) is, book
- (b) think, this
- (c) clever, funny

5. Which word is a verb, like *brings*? (The cat brings two friends.)
The pictures make it easy.

- (a) pictures
- (b) make
- (c) easy

Something extra

- ★ Read *The cat in the hat* or another book written by Dr Seuss.
- ★ Draw a character from *The cat in the hat*. Write his or her name on the picture.

THE CAT IN THE HAT

- The *cat in the hat* is the best book! It is great fun to read. You should read it!
- Lots of children learn to read with this book. The lines are short. The words are easy. The same words are used over and over. They make a good story.
- Many words have the same sounds at the end. The whole book is like a very long poem. It is very clever.
- The pictures are funny too. There are not many colours on them. It makes it easy to see the pictures.
- The story is about two children. One is called Sally. Her brother tells the story. Mum has gone out. They are home alone. It is raining and they have nothing to do. A cat wearing a big hat comes in. He does tricks for the children. He makes a big mess in the house. The family pet fish does not like the cat.
- The cat brings two friends—Thing One and Thing Two. They fly a kite in the house. They make a mess. The children catch Thing One and Thing Two with a net. Then they make the cat clean up the mess. He leaves just before Mum comes home.
- Dr Seuss made up some of the words for this book. He made up words for his other books too. You should read them all! You will love them as well!

Card—inside

Card—outside

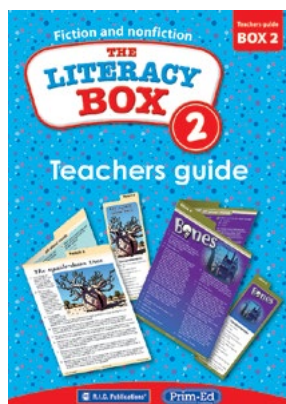
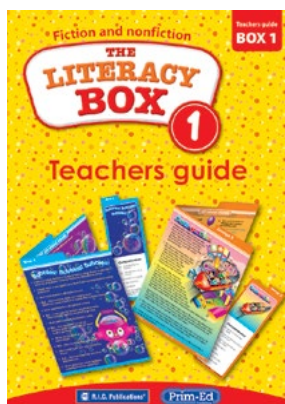
16

Easy ordering: call +27 21 380 0267 or email sales@ricpublications.co.za

The Literacy Box

ENGLISH

For a free sample, go to:
ricpublications.co.za/literacy-box-sample/



	AGES	CODE	PRICE
Box 1	6-8	6930	R3,500
Box 2	8-10	6931	R3,500
Box 3	10-12+	6932	R3,500

REVIEW "It is my favourite resource! I use it daily as part of my reading rotations, extension and consolidation of reading skills. I love how it explores not only comprehension but grammar and all things about words. It was worth every penny and I would be lost without it..."

@missmercersclassroom

Features

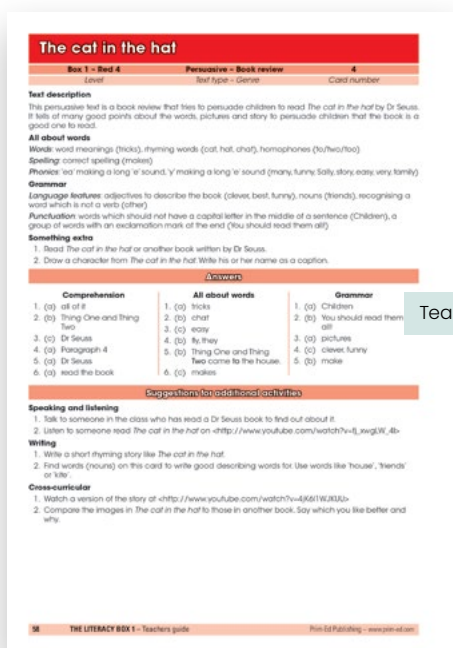
- Incorporates three levels of comprehension, word study, and grammar questions in a multiple-choice format.
- Comprehensive educator notes for each card include suggested speaking, listening, writing, and viewing activities.
- Provides separate answer cards to allow learners to work and progress at their own rate.



Answer card



Samples from Box 1



Teacher Guide



Sounds in Focus



Your whole-school phonemic approach to sounds and spelling.

» Suitable for Grades R–7

» Package includes online portal access

» Develops spelling, vocabulary, grammar, and writing

Sounds in Focus is a phonemic literacy programme that teaches the encoding and decoding of the English language. This sound-to-letter approach has been recognised as the most effective method for teaching literacy and has a proven track record of increasing learners' literacy capabilities.

TAKE A CLOSER LOOK WITH A FREE TRIAL.

SET UP THE PROGRAMME FOR ONLY R30 PER LEARNER AND YOU WILL RECEIVE THE FOLLOWING:

Workbooks

Engage learners with the stimulating activities covered within each workbook – perfect for daily practice to teach and reinforce their spelling knowledge.

Teacher Guides

Feel confident in delivering this programme with our comprehensive Teacher Guide that will give you lesson structures and explicit teaching directions.

Sounds in Focus Online

Streamline learning with the online portal that features weekly lesson plans, teaching slide shows, projectable learner books, and so much more.

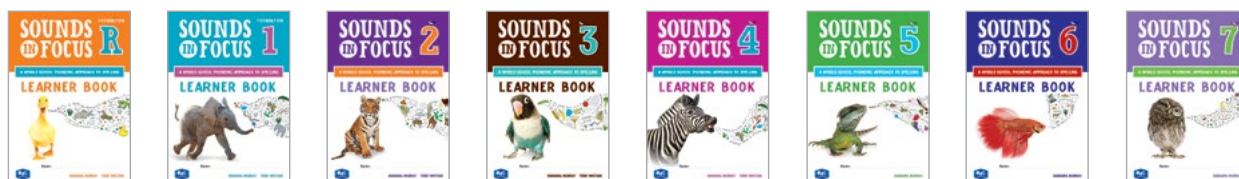
Support Materials

Inspire and guide your classroom through a variety of support materials, such as teaching charts, learner glance cards, and sound cards.



Sounds in Focus

For a free sample, go to:
ricpublications.co.za/sounds-in-focus-sample-download-form/



REVIEW "We have been using Sounds in Focus throughout our school for one year now. We chose it initially, because we sought a scheme that would combine the focus on phonemes and graphemes in the teaching of spelling. We also felt that this programme would bring a focus back to phonics in the senior classes. We found the brainstorming session on the introduction of each sound to be beneficial for the children, whilst the downloadable games and activities acted as effective reinforcement."

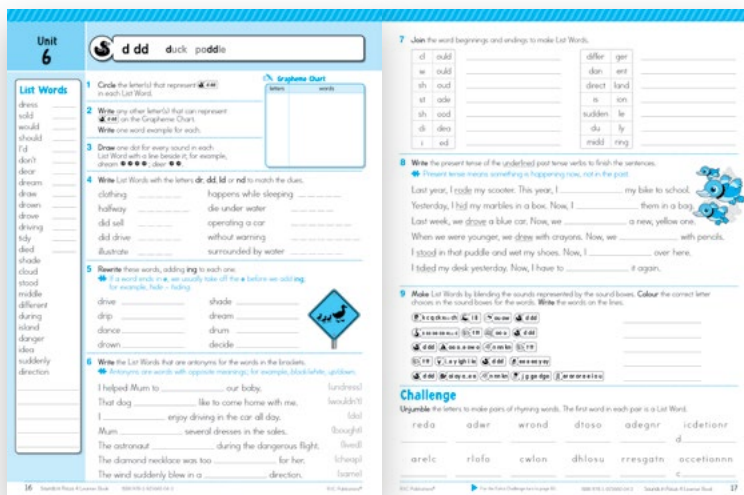
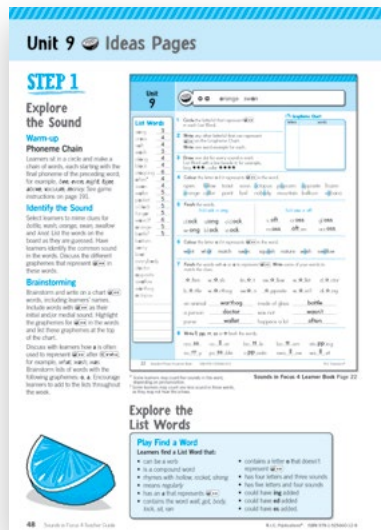
Heidi Jordan, Educator

Features

- The whole-school nature of the programme means that learners are revising and building upon the same sounds each year. The programme ensures that learners become very comfortable with segmenting words into their sounds.
- Each level has 36 units of work, designed to fit into the school year. Each unit is based on a specific phoneme(s), and with the educator's assistance, learners explore the grapheme(s) that can be used to represent it.
- Ideal for multi-grade classrooms and differentiation.

Sample page from Teacher Guide 4

Sample pages from Learner Book 4



LEARNER BOOKS		
	CODE	PRICE
Learner Book Foundation R	2460	R150
Learner Book 1	2461	R150
Learner Book 2	2462	R150
Learner Book 3	2463	R150
Learner Book 4	2464	R150
Learner Book 5	2465	R150
Learner Book 6	2466	R150
Learner Book 7	2458	R150

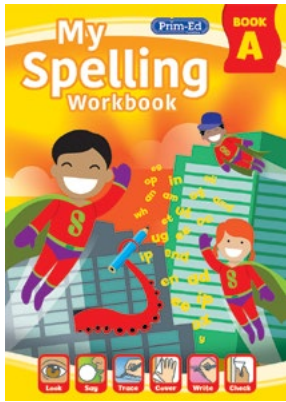
TEACHER GUIDES		
	CODE	PRICE
Teacher Guide Foundation R	2467	R260
Teacher Guide 1	2468	R260
Teacher Guide 2	2469	R260
Teacher Guide 3	2470	R260
Teacher Guide 4	2471	R260
Teacher Guide 5	2472	R260
Teacher Guide 6	2473	R260
Teacher Guide 7	2459	R260

SUPPORT MATERIALS		
	CODE	PRICE
Learner Charts (Foundation Phase)	2480	R55
Extended Learner Charts (Intermediate Phase)	2481	R55
Words and Sounds Book (Dictionary)	2482	R67
Teaching Charts (Consonants and Vowels)	2483	R210
Foundation Phase Toolbox	2489	R2200
Online Portal per learner		R30
Classroom Special (excluding books)		R1250

My Spelling Workbook



Preview the series:
ricpublications.co.za/tag/my-spelling-workbook/



Develop a class of independent spellers.

- » Seven-workbook series
- » Suitable for ages 6-13
- » 18 four-page spelling units per workbook

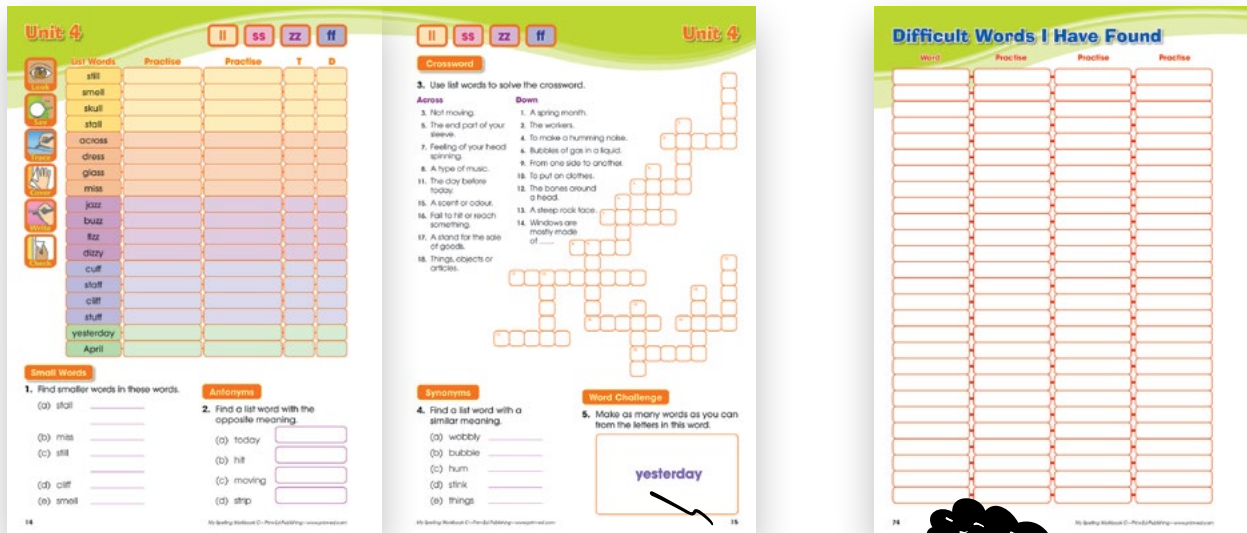


Want to help your learners excel in leaps and bounds? This colourful, seven-workbook series includes phonetically organised word lists that will help your learners master spelling in no time. *My Spelling Workbook* will help you provide your learners with a more fun and effective way to learn to spell.

Features

- Three topic-based units, covering a variety of themes, using the multi-sensory approach to spelling.
- Variety of activities focusing on proofreading, crosswords, word searches, word vocabulary, and more.
- Full-colour workbooks with phonetically organised word lists.

Sample pages from Book C



	AGES	CODE	PRICE
Book A	6-7	2280	R150
Book B	7-8	2281	R150
Book C	8-9	2282	R150
Book D	9-10	2283	R150
Book E	10-11	2284	R150
Book F	11-12	2285	R150
Book G	12+	2286	R150



The Spelling Box

ENGLISH



Preview the series:
ricpublications.co.za/tag/the-spelling-box/



Boost your spelling program.

- » Six-box series
- » Suitable for ages 6–12+
- » Use with any spelling program

Support your spelling program with *The Spelling Box*. Each box contains two sets of 100 cards, filled with fun spelling activities and anchored in nine well-researched skills and strategies — using phonemes, visualising, chunking, using analogy, using rules and generalisations, applying morphemic principles, using mnemonics, using etymology, and using source.

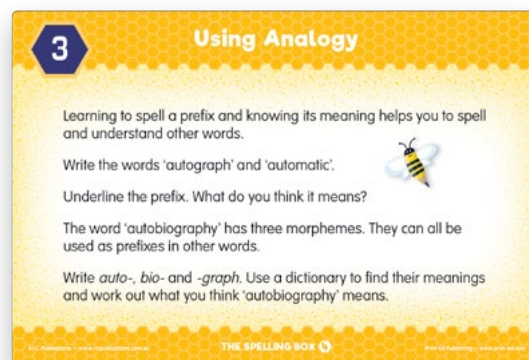
Features

- Designed to be flexible, this resource is easy to use and supports any spelling program and any spelling list.
- It's not all hard work – a whole section of spelling activities is 'Just for Fun' to engage learners.
- Activities are great for early finishers, extension work, language centres, literacy time slots, and as quick consolidation activities.

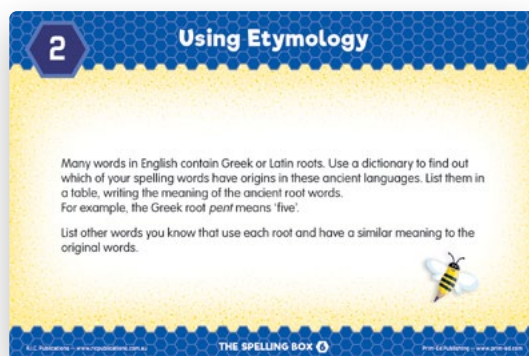
Sample card from Box 1



Sample card from Box 4



Sample card from Box 6



	CODE	PRICE
Box 1	8464	R1200
Box 2	8465	R1200
Box 3	8466	R1200
Box 4	8467	R1200
Box 5	8468	R1200
Box 6	8469	R1200

Book Monster Decodable Readers



Early Readers Fiction



Introduce learners to captivating stories and thoughtful artwork.

» 24-book series, divided into three levels, with eight stories per level

» Skills test in each book

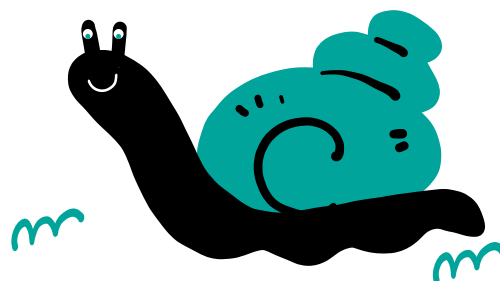
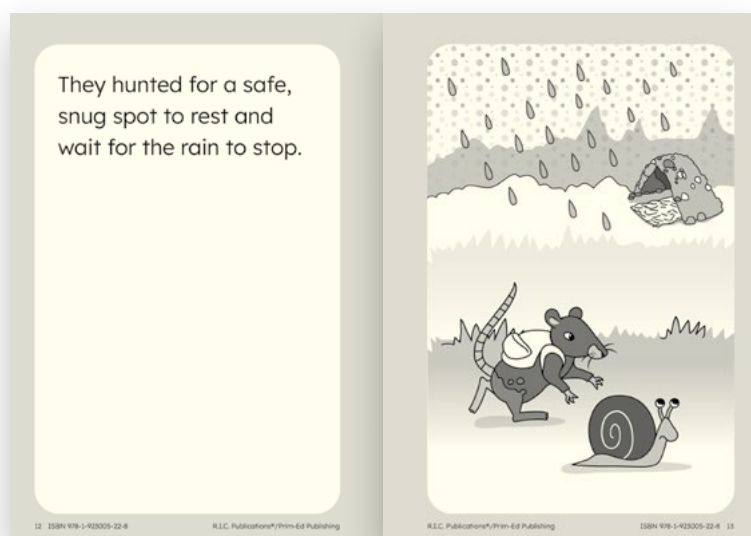
» Use with any phonics program

Book Monster Decodable Readers are designed to seamlessly integrate into your existing phonics program. Whether you're an experienced educator or just starting your teaching journey, our readers are here to add variety and enrichment to your classroom library. Designed to be accessible for various learning styles and abilities, each book in this series includes comprehension questions that deepen engagement.

Features

- Accessible features include non-glare paper, accessible font type and size, and non-distracting artwork.
- Covers all 44 phonemes, including their common letter patterns.
- Each book in this series includes comprehension questions that deepen engagement.

Sample pages from Level 2 Set 1



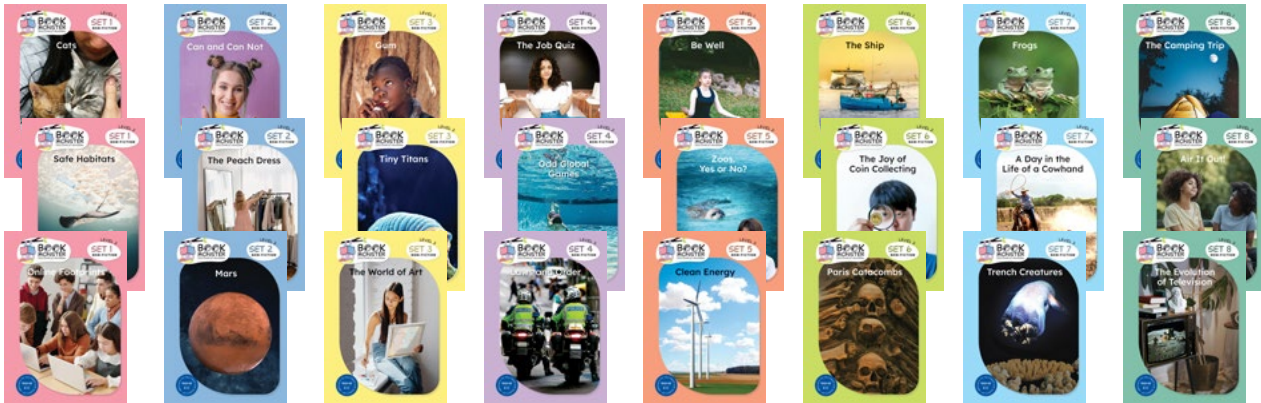
	CODE	PRICE
Book Monster Fiction Bundle	BMFB	R1320
Book Monster Fiction: Basic Code	BMF1	R440
Book Monster Fiction: Extended Code	BMF2	R440
Book Monster Fiction: Complete the Code	BMF3	R440

Book Monster Decodable Readers

ENGLISH

For a free sample, go to:
ricpublications.co.za/series/book-monster-decodable-readers/

Hi-Lo Non-fiction



Engage learners with high-interest non-fiction topics.

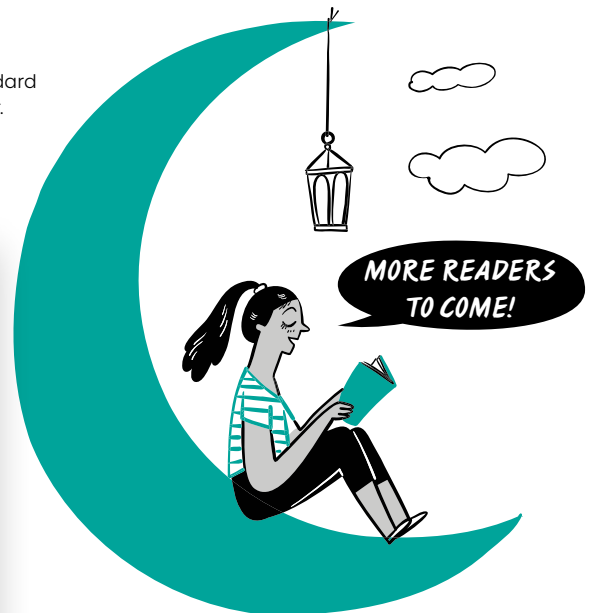
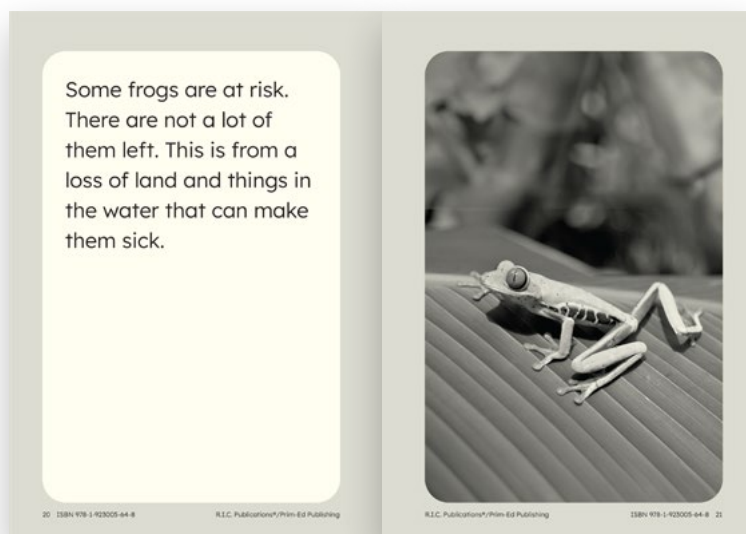
- » Works with existing phonics programs
- » Hi-interest topics for low literacy reading levels
- » 24-book series, divided into three levels, with eight stories per level

The *Book Monster Hi-Lo Non-fiction* series introduces the 44 sounds of the English language cumulatively. Separated into three different levels, this series makes it easier for educators to select and use the appropriate readers with each learner.

Features

- Skills test at the back of each reader.
- The non-fiction readers use real photographs and diagrams.
- The books use accessible font type and size, non-distracting artwork, and standard pagination for inclusion across levels. They are also printed on non-glare paper.

Sample pages from Level 1 Set 7



	CODE	PRICE
Book Monster Hi-Lo Non-fiction Bundle	BMNFB-HL	R1320
Book Monster Hi-Lo Non-fiction: Basic Code	BMNF4	R440
Book Monster Hi-Lo Non-fiction: Extended Code	BMNF5	R440
Book Monster Hi-Lo Non-fiction: Complete the Code	BMNF6	R440

Star Strategy Decodable Workbooks



For a free sample, go to:
ricpublications.co.za/series/star-strategy-decodable-workbooks/



Develop beginner readers' literacy skills.

- » Four-workbook series
- » Written and created for beginner readers
- » Accessible and inclusive for people with learning disabilities, such as dyslexia



Star Strategy Decodable Workbooks guide learners through a systematic and cumulative approach to mastering essential early literacy skills. This series empowers learners with confidence and proficiency in reading and writing.

Features

- 'Daily Practice' pages to introduce letters and sounds, 'Star Words', and 'Bright Star Words'.
- Assessments to monitor progress and consolidate learners' understanding.
- Two 'Star Stories' for learners to practise reading the sounds in each set – plus, two 'Bonus Star Stories'.

Sample pages from yellow workbook

STAR STORY 1

The ping-pong champs

Ash and Ling are ping-pong champs. They swing and hit and dash to the ball. Bang, pop! Bang, pop!

Ash swings his bat and hits the ball. Ling swings her bat and sends it back. Shep the dog runs up and back with the ball. The ball tips the net. Shep gets set to grab it. But Ling stops the ball so it will not drop.

Ling is strong at ping-pong. She slams the ball with a big swing. But her smash shot hits Shep in the chest. It is such a shock for Shep. He yelps and yaps. Ash and Ling rush to Shep and pat him. But Shep still yelps and yaps.

Ling thinks of a plan. 'Shep is fond of fish. I will get a tin of fish from the shelf.'

Ling drops the fish in Shep's dish, and he is quick to chomp it up.

'Get the ball!' Ash tells Shep.

But Shep will not get the ball. He sits back as Ash and Ling hit the ball.

1 STAR STORY

Check for understanding

1. What type of food did Ling get for Shep?
2. Why do you think Shep would not get the ball for Ash and Ling?

STAR STORY 2

Lunch

Dad and Josh get lunch for Pop.

Lunch will be chops with shrimp and chips.

At the shop, Dad gives the cash to the man. Josh gets a box.

At Pop's, Josh puts the box on the bench. He skips off to chat with Dad and Pop.

Pop's pets sit up and sniff. They can smell the lunch. Yum!

The cat slips in. It can smell the shrimp. The cat swings from a cloth and hops on the bench.

Chomp, munch, crunch.

The cat licks its lips. Fresh shrimp for lunch.

Next, the pet rat slips in. It can smell the chips. A quick dash to the top of the bench.

Chomp, munch, crunch.

The rat licks its lips. Hot chips for lunch.

Then, the dog slips in. It can smell the chops. It jumps up and bumps a dish off the bench.

Clash, bang, crash!

Josh, Dad, and Pop rush in. They spot the dog with the chops. 'STOP!'

	CODE	PRICE
Pink	8589	R155
Yellow	8590	R155
Green	8591	R155
Purple	8592	R155

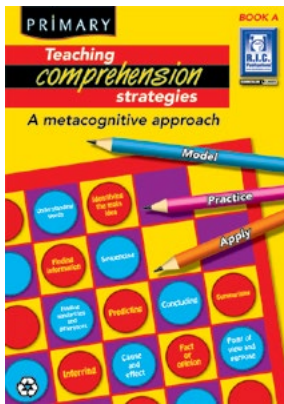


Teaching Comprehension Strategies

ENGLISH

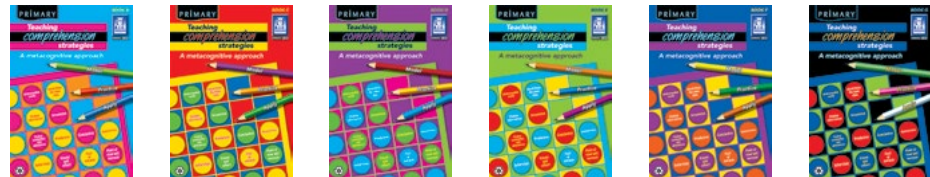
Preview the series:
ricpublications.co.za/series/teaching-comprehension-strategies/

EBOOK AVAILABLE



Use the metacognitive approach to teach comprehension.

- » Seven-book series
- » Suitable for ages 6–12+
- » Test page for every strategy

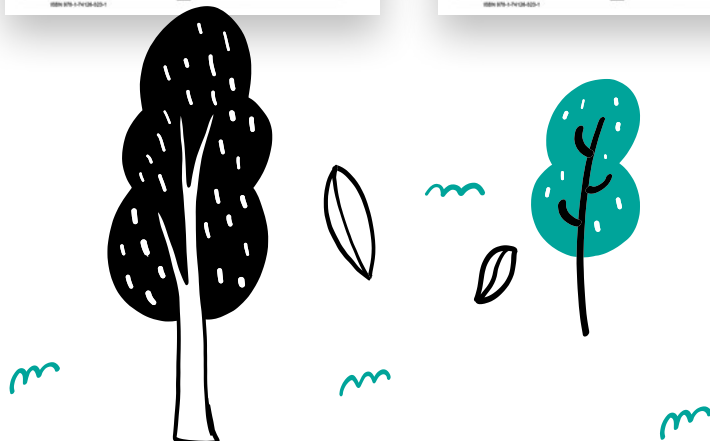
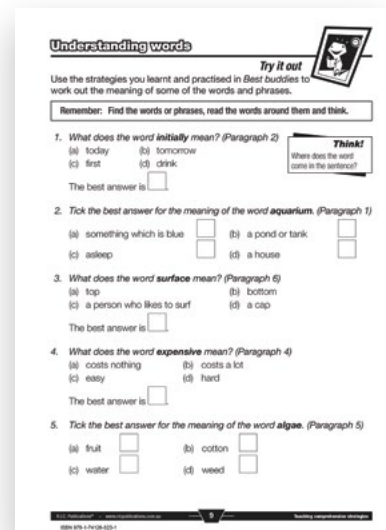
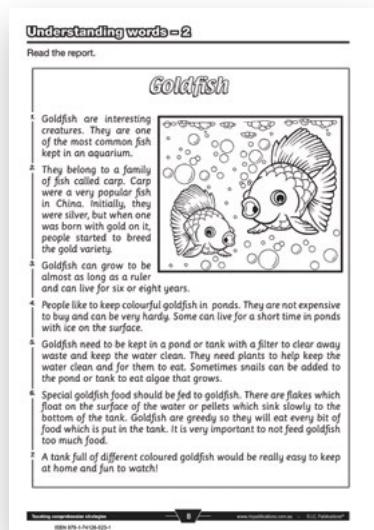


Teaching Comprehension Strategies: A Metacognitive Approach methodically and creatively teaches learners the skills and strategies needed for effective comprehension. These strategies have been defined as understanding words, finding information, identifying the main idea, sequencing, comparing, predicting, concluding, summarising, inferring, cause and effect, fact or opinion, and point of view.

Features

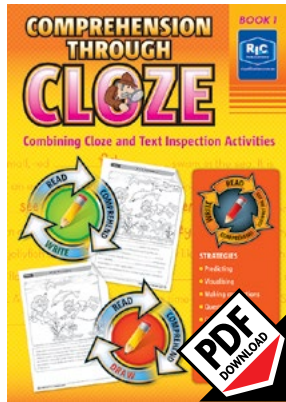
- Original and varied texts, customised to suit the strategy being studied.
- Skills and strategies taught using explicitly modelled examples and activities.
- Assessment activities where learners can apply the comprehension strategies that have been taught to answer questions.

Sample pages from Book B



	AGES	CODE	PRICE
Book A	6–7	6296	R210
Book B	7–8	6297	R210
Book C	8–9	6298	R210
Book D	9–10	6299	R210
Book E	10–11	6300	R210
Book F	11–12	6301	R210
Book G	12+	6302	R210

Comprehension Through Cloze



Develop comprehension skills through imagination and illustration.

- » Six-book series
- » Suitable for ages 6–12+
- » Covers the nine comprehension strategies



Comprehension Through Cloze aims to develop learners' comprehension using high-interest, engaging, and challenging activities. Each unit develops comprehension through three approaches: a reading passage with an incomplete illustration; a 'Cloze' passage based on the illustration; and two focus pages on a specific comprehension strategy.

Features

- The activities encourage greater sensitivity to detail as learners must identify missing details in illustration and text.
- Learners are kept engaged and enthralled with original stories from a variety of genres and high-interest activities.
- This series extends vocabulary by encouraging learners to choose new and different words to complete a story.

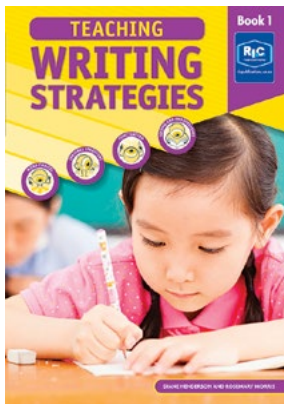
Sample pages from Book 2

The sample pages show three different activity types for 'Morning chores':

- Picture:** An illustration of a farm scene with a girl, a cow, a pig, a dog, and chickens. Below it is a text passage with several blank spaces for students to fill in.
- Cloze:** A text passage with several blank spaces for students to fill in, based on the illustration.
- Making connections:** Two questions for students to answer, such as 'Molly has a lot of chores to do on the farm. Write or draw about a time you have done chores.'

	AGE	CODE	PRICE
eBook 1	6–7	3109	R250
eBook 2	7–8	3110	R250
eBook 3	8–9	3111	R250
eBook 4	9–10	3112	R250
eBook 5	10–11	3113	R250
eBook 6	11–12	3114	R250

Teaching Writing Strategies



Improve writing at the sentence level.

- » Six-book series
- » Suitable for ages 6–12
- » Apply specific strategies to achieve better writing results for your learners



This series directs learners to produce clear, precise, and purposeful writing. By applying different strategies, learners will understand that editing and proofreading are integral parts of the writing process.

Features

- Each book is divided into four sections covering the basics of good writing – word choice, sentence structure, punctuation, and editing/proofreading.
- Worksheets can be completed independently, in groups, or with the educator.
- Assessment activities provide a record of individual understanding and highlight common points of weakness.

Sample pages from Book 4

Worksheet

Assessment

Learner self-evaluation

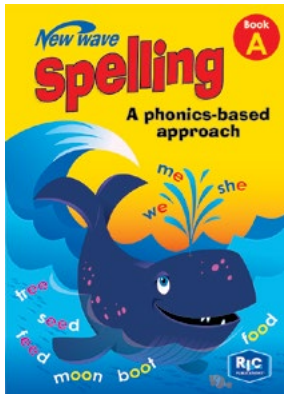


	AGES	CODE	PRICE
Book 1	6–7	6806	R210
Book 2	7–8	6807	R210
Book 3	8–9	6808	R210
Book 4	9–10	6809	R210
Book 5	10–11	6810	R210
Book 6	11–12	6811	R210

New Wave Spelling – A Phonics-based Approach



For a free sample, go to:
ricpublications.co.za/new-wave-spelling-sample/



Improve your learners' spelling.

- » Seven-workbook series
- » Suitable for ages 6–12
- » Comprehensive whole-year programme with 20 units of work

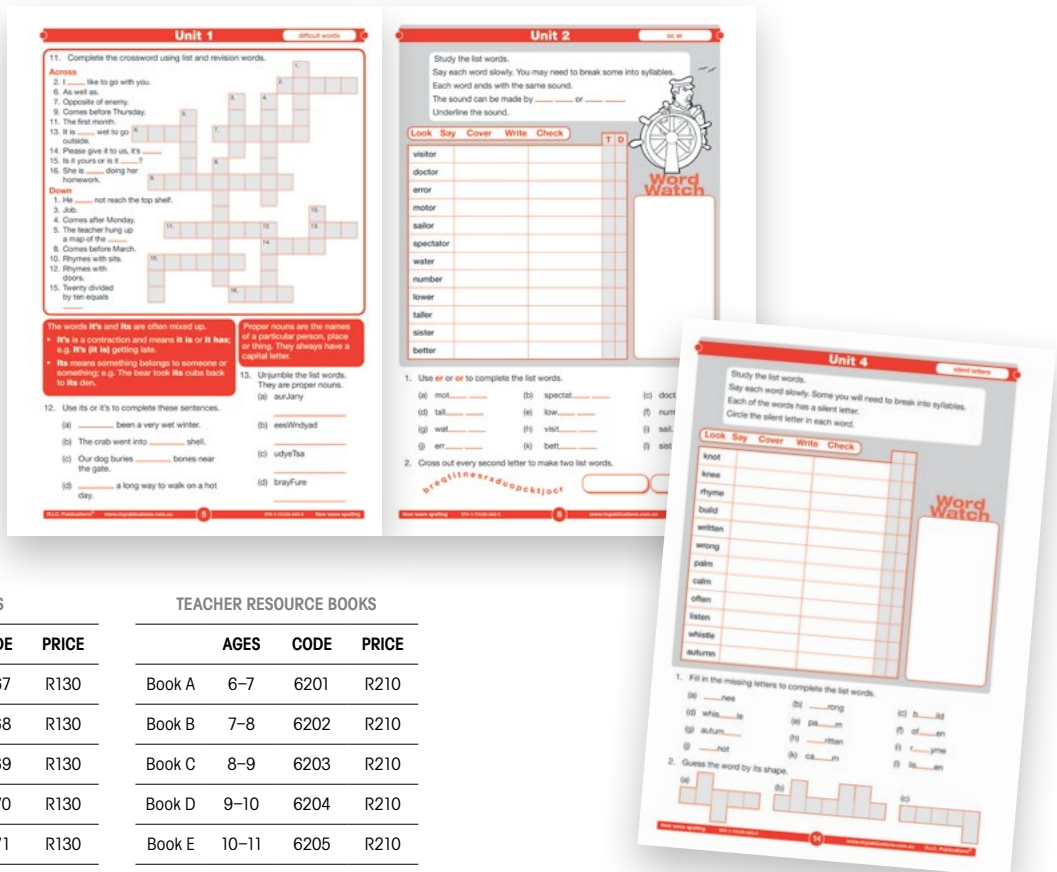


New Wave Spelling – A Phonics-based Approach is a whole-school spelling workbook series. The spelling lists within each unit are organised with a phonetic emphasis. Each workbook is supported by a comprehensive resource book for educators (complimentary with each class set) containing support material to enhance teaching and learning opportunities.

Features

- Spelling lists of words with common phonemes represented in different ways.
- Variety of activities to develop different strategies for spelling.
- Vowel and consonant phonics reference charts.

Sample pages from Book D



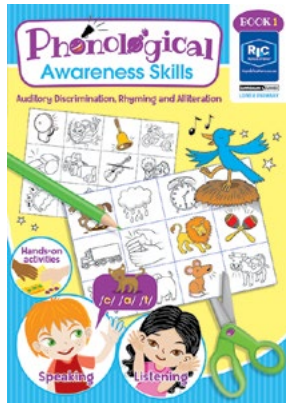
WORKBOOKS			
	AGES	CODE	PRICE
Book A	6–7	6267	R130
Book B	7–8	6268	R130
Book C	8–9	6269	R130
Book D	9–10	6270	R130
Book E	10–11	6271	R130
Book F	11–12	6272	R130
Book G	12+	6273	R130

TEACHER RESOURCE BOOKS			
	AGES	CODE	PRICE
Book A	6–7	6201	R210
Book B	7–8	6202	R210
Book C	8–9	6203	R210
Book D	9–10	6204	R210
Book E	10–11	6205	R210
Book F	11–12	6206	R210
Book G	12+	6207	R210

Phonological Awareness Skills

ENGLISH

Preview the series:
ricpublications.co.za/tag/phonological-awareness-skills/

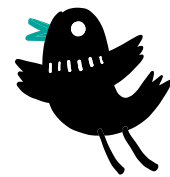


Prepare your learners for spelling, reading, and writing!

- » Five-book series
- » Suitable for ages 4–8
- » Each unit also available as a digital download



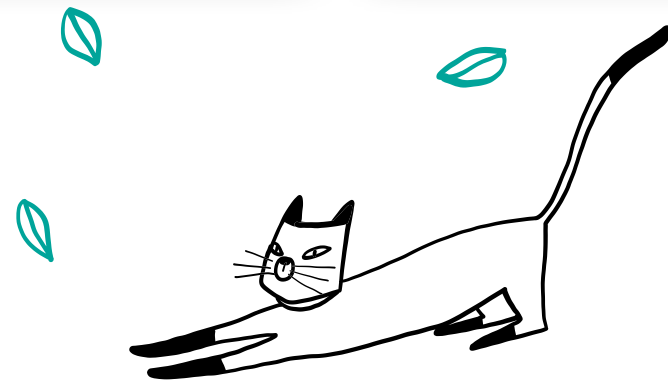
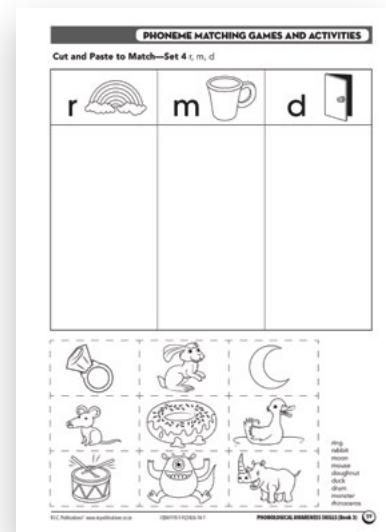
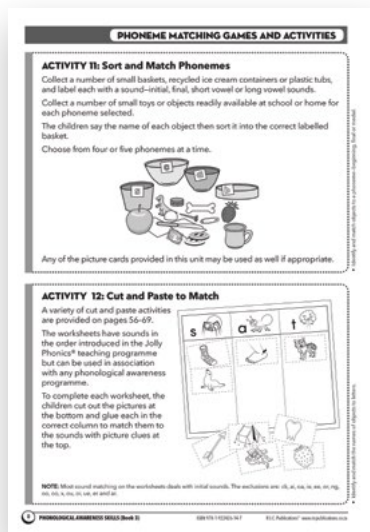
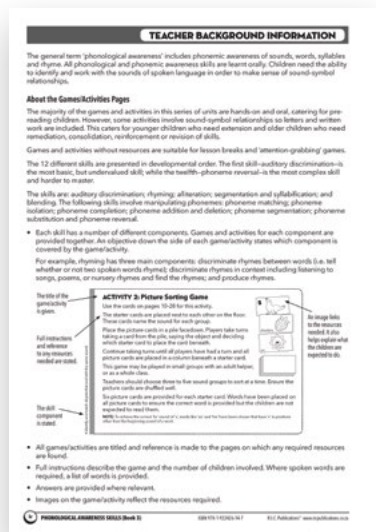
How do you help learners develop their phonological awareness and give them the skills they need to succeed in early reading and spelling? *Phonological Awareness Skills* is a five-book series which uses fun, hands-on activities to help your learners master the 12 crucial skills.



Features

- With an emphasis on oral language, easily prepare learners for any phonics or spelling programme.
- Each book contains heaps of class activities, all linked to learning outcomes at school or home and all easy to implement.
- Ideal for whole-class, small group, and pair work.

Sample pages from Book 3



	AGES	CODE	PRICE
Book 1	4–8	6972	R210
Book 2	4–8	6973	R210
Book 3	4–8	6974	R210
Book 4	4–8	6975	R210
Book 5	4–8	6976	R210

Integrated Spoken Language



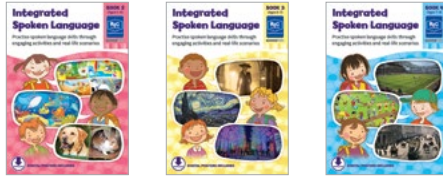
Preview the series:
ricpublications.co.za/tag/integrated-spoken-language/



Develop your learners' spoken language skills.

- » Four-book series
- » Suitable for ages 4-8

- » Includes free download of high-resolution posters



Spoken language enables us to use words to express knowledge, ideas, and feelings; and lays the foundation for essential reading and writing skills. *Integrated Spoken Language* is a four-book series that provides your learners with the opportunity to develop and reinforce their spoken language skills, all while having fun and relating their learning to real-life scenarios.

Features

- Develop oral language skills by providing plenty of opportunities for learners to practise through a large variety of activities.
- Promote faster adoption of oral language skills through a mix of cartoons and photographs in realistic scenarios that learners can relate to.
- Each book gives you access to the high-resolution digital version of all themed images, making it easy to display on an interactive whiteboard, to print out and display or give to learners.

Sample pages from Book 1

ON THE FARM TEACHER NOTES

farmer	dog	hen	she	cow	pig
tractor	house	chicken	has	sluck	building
vegetable	pond/fish	farm	pen	corner	post/milk
gate	fence	tooth	path	pond	road

THEME STARTER QUESTIONS

- What things can you see in this picture?
- Who is the farmer? What is he doing? What would he use it for?
- What animals can you see in this picture?
- Where are the pigs? What do you think they are doing? Why are they doing that?
- Where are the horses? What do you think they are doing? Why are they doing that?
- Where are the cows? What do you think they are doing? Why are they doing that?
- What is in the farmer's basket? Where do you think they come from?

THEMED ACTIVITIES

ACTIVITY FOCUS: Acquisition and use of vocabulary

ACTIVITY 1 CHAIN DANCE (whole class)

- Plan to and name the farmer.
- Ask children to choose words that describe the farmer. Examples may include: tall, strong, healthy, big, wearing a hat, wearing overalls and working boots.
- Select children to read words together to describe the farmer using the descriptive vocabulary suggested. Repeat single words phrases but encourage descriptive phrases or simple sentence answers.
- Repeat with the dog, cow, horse, pig, hen and path.
- If time allows, repeat asking about what the cows will, are doing. Then ask them to put words together such as 'The farmer looks after the cows', 'Cows eat grass and flowers'.

ACTIVITY FOCUS: Engagement, listening and attention

ACTIVITY 2 CHAIN AND HEAR LISTENING (whole class and small groups)

- The teacher states a sentence beginning and each child in turn adds another object to make the sentence as long as possible for example: 'The farmer says 'On the farm, I have a farmer'. The child next says 'On the farm, I have a farmer and a dog'. The next child says 'On the farm, I have a farmer, a dog and some pigs'. Children add animals and objects until no more can be added. Repeat with other sentence language such as 'The dog is brown'. The train is left, adding extra syllables.
- This activity provides auditory memory skills.

ON THE FARM RESOURCE SHEET 1

There is ...

I can see ...

It is ...

Look at ...

There are ...

I like .

ON THE FARM RESOURCE SHEET 2

pig

cow

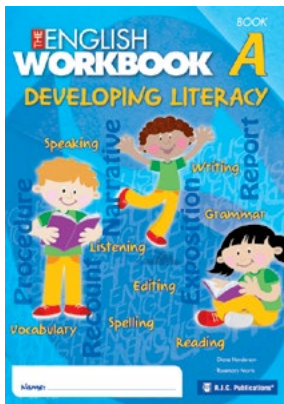


	AGES	CODE	PRICE
Book 1	4-5	8460	R240
Book 2	5-6	8461	R240
Book 3	6-7	8462	R240
Book 4	7-8	8463	R240

The English Workbook

ENGLISH

Preview the series:
ricpublications.co.za/tag/the-english-workbook/



Develop your learners' literacy skills.

- » Seven-book series
- » Educator resource book also available for each level
- » Suitable for ages 6–12+

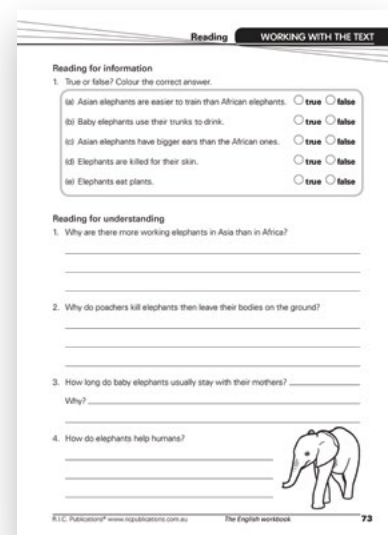
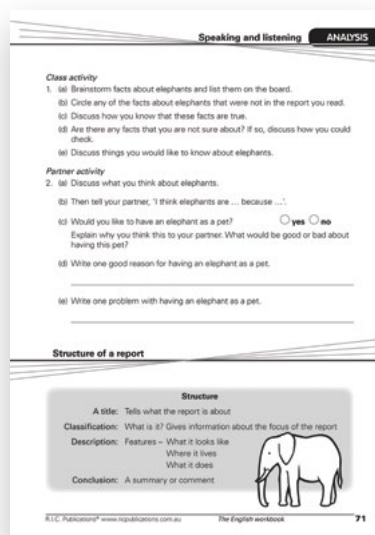
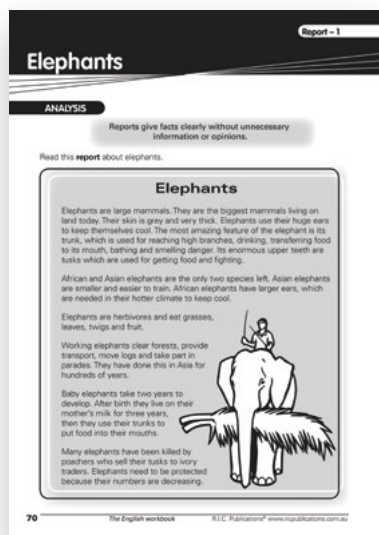


The English Workbook series features seven learner workbooks that look at writing formats such as procedures, recounts, expositions, narratives, and reports. The series is the ideal skills-based resource to accompany your writing programme. By taking a step-by-step approach, it guides learners through each of the five different writing genres, providing sample texts for each that they can use to analyse and understand how to structure their own writing.

Features

- All aspects of English literacy are thoroughly covered in the series.
- Procedural learning profiles for each specific writing skill being taught.
- Language-specific features of each text covered, showing when to use certain forms of language and text.

Sample pages from Book C

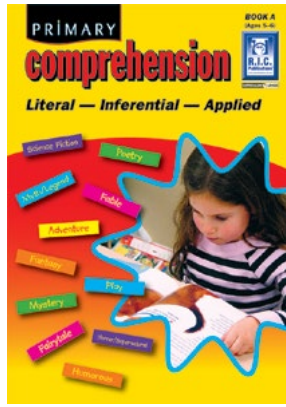


	WORKBOOKS			TEACHER RESOURCE BOOKS			
	AGES	CODE	PRICE	AGES	CODE	PRICE	
Book A	6–7	6353	R130	Book A	6–7	6355	R210
Book B	7–8	6354	R130	Book B	7–8	6356	R210
Book C	8–9	6278	R130	Book C	8–9	6303	R210
Book D	9–10	6279	R130	Book D	9–10	6304	R210
Book E	10–11	6280	R130	Book E	10–11	6305	R210
Book F	11–12	6281	R130	Book F	11–12	6306	R210
Book G	12+	6282	R130	Book G	12+	6307	R210

Primary Comprehension



Preview the series:
ricpublications.co.za/tag/primary-comprehension/



Comprehension practice learners will love.

- » Seven-book series
- » Suitable for ages 6–12+
- » Includes learner activities to practise appropriate comprehension strategies



Full of funny, suspenseful, horrifying, and exciting texts, *Primary Comprehension* is an educational adventure! With a wide array of literal, inferential, and applied comprehension questions, this seven-book series is essential for every educator's collection.

Features

- Each book contains 20 different texts from a variety of genres including humour, fantasy, legend, adventure, myth, report, and much more.
- Three levels of questioning – literal, inferential, and applied – to assess learners' comprehension.
- Nine specific strategies covered in each book: predicting, making connections, comparing, sensory imaging, determining importance, skimming, scanning, synthesising, and summarising.

Sample pages from Book B

THE STORK AND THE FOX

Educator information

Genre: Fable

Indicators:

- Analyse and extract information from a fable to answer literal, inferential and applied questions.
- Make connections based on prior knowledge and the text.
- Compare and make judgments based on connective words.

Worked Information:

- Learners will need to understand the physical differences between stork and fox affecting their ability to eat from bowls and jars of different shapes.
- Where learners are asked to explain their opinions, they may benefit from opportunities to introduce their ideas with a partner before attempting to write them.
- The stork and the fox is an Aesop fable. Learners need to be familiar with this genre and to understand that it is a story with a moral.

Answers:

Page 15-16

1. (a) No (b) No (c) Yes (d) Yes (e) No (f) Yes

2. (a) Educator check. Answers may include:

- (i) hungry and angry
- (ii) long tail, thin
- (iii) get men, get the oven back, play a trick, teach him a lesson on his trick, care about

3. Educator check

Page 17

1. Educator check 2. Educator check 3. Educator check

Extension:

- Read and discuss a number of different fables with the learners, particularly the similarities and differences between them; for example, the number of animals featured, their personalities and the importance and meaning of the morals included.
- Colour and display copies of fables taking particular note of the different types of illustrations.
- Other Aesop's fables include:
 - The star and the gnat
 - The lion and the mouse
 - The ant and the grasshopper
 - The frog and the log
 - The pig and the pail
 - The hare and the tortoise
 - The frog and the log

THE STORK AND THE FOX – 1

Read the fable.

Fox invited Stork to dinner and for a joke he put their soup in shallow dishes. Fox could lap it up but Stork could only wet the end of his long bill. Poor Stork left, still feeling hungry.

Fox smiled and said, 'I'm sorry that you didn't like the soup I made'.

'Don't apologise', replied Stork. 'Come and visit me soon and I'll make dinner for you.'

When Fox went to visit Stork, he put their dinner in long-necked jars with narrow mouths. Fox couldn't reach the food and he just licked the outside of the jar.

'I will not apologise for the dinner,' Stork said, 'because one bad turn deserves another.'

Right there

(a) Write yes or no after each sentence.

(i) Fox made some soup for Stork.

(ii) Fox ate the soup.

(iii) Stork invited Fox to come for dinner.

(iv) Fox enjoyed the dinner that Stork made for him.

(v) Fox played a trick on Stork.

(b) Draw the dishes the two animals liked.

This is the dish Fox liked.

This is the dish Stork liked.

THE STORK AND THE FOX – 2

Use the text on page 15 to answer the questions.

Think and search

(a) Write in the missing words.

(i) Stork was feeling _____ when he left Fox's house.

(ii) The jar was too _____ for Stork to reach the soup.

(iii) Stork made dinner for Fox because he wanted to _____.

(iv) The two animals did not really _____ each other.

On my own

(a) (i) Do you think that Stork was right to play the same trick on Fox that Fox played on him? _____

(ii) What do you think Fox learnt? _____

(iii) Do you think that Fox will play the same trick again?

(b) The word 'apologise' means to say you are sorry. In the story, Fox said, 'I'm sorry that you didn't like the soup I made'.

(i) Do you think Fox was really sorry?

(ii) Did Stork really not like the soup?

(iii) Why didn't Stork eat the soup? _____

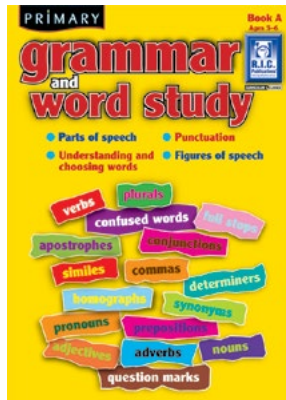
(c) Draw Stork trying to eat the soup.

AGES	CODE	PRICE
Book A 6–7	6253	R210
Book B 7–8	6254	R210
Book C 8–9	6255	R210
Book D 9–10	6256	R210
Book E 10–11	6257	R210
Book F 11–12	6258	R210
Book G 12+	6259	R210

Primary Grammar and Word Study

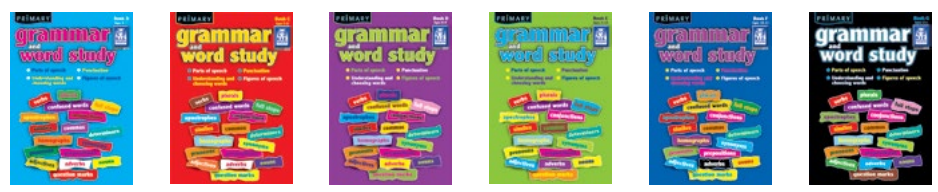
EBOOK AVAILABLE

ENGLISH



Fun grammar and word learning adventures.

- » Seven-book series
- » Suitable for ages 6–12+
- » Ideal resource to build learners' grammar knowledge



Primary Grammar and Word Study is the complete package for introducing and building learners' knowledge of parts of speech, understanding and choosing words, punctuation, and figures of speech. With engaging activities and new concepts introduced on each high-interest worksheet, this is an ideal resource for all abilities.

Features

- Each book has four sections: parts of speech, understanding and choosing words, punctuation, and figures of speech.
- Features learner activity pages, each introducing a concept to be identified and applied, accompanied by comprehensive educator notes.
- A clearly identified focus is stated on each learner and educator page, along with further suggestions on how to support each worksheet.

Sample pages from Book C

Parts of speech
Common and proper nouns

Focus
Common and proper nouns

Introduction
• Common nouns name general, rather than particular, people, places and things.
Example:
The man walking a dog in the park has a dog.
• Proper nouns are used to name specific people or things. They begin with capital letters.
Example:
Aunt Margaret and Uncle Paul were visiting in the summer holidays and staying in the holiday house in Murrumbidgee.

Understanding
• The word 'noun' comes from the Latin 'nomen', which means 'name'. Nouns are often called 'naming words'.
• While most nouns can be categorised as either common or proper nouns, there are two further main categories of nouns: collective (e.g. herd and mob) and abstract (e.g. love).
• Some words used as nouns can also be verbs or adjectives, depending on the context in which they are used.
Example:
The crew sailed the ship across the ocean and returned to the shore.
• Common nouns are categorised unless they begin with a capital letter. Some words that begin with a capital letter, such as the names of the planets, common nouns, and some words, are no longer classified because, through time usage, they have become so well-known that they are now considered proper nouns. Consider describing people, places, and things using the words 'nouns', 'verbs', 'adjectives', and 'question marks' as part of the name, such as Aunt Margaret and Uncle Paul were visiting, stayed in the holiday house in Murrumbidgee, and returned to the shore.

Activities
Noun cards

Common and proper nouns
Nouns can tell us who, what and where in a sentence.

Some nouns are common nouns. They name general people, places and things.
I watched a dog wandering around the city streets this afternoon. A kind lady picked him up and took him away.

Other nouns are proper nouns. They name specific people, places and things and start with a capital letter.
That was my friend, Ghazal the dog. Ghazal the dog found him wandering around Kent Street in London; she took him back to her house in Murrumbidgee.

Activities
1. Cut out common and proper nouns from a newspaper or magazine. Glue them into the table, then write some of your own.

Common nouns	Proper nouns

2. Write examples of two proper nouns for each of these common nouns.

(a) country _____
(b) restaurant _____
(c) street _____
(d) teacher _____
(e) actor _____

Collective nouns
If you drove past some fluffy sheep, would you mention them one-by-one? Say to your friend, 'Quick, take a peek. There's one sheep and one sheep, plus one. And more plus some, then another eight. Standing together near that rock?' Or would it be quicker to say, 'Hey, take a look at that big flock?'

A collective noun is the name for a group of animals, people or things.
A gaggle is a group of geese.
A library is a group of books.
A class is a group of students.

Activities
1. Name these groups.

(a) (b) (c)
pod school litter swarm pack herd

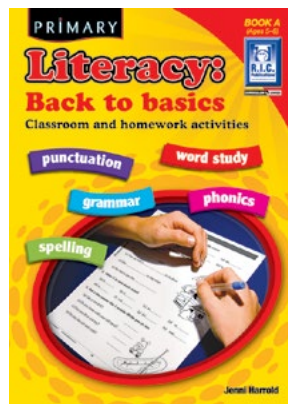
2. Match the collective nouns to each group of animals.
(a) fish _____ (b) whales _____
(c) bees _____ (d) puppies _____
(e) wolves _____ (f) cows _____

3. (a) Make up your own collective noun for one of the following groups.
boys shells girls smelly shoes
(b) Write a poem or story about your collective noun on back of this sheet.



	AGES	CODE	PRICE
Book A	6–7	6240	R210
Book B	7–8	6241	R210
Book C	8–9	6242	R210
Book D	9–10	6243	R210
Book E	10–11	6244	R210
Book F	11–12	6245	R210
Book G	12+	6246	R210

Primary Literacy: Back to Basics



Support your learners' understanding of literacy concepts.

- » Seven-book series
- » Suitable for ages 6–12+

- » Activities on each page relating to one literacy concept

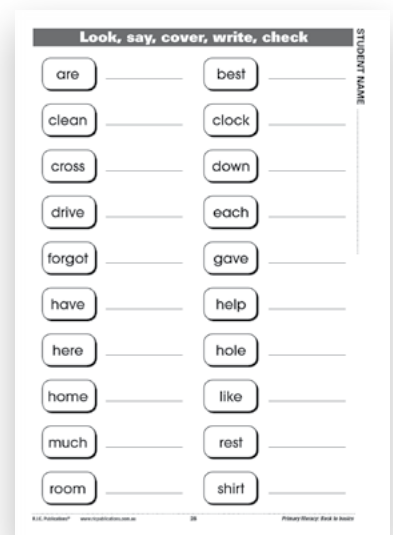
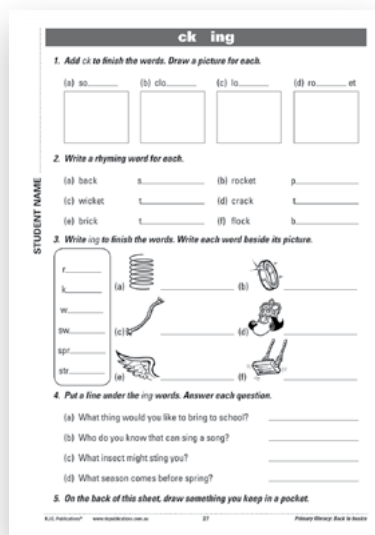
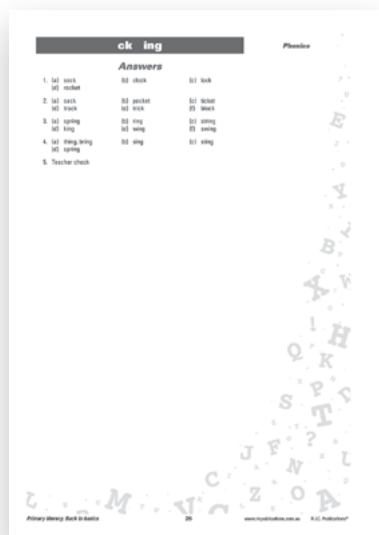


A series of educator resources that provides learners with guidelines for spelling, word study, punctuation, and grammar.

Features

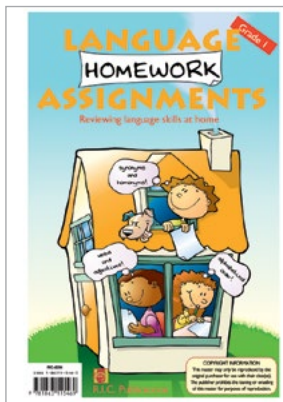
- The series features an easy-to-follow format where concepts are repeated and expanded on throughout.
- Instructional concepts, with definitions and relevant examples, are provided to support learning.
- Comprehensive educator notes support learner progress and include additional reference information.

Sample pages from Book B



	AGES	CODE	PRICE
Book A	6–7	6311	R210
Book B	7–8	6312	R210
Book C	8–9	6313	R210
Book D	9–10	6314	R210
Book E	10–11	6315	R210
Book F	11–12	6316	R210
Book G	12+	6317	R210

Language Homework Assignments



Review language skills at home.

Each homework sheet in this series deals with a language skill specific to that grade, making it easy to link homework to what has been taught in the classroom. The homework sheets are aimed at a four-term year with nine exercises for each term.

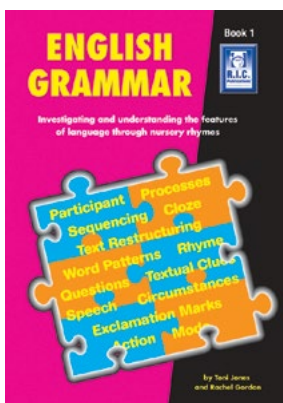
Features

- Each set of skills is followed by a review sheet which may be done as a test or as revision exercises.
- The basic work on each sheet is followed by a 'Challenge' section and most exercises have brief answers so that the homework can be worked through easily and quickly.
- Includes educator notes, an individual learner record sheet, and answers.

	AGES	CODE	PRICE
Level 1	6-7	0294	R210
Level 2	7-8	0295	R210
Level 3	8-9	0296	R210
Level 4	9-10	0297	R210
Level 5	10-11	0298	R210
Level 6	11-12	0299	R210
Level 7	12+	0300	R210



English Grammar



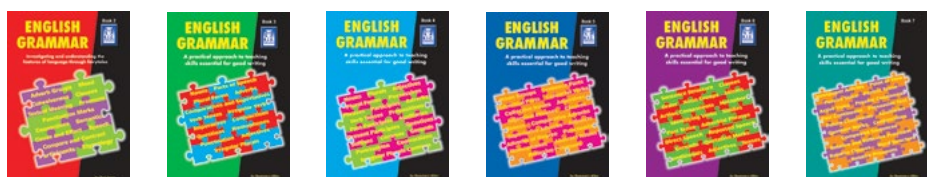
A functional approach to grammar.

Our *English Grammar* series offers a practical approach to teaching the essential skills for good writing. The main aim is to help learners progressively improve grammar by studying the way it works in various real-world situations.

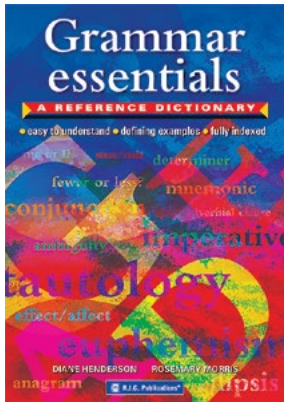
Features

- This series explores the systematic relationships that exist between the features of English grammar.
- Grammar parts and their relationships are presented in context.
- Extra activity ideas are included.

	AGES	CODE	PRICE
Book 1	6-7	2063	R220
Book 2	7-8	2064	R220
Book 3	8-9	2065	R220
Book 4	9-10	2066	R220
Book 5	10-11	2067	R220
Book 6	11-12	2068	R220
Book 7	12+	2069	R220



Grammar Essentials



An easy-to-understand reference dictionary.

- » Single workbook
- » Suitable for ages 9+
- » Small easy-to-use reference dictionary

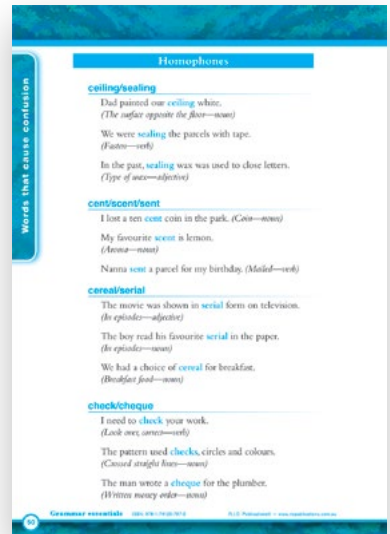
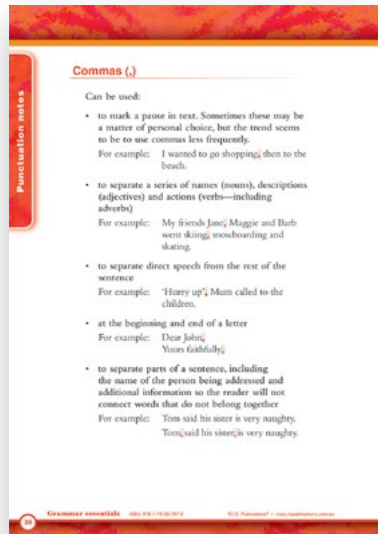
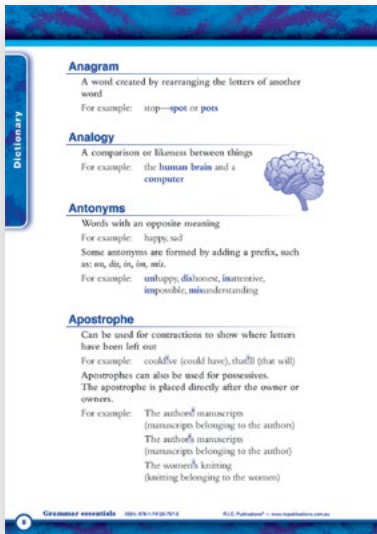
Grammar Essentials presents concise information about the essential elements of English grammar with relevant examples. This dictionary was written specifically to allow learners to quickly and easily check any grammatical terms, points, or areas they may not be sure about, and to improve their communication skills.

Features

- Suitable for both primary and secondary learners – plus, many educators will also find it a useful reference.
- Written in simple, easy-to-understand language, with short definitions, explanations, and examples.
- Alphabetical listings make the information easily accessible.

AGES	CODE	PRICE
9+	1184	R80

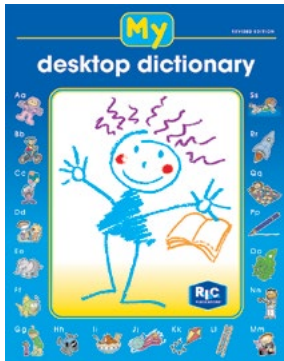
Sample pages



My Desktop Dictionary

ENGLISH

For a free sample, go to:
ricpublications.co.za/my-desktop-dictionary-sample-download-form/



AGES	CODE	PRICE
5-8	1111	R75

Develop your learners' written vocabulary.

» Single workbook

» Suitable for ages 5-8

» Also available in Afrikaans

My Desktop Dictionary gives learners the opportunity to learn and develop their vocabulary in a very clear and structured manner. It provides them with an opportunity to develop their knowledge of a variety of themes and school topics, all while integrating the correct spelling of each word.

Features

- Provides the clearest learning platform for learners to have on their desks and use for reference in class.
- Includes a popular, high-interest list of themed words for each letter of the alphabet.
- Supplementary word lists included on popular topics, including family, school, and animals.

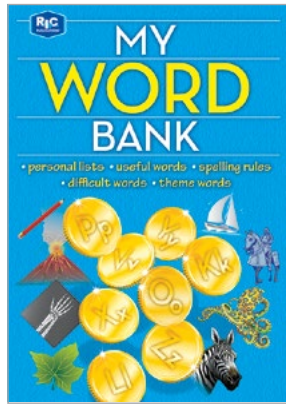


AGES	CODE	PRICE
5-8	1060	R75



My Word Bank

Preview the series:
ricpublications.co.za/shop/my-word-bank-ages-8-12/



Give learners their own classroom dictionary.

- » Single workbook
- » Suitable for ages 8–12
- » Develop written and oral vocabulary



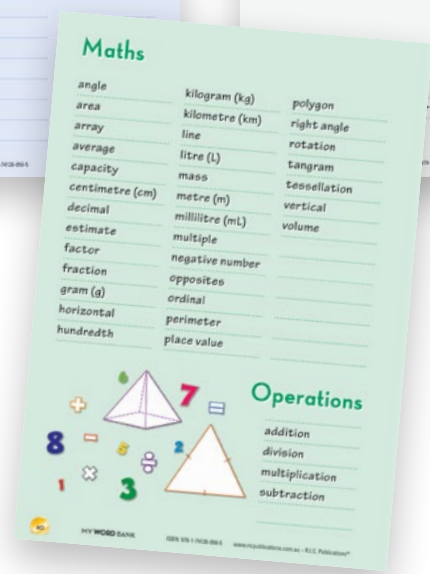
If a learner needs a word but doesn't know how to spell it, they can look it up and record it in *My Word Bank*. This personal dictionary is an essential companion for learners developing their literacy skills within a classroom setting and at home.

Features

- *My Word Bank* contains spelling rules to help learners spell correctly and use the right word.
- There are alternative words and topic lists to help learners write interesting sentences while expanding their vocabulary.
- Topic lists are provided for easier reference and development that is applicable to learners.

AGES	CODE	PRICE
8–12	1092	R59

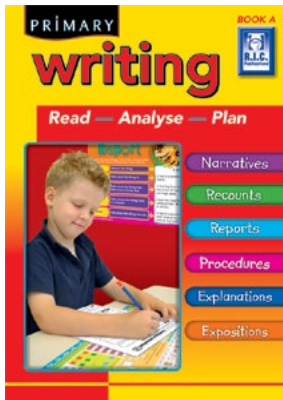
Sample pages



Primary Writing

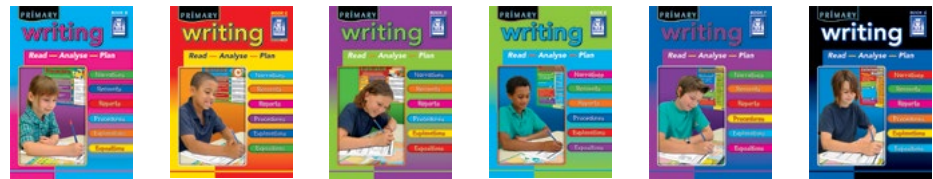
EBOOK AVAILABLE

ENGLISH



Read, analyse, and plan.

- » Seven-book series
- » Suitable for ages 6–12+
- » eBooks available



Our Primary Writing seven-book series offers learners the opportunity to learn a multitude of text types. The resources showcase how to read and understand narratives, recounts, procedures, reports, explanations, and expositions.

Features

- Offers a range of texts aimed at all levels of learning, from introduction to application.
- The worksheets provided illustrate procedures of learning and implementation of specific text types to each age group.
- Educator pages include notes and checklists, along with class recording pages to make teaching easier.

Sample pages from Book E

2 Reports TEACHERS NOTES

Structure and language features are shown on the left and right of the text below.

Title
The word 'report' is a verb meaning 'to give an account of something'.

Classification
A report is a written account of something that has happened or is being done. It is often used to give information to other people.

Description
Reports are written in a formal style. They are often used to give information to other people. They are often used to give information to other people.

Conclusion
The conclusion of a report is the final part. It is where the writer gives their own opinion or recommendation.

Teacher information
Read through the scientific report with the students and discuss the features of a report. Discuss the text on page 43. Students complete the worksheet on page 43. Before class, students should read and write their own scientific report. Students should read and write their own scientific report. They will need to have gathered sufficient information about the animal of their choice before writing their report. Reports should be read out loud to the class in small groups. Individual reports, accompanied with appropriate illustrations, could be included for other students to read and compare. Students should also be encouraged to write a report on an animal of their choice. Reports should be read out loud to the class in small groups. Individual reports, accompanied with appropriate illustrations, could be included for other students to read and compare. Students should also be encouraged to write a report on an animal of their choice.

Answers
1. (a) Terrible lizards
The word 'report' is a verb meaning 'to give an account of something'.
2. Teacher check
3. (i) 20 words
(ii) 20 words
(iii) 20 words
(iv) 20 words
(v) 20 words
4. Reports are written to give information to other people. They are often used to give information to other people.

Report

Terrible lizards

The word 'dinosaur' comes from a Latin word meaning 'terrible lizard'. Like lizards, dinosaurs were reptiles. They lived over 65 million years ago during the Mesozoic Era, the age of the reptiles.

Reptiles today are related to dinosaurs in that they both have scaly skin and lay eggs. However, it is thought that dinosaurs are related to birds.

Dinosaurs differed widely in size such as size, weight, number of legs (two or four), speed of movement and what they ate (whether they were herbivores, carnivores or omnivores).

There are two main groups of dinosaurs:

(i) Sauropods or 'long-necked' dinosaurs. This group included:
(i) Theropods - bipedal (walked on two legs), small to medium, sharp teeth and claws, carnivores. Examples were Tyrannosaurus and Allosaurus.
(ii) Sauropods - huge dinosaurs with long heavy necks and tails, mostly quadrupedal (walked on four legs), herbivores. Examples were Apatosaurus and Diplodocus.
(iii) Ornithomimids or 'bird-like' dinosaurs. This group included:
(i) Plated dinosaurs - bony plates or scales on their back or tail, small jaw, quadrupedal, herbivores. An example was Stegosaurus.
(ii) Armoured dinosaurs - bony plates and scales all over their body, usually a club-like tail, quadrupedal, herbivores. An example was Ankylosaurus.

(ii) Bird-footed dinosaurs - pig-like teeth, bipedal, omnivores or herbivores. Examples were Hadrosaurus and Ornithomimids.
(iii) Horned dinosaurs - horns, beaks and large bony collars, quadrupedal, herbivores. Examples were Triceratops and Spinosaurus.

Fossilised footprints show that many herbivorous dinosaurs travelled in herds, feeding and nesting together, travelling in packs or herds offered protection against the carnivores. Some carnivores also appeared to hunt in packs to enable them to attack much larger prey.

Scientists are still not sure why dinosaurs became extinct. The most popular theory is that a meteorite hit the earth, blocking the sun, and caused huge changes to the environment to which the dinosaurs were unable to adjust.

Ornithomimid

Diplodocus

Examining report

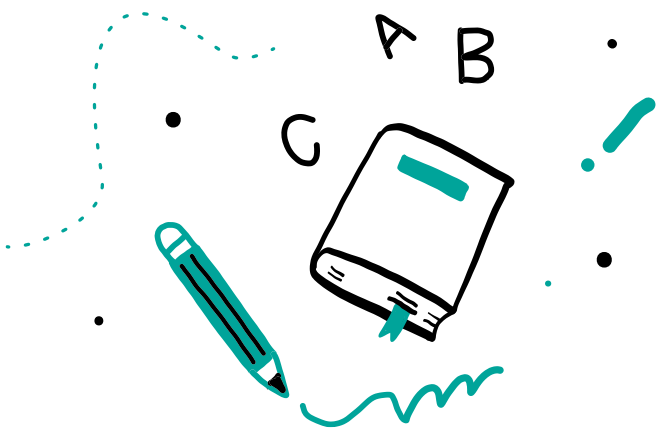
Use the report on page 43 to complete the page.

Title
(a) The title of this scientific report is _____
(b) Is it an appropriate title? _____ Explain why you think this.

Classification
List three facts from this section of the report.

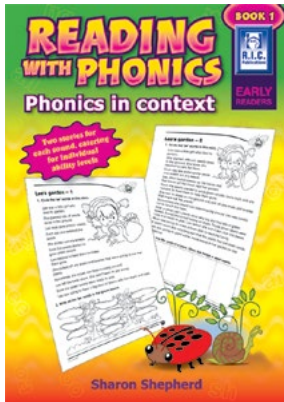
Description
(a) What do these technical words mean?
(i) herbivore _____
(ii) carnivore _____
(iii) omnivore _____
(iv) Sauropsid _____
(v) Ornithomimid _____
(b) Replace one word with 'reptiles' and another with a pronoun such as 'he', 'she' or 'they' to change this sentence from the first to the third person.
We are related to dinosaurs in that we both have scaly skin and lay eggs.

Conclusion
What is the main idea of the concluding paragraph?



	AGES	CODE	PRICE
Book A	6–7	6260	R220
Book B	7–8	6261	R220
Book C	8–9	6262	R220
Book D	9–10	6263	R220
Book E	10–11	6264	R220
Book F	11–12	6265	R220
Book G	12+	6266	R220

Reading With Phonics

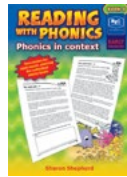
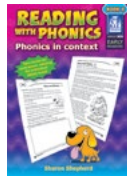


Teach phonics in context.

» Three-book series

» Suitable for ages 5-7

» Easy-to-follow format



Present a 'focus sound(s)' in the context of a narrative, rather than in isolation, and help learners practise identifying and using the sound(s) while reading and comprehending.

Features

- Includes worksheets to reinforce learners' phonemic awareness and consolidate the learning of phonic sounds.
- Strengthen learners' knowledge of the sounds with word cards at the end of each sound studied.
- Allowing flexibility, this resource can be used to introduce or consolidate teaching and learning.

Sample pages from Book 1

The train ride – 1

Circle the 'ai' words in this story.

Gail was going to go on a train ride with her mum. Then they went for the rain to stop. Then they went to the railway station. Mum paid the man and got the tickets. They didn't have long to wait. The train came into the station. They saw lots of things on their train ride. They saw a man putting bait on his fishing line. They saw some people sailing on the river. They saw a man painting a tall building. He had a chain around his tummy to stop him falling. Gail and her mum had a wonderful time.

Draw Gail and her mum. Draw the train.

Draw a man putting bait on his fishing line. Draw some people sailing on the river.

The train ride – 2

1. Choose from the words below to complete the sentences.

bait palette train sailing rail

(a) Gail went on a _____ ride.
 (b) They had to wait for the _____ to stop.
 (c) A man put _____ on his fishing line.
 (d) They saw a _____ boat on the river.
 (e) A man was _____ a tall building.

2. Number the boxes to order the sentences as they happened in the story.

(a) The rain stopped. _____
 (b) Mum paid the man for the tickets. _____
 (c) The train came into the station. _____
 (d) They went to the train station. _____

3. Draw a picture to match each word.

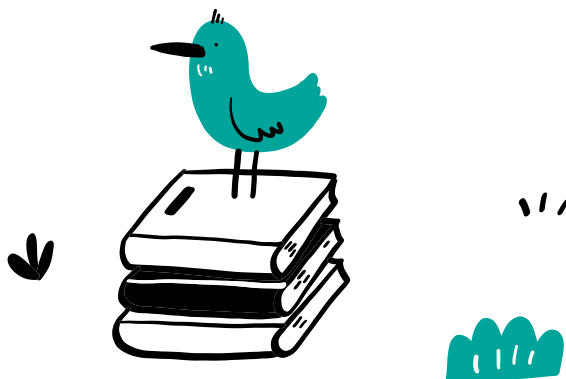
train	paint
rain	chain
snail	bait

The train ride – 3

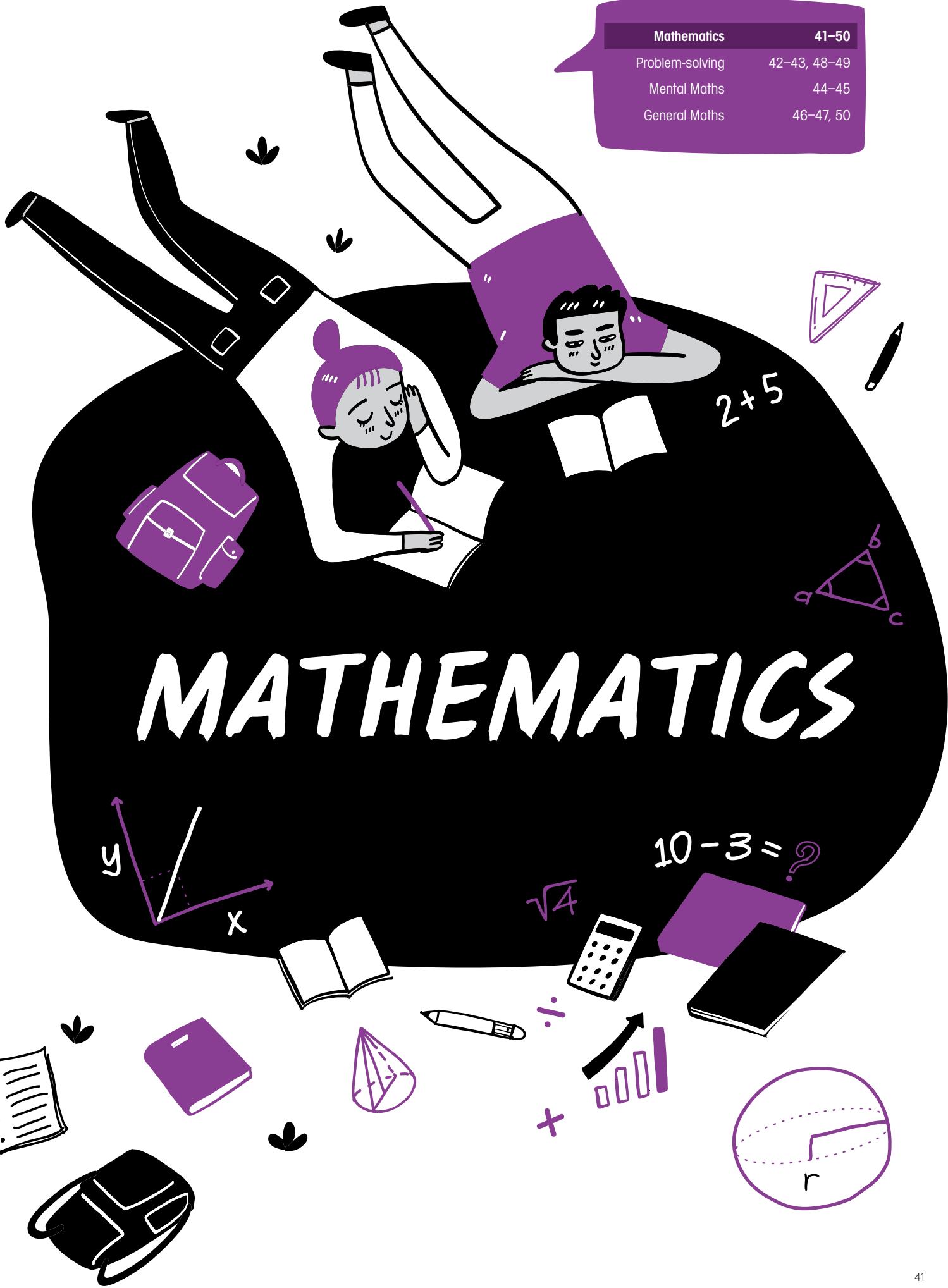
Cut out and match the pictures to the clues.

I am slow. I have my home on my back. I am a _____	
I am in your head. I am your _____	
I fall from the sky. I am wet. I am _____	
You can ride in me. I go on tracks. I am a _____	

	CODE	PRICE
Book 1	6308	R220
Book 2	6309	R220
Book 3	6310	R220



Mathematics	41–50
Problem-solving	42–43, 48–49
Mental Maths	44–45
General Maths	46–47, 50



MATHEMATICS

The Maths Box



Enhance your maths programme.

» Seven-box series

» Suitable for Grades R-7

» Each box contains 75 beautifully illustrated and unique cards

Sample cards from Box 3

Card 5 Algebra

Front of card

FOLLOW THAT RULE!

You are in a forest and have to get to the other side along the path. As you make your way through the forest, follow the rule on each signpost. **OR ELSE YOU WILL GET LOST!**

- Start at 18. Count forwards in 18 until you reach 36.
- Start at 33. Count forwards in 16 until you reach 49.
- Start at 51 and count backwards in 34 to the number 35.
- Start at 72 and take away 4 until you reach 57.
- Start at 12. Add 4, then add 3. Repeat until you reach 26.
- Start at 295. Add 10 until you reach 285.
- Start at 294. Subtract 10 until you reach 304.
- Start at 674. Add 4, then add 3. Repeat this number pattern two more times. What number do you reach?

Card 5 Answers

Back of card

1. 21, 26, 31
2. 37, 41, 45
3. 48, 45, 42
4. 68, 65, 61
5. 16, 19, 23
6. 28, 38, 42
7. 265, 275, 285, 295
8. 400, 500, 400, 300
9. 384, 374, 364, 354
10. 475, 575, 675
11. 473, 480, 483, 490, 493
12. 678, 681, 685, 688, 692, 695

Card 8 Number - Fractions

Front of card

The Tenth's Train

Complete the missing tenths.

- $\frac{0}{10}, \frac{1}{10}, \frac{2}{10}, \frac{3}{10}, \frac{4}{10}, \frac{5}{10}, \frac{6}{10}, \frac{7}{10}, \frac{8}{10}, \frac{9}{10}, \frac{10}{10}$
- $\frac{10}{10}, \frac{9}{10}, \frac{8}{10}, \frac{7}{10}, \frac{6}{10}, \frac{5}{10}, \frac{4}{10}, \frac{3}{10}, \frac{2}{10}, \frac{1}{10}, \frac{0}{10}$
- $\frac{1}{10}$ is the same as: (a) 0 (b) $\frac{1}{10}$ (c) 1
- $\frac{10}{10}$ is the same as: (a) 0 (b) $\frac{1}{10}$ (c) 1

The pizza has been cut into ten slices.

- How many tenths are there altogether? (a) 8 (b) 10 (c) 1
- Jim eats $\frac{1}{10}$ of the pizza. How many slices are left? (a) 3 (b) 4 (c) 1
- Jane eats $\frac{1}{10}$ of the pizza and Joe eats $\frac{1}{10}$ of the pizza. How many slices did they eat altogether? (a) 2 (b) 1 (c) 1
- Jed ate $\frac{1}{10}$ of the pizza. How many slices are left? (a) 9 (b) 10 (c) 1

Card 8 Answers

Back of card

The Tenth's Train

1. 2, 5, 7, 9
2. 8, 1, 4, 1
3. (a) 0 (b) $\frac{1}{10}$ (c) 1
4. (a) 0 (b) $\frac{1}{10}$ (c) 1
5. (a) 9 (b) 10 (c) 1
6. (a) 1 (b) 2 (c) 3
7. (a) 1 (b) 2 (c) 3
8. (a) 1 (b) 2 (c) 3
9. (a) 1 (b) 2 (c) 3
10. (a) 1 (b) 2 (c) 3

The Maths Box

Preview the series online:
ricpublications.co.za/tag/the-maths-box/



	AGE	CODE	PRICE
Foundation	5-6	6993	R2220
Box 1	6-7	6987	R2020
Box 2	7-8	6988	R2020
Box 3	8-9	6989	R2020
Box 4	9-10	6990	R2020
Box 5	10-11	6991	R2020
Box 6	11+	6992	R2020

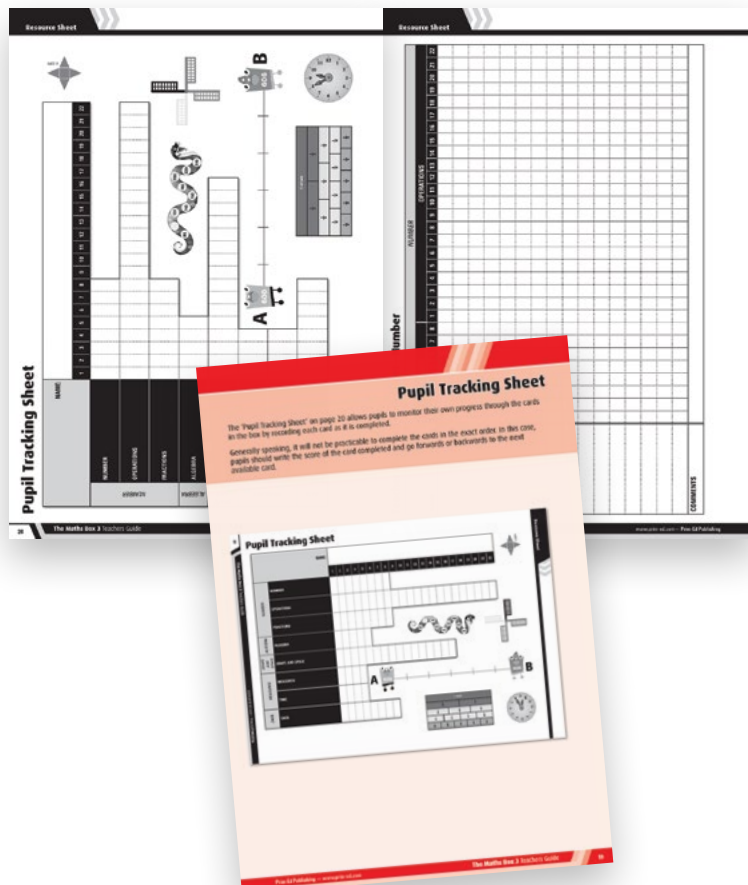
**EACH BOX INCLUDES A
TEACHER GUIDE.**



REVIEW 'The Maths Box encourages resilience, independence, and confidence in maths learning. We have used the resource in a variety of ways, as part of a targeted intervention, independent extension, consolidating activity, or short assessment.'

Jane Hainsworth, Educator

Sample pages from Box 3 Teacher Guide

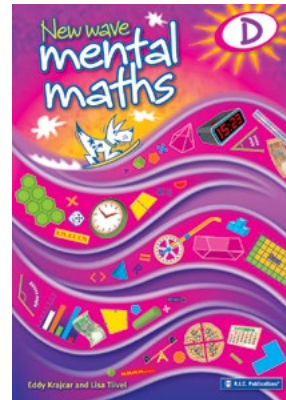
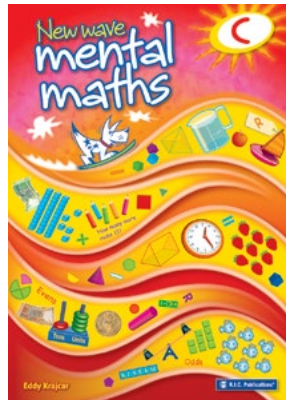
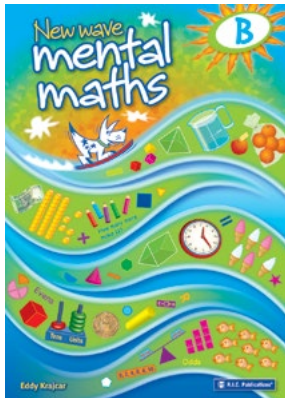


Motivate your learners with fun, creative, and challenging activities! *The Maths Box* provides practise and consolidation of skills already taught in the classroom, with opportunities to extend learners further. Designed to be flexible, this resource allows for independent, small-group, and whole-class maths activities. This gives educators the freedom to roam the classroom and provide more tailored teaching for individual learners. Check out how this resource can help your learners today!

Features

- Use it anytime to reinforce concepts and elevate your maths programme—supported with scope and sequence charts to map your coverage.
- Learners can be given specific cards that are appropriate to their individual learning goals and based on their own strengths and weaknesses.
- Great way to motivate even the most reluctant learners. Each card is designed to provide intellectual engagement and connect learners to the wider world.

New Wave Mental Maths



Give learners the best opportunity to succeed in maths.

» Six-workbook series

» Suitable for ages 6-12+

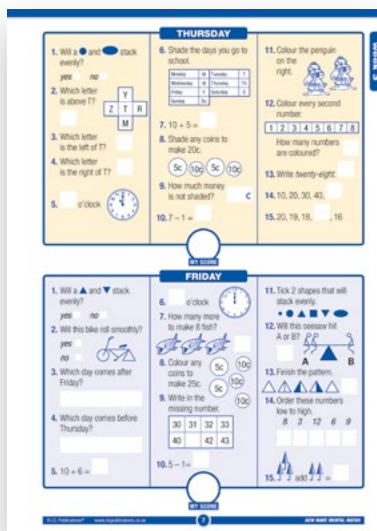
» 200 days of maths problems in each book

With over 20 years of research and continuous development, our bestselling series is still the ultimate mathematics practice resource for the modern classroom. Written for South African primary schools, *New Wave Mental Maths* provides daily practice to increase learners' fluency and automaticity across all maths strands.

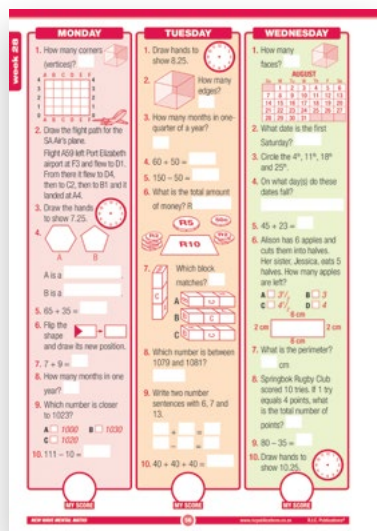
HAVE A CLOSER LOOK AT THIS WORKBOOK SERIES AND FIND OUT HOW IT CAN MAKE A DIFFERENCE IN YOUR SCHOOL TODAY.



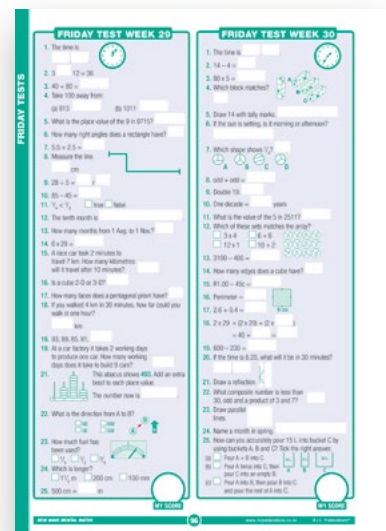
Sample page from Book B



Sample page from Book C

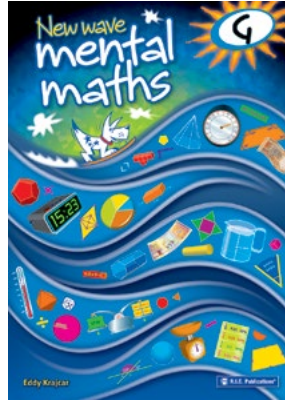
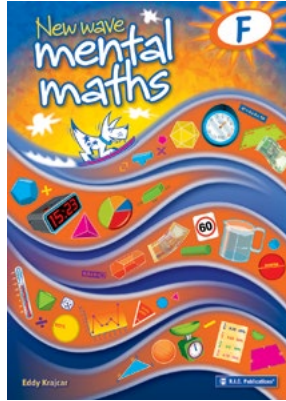
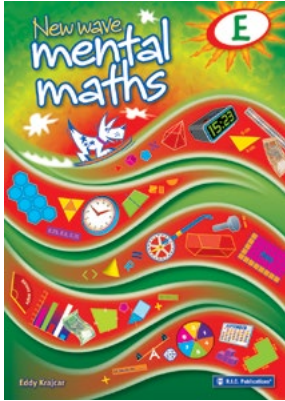


Sample page from Book E



New Wave Mental Maths

For a free sample, go to:
ricpublications.co.za/new-wave-mental-maths-sample-form/



	AGES	CODE	PRICE
Book A	6-7	1700	R130
Book B	7-8	1701	R130
Book C	8-9	1702	R130
Book D	9-10	1703	R130
Book E	10-11	1704	R130
Book F	11-12	1705	R130
Book G	12+	1706	R130

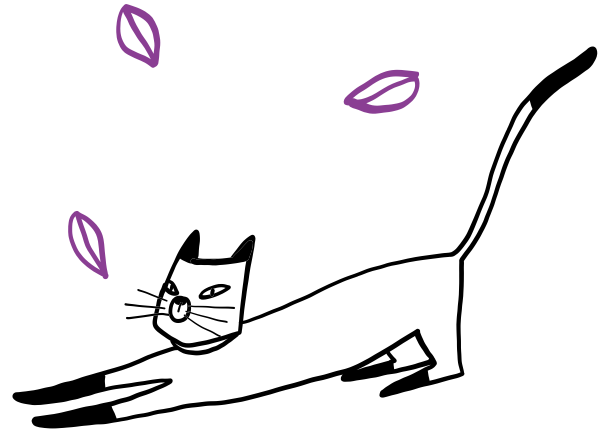
REVIEW "New Wave Mental Maths is great! I have used a variety of levels to suit different grade levels and abilities. The days-of-the-week sections make it a simple way to do a warm-up in a maths lesson."

At the end of the week, 'Friday Review' columns are so handy to keep track of their progress and to inform what we need to cover more of or extend on.'

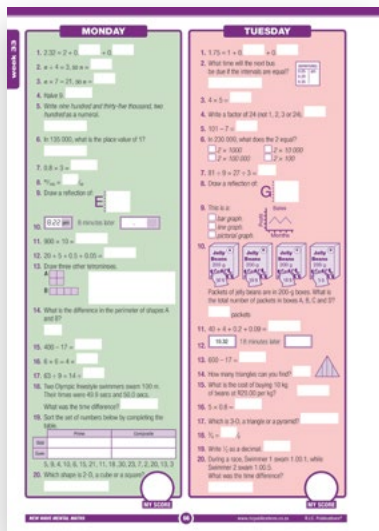
Jill S, Educator

Features

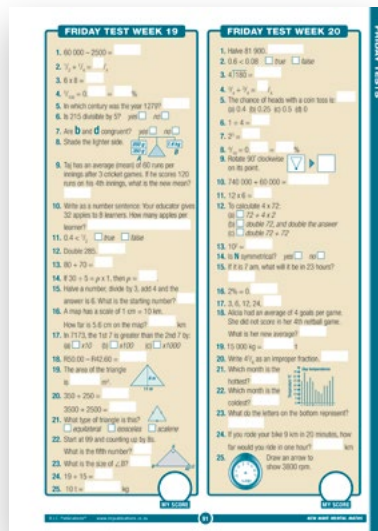
- Daily maths practice with a spiral learning method to consolidate and improve learners' skill level.
- Includes problem-solving questions each week, which are designed to develop learners' abilities to make choices, interpret, formulate, and communicate solutions effectively.
- Provides consistent daily practice of taught mathematical concepts to help learners excel.



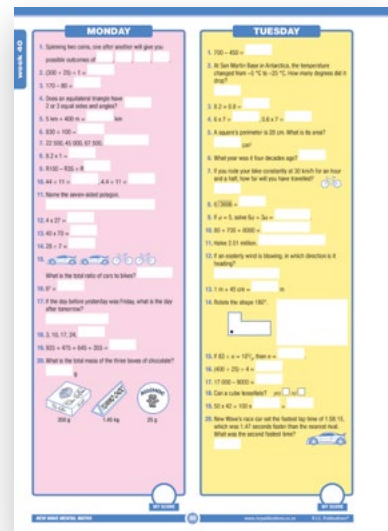
Sample page from Book E



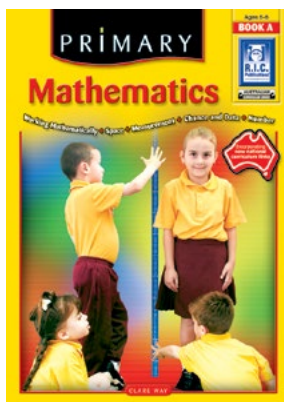
Sample page from Book F



Sample page from Book G



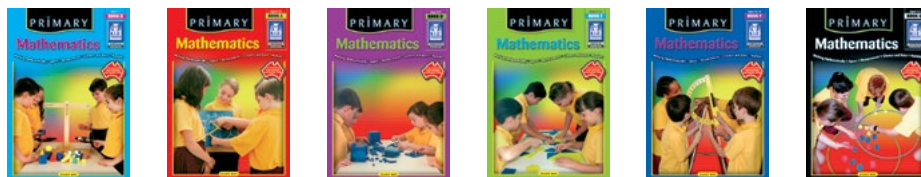
Primary Mathematics



Fulfil all your mathematical needs.

- » Seven-book series
- » Suitable for ages 6–12+

» Develop mathematical reasoning and strategy



Learners will love developing their skills with this series! All of your mathematical needs are covered with over 150 activity pages, as well as introductory activity suggestions for each resource. Packed with fun and informative questions and games, as well as quirky character illustrations, *Primary Mathematics* is a must-have.

Features

- Comprehensive educator notes are provided for each individual strand, listing required materials, activities, and games.
- Each book covers the mathematics areas of number, measurement, space, and chance and data.
- Revision and assessment pages for each strand are included in the books, ideal for inclusion in learner portfolios and for reporting purposes.

Sample pages from Book E

2-D SHAPES

1. Write the name of each shape.
circle, square, triangle, rectangle, oval, pentagon, hexagon, octagon

2. Polygons are shapes that are made up of three or more straight sides.
Colour in the polygons only.

3. Quadrilaterals are shapes that are made up of four straight sides.
Draw two different quadrilaterals and name them.

On the back of the sheet, draw three different polygons using a ruler and name them.

FRACTIONS

The number at the bottom of a fraction (denominator) tells us how many parts the whole is divided into. The number at the top (numerator) tells us how many parts are shaded.

For example: for $\frac{1}{5}$, the shape is divided into 4 parts and 1 part is shaded.

1. Write the fraction that is shaded.

2. Write the fraction that is shaded.

Count how many students are in your class and write the number _____
What fraction of that number has brown hair? _____ black hair? _____
blonde hair? _____ red hair? _____

EXTENDED MULTIPLICATION FACTS

1. Answer and extend these multiplication problems.
For example, $5 \times 2 = 10$, $50 \times 2 = 100$, $500 \times 20 = 10000$.

(a) $9 \times 6 = 54$ $90 \times 6 = 540$ $900 \times 60 = \dots$
 (b) $7 \times 8 = \dots$ $70 \times 8 = \dots$ $700 \times 80 = \dots$
 (c) $3 \times 9 = \dots$ $30 \times 9 = \dots$ $300 \times 90 = \dots$
 (d) $8 \times 10 = \dots$ $80 \times 10 = \dots$ $800 \times 100 = \dots$
 (e) $6 \times 7 = \dots$ $60 \times 7 = \dots$ $600 \times 70 = \dots$
 (f) $9 \times 8 = \dots$ $90 \times 8 = \dots$ $900 \times 80 = \dots$
 (g) $5 \times 9 = \dots$ $50 \times 9 = \dots$ $500 \times 90 = \dots$

2. Follow the pattern to solve these multiplication problems.

(a) $90 \times 7 = \dots$ $9 \times 7 = \dots$
 (b) $20 \times 9 = \dots$ $2 \times 9 = \dots$
 (c) $60 \times 8 = \dots$ $6 \times 8 = \dots$
 (d) $7 \times 60 = \dots$ $7 \times 6 = \dots$
 (e) $3 \times 90 = \dots$ $3 \times 9 = \dots$
 (f) $12 \times 60 = \dots$ $12 \times 6 = \dots$
 (g) $9 \times 90 = \dots$ $9 \times 9 = \dots$
 (h) $4 \times 30 = \dots$ $4 \times 3 = \dots$

3. Solve these multiplication stories.

(a) In the school there are 6 rows of 80 school bags. How many bags are there altogether?
_____ bags.
 (b) In the hall there are 9 rows of 30 chairs. How many chairs are there altogether?
_____ chairs.

Solve these multiplication problems.
 (a) $40 \times 8 = \dots$ (b) $70 \times 9 = \dots$ (c) $6 \times 60 = \dots$ (d) $7 \times 70 = \dots$

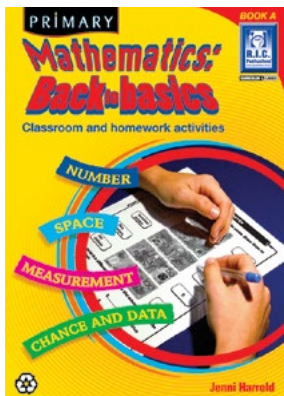
	AGES	CODE	PRICE
Book A	6–7	0565	R220
Book B	7–8	0566	R220
Book C	8–9	0567	R220
Book D	9–10	0568	R220
Book E	10–11	0569	R220
Book F	11–12	0570	R220
Book G	12+	0571	R220



Primary Mathematics: Back to Basics

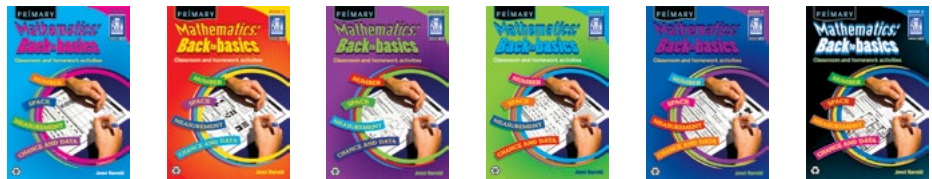


MATHEMATICS



Master the basics and build a solid maths foundation.

- » Seven-book series
- » Suitable for ages 6–12+
- » Uses a back-to-basics approach

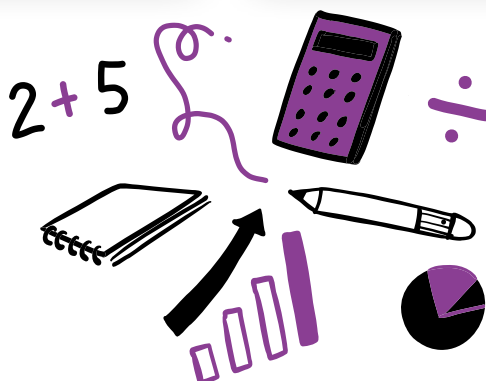
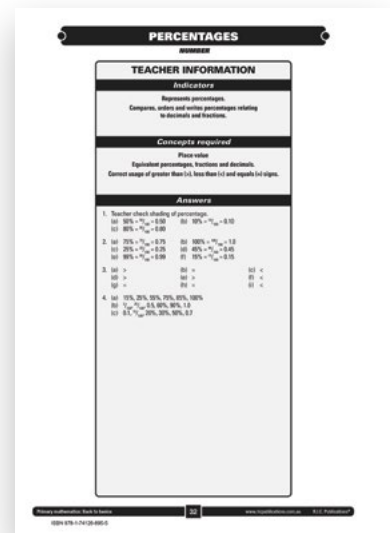
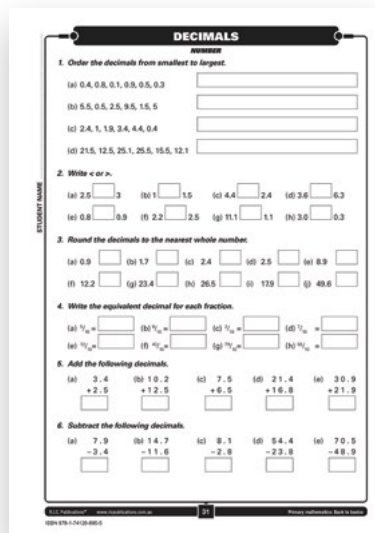
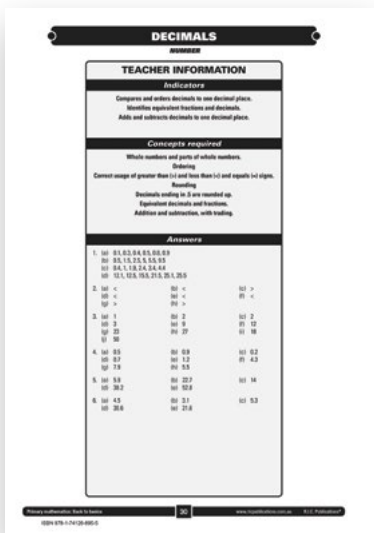


Packed with classroom and homework activities, this series covers number, measurement, geometry, and statistics concepts for each grade. Help your learners perfect the skills required for future success in mathematics.

Features

- Ideal for teaching new concepts, consolidation, homework, assessment, and revision.
- Desired outcomes listed for each activity to make learning objectives clear.
- Strong support material for educators, including answers provided for all questions on the learner pages.

Sample pages from Book E



	AGES	CODE	PRICE
Book A	6–7	6056	R210
Book B	7–8	6057	R210
Book C	8–9	6058	R210
Book D	9–10	6059	R210
Book E	10–11	6060	R210
Book F	11–12	6061	R210
Book G	12+	6062	R210

Problem-solving Strategies and Skills



Preview the series:
ricpublications.co.za/series/problem-solving-strategies-and-skills/

Invite problem-solving into your daily lessons.



» Three boxes for each grade, split by mathematical area

» Suitable for Grades 1–6

» 30 unique cards in each box

Embed mathematical problem-solving and reasoning in your lessons with the *Problem-solving Strategies and Skills* maths cards. These beautifully illustrated cards provide a wide variety of motivating and high-interest problem-solving activities. The problems involve one or several steps, requiring the use of a variety of strategies and skills to solve.

Features

- Each box covers a different mathematical area – number and algebra, measurement and geometry, and statistics and chance – with 30 unique cards in each box.
- Strategy icons marked on each card encourage learners to select the most effective strategy to solve the problem.
- Includes a variety of differentiated problems, including word, logic, and visual, in real-life scenarios.

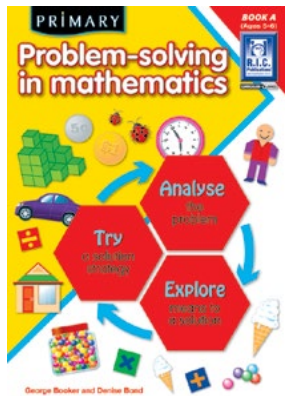
Sample cards from Box 3 – Number and Algebra, Measurement and Geometry, Statistics and Chance



	AGE	NUMBER AND ALGEBRA		MEASUREMENT AND GEOMETRY		STATISTICS AND CHANCE	
		CODE	PRICE	CODE	PRICE	CODE	PRICE
Box 1	6–7	6149	R260	6150	R260	6151	R260
Box 2	7–8	6152	R260	6153	R260	6154	R260
Box 3	8–9	6155	R260	6156	R260	6157	R260
Box 4	9–10	6158	R260	6159	R260	6160	R260
Box 5	10–11	6161	R260	6162	R260	6163	R260
Box 6	11–12	6164	R260	6165	R260	6166	R260

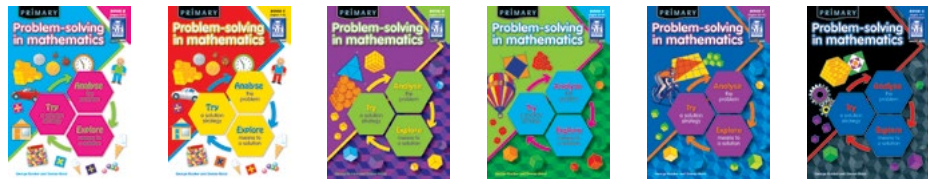


Primary Problem-solving in Mathematics



Develop problem-solving and mathematical thinking.

- » Seven-book series
- » Suitable for Grades 1-6
- » Photocopiable worksheets, plus curriculum links

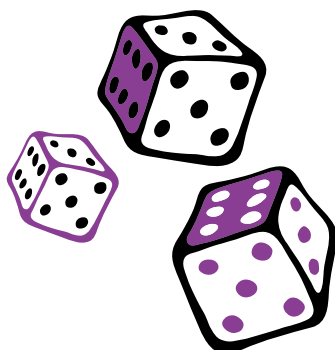
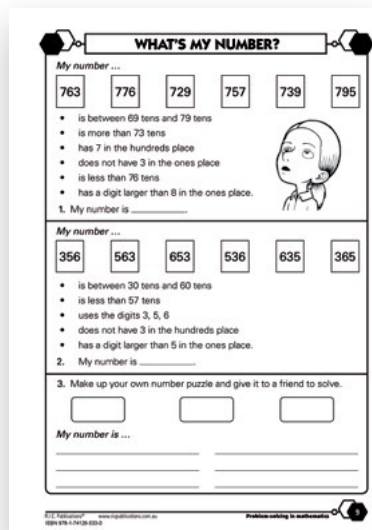
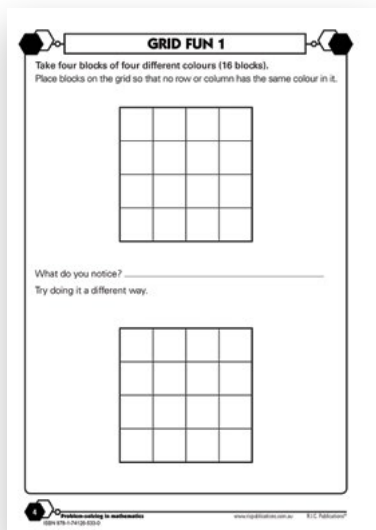


This series features a variety of fun and challenging activities that will boost your learners' problem-solving capabilities and mathematical thinking. This series is specifically designed to be used as extension work to challenge higher-ability learners, with activities requiring them to use strategies and different approaches to solve the problem.

Features

- Features activities involving spatial visualisation, logical reasoning, establishing criteria, interpreting, analysing, and much more.
- Includes extensive background information about problem-solving skills and an educator page to accompany each learner page or unit.
- Structured to focus on a problem-solving objective for each group of learner pages.

Sample pages from Book C

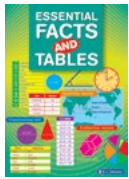


	AGES	CODE	PRICE
Book A	6-7	6030	R210
Book B	7-8	6031	R210
Book C	8-9	6032	R210
Book D	9-10	6033	R210
Book E	10-11	6034	R210
Book F	11-12	6035	R210
Book G	12+	6036	R210

General Maths

Essential Facts and Tables

Preview the book online: ricpublications.co.za/shop/essential-facts-and-tables-ages-8-/



AGES	CODE	PRICE
7-14	1091	R59

Essential maths support for educators and learners.

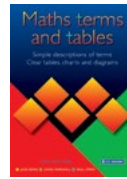
This is an invaluable resource book for learners and educators that includes symbols, tables, formulas, definitions, and spelling rules.

Features

- It includes both English and maths in a compact, ready-reference format.
- Easily accessible information is available through a clear layout and careful indexing.
- Contains all the help you need, with symbols, multiplication tables, formulas, and more.

Maths Terms and Tables

Preview the book online: ricpublications.co.za/shop/maths-terms-and-tables/



AGES	CODE	PRICE
8+	1069	R155

Simple descriptions of maths terms and tables.

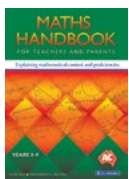
Written by leading mathematical educators, Dr Paul Swan, Linda Marshall, and Jack Bana, this essential reference book is crucial to help parents, educators, and learners better understand maths terms.

Features

- A comprehensive listing of common mathematical terms, tables, and concepts with brief yet accurate definitions provided.
- Definitions are written in unambiguous, easy-to-understand language, preventing confusion.
- This is a key reference and highly accessible resource for users at all levels—learners, educators, and parents.

Maths Handbook for Teachers and Parents

Preview the book online: ricpublications.co.za/shop/maths-handbook-for-teachers-and-parents/



AGES	CODE	PRICE
8-14+	6118	R220

Explaining mathematical content and proficiencies.

Our *Maths Handbook for Teachers and Parents* gives the simplest explanations of how to tackle maths problems, providing background information and clearly worked examples. If you are not sure of the steps required to teach learners how to create and read a graph, complete a calculation, or solve an equation in algebra, then this book is for you.

Features

- Includes substantial sections on geometry, measurement, and probability.
- Provides important processes for solving problems while simultaneously explaining the reasons behind the processes.
- This book is the perfect companion to the bestselling *Maths Terms and Tables*.

Maths Facts, Fun, Tricks and Trivia

Preview the book online: ricpublications.co.za/shop/maths-facts-fun-tricks-and-trivia-ages-8-12/



AGES	CODE	PRICE
8-12	1061	R90

An entertaining reference book for maths!

What is a googolplex? How can you multiply numbers by 25 in your head? Why was the Apollo 13 NASA mission (launched on April 13, at 1313 hours) so unlucky? This resource, written by well-known author and mathematician Paul Swan, exposes learners to a wide variety of fun maths facts, incredible trivia, 'mathemagic' tricks, and much more.

Features

- Reference book great for the classroom or home, written in child-friendly language.
- Includes marvellous maths jokes and riddles.
- Provides facts and trivia about the mathematical origins in everyday life (such as calendars and April Fools' Day).



SCIENCE

Science	51-57
STEM	52-55
Technologies	56-57

STEM Projects



For a free sample, go to:
ricpublications.co.za/tag/stem-projects/



Help your learners become innovative problem solvers.

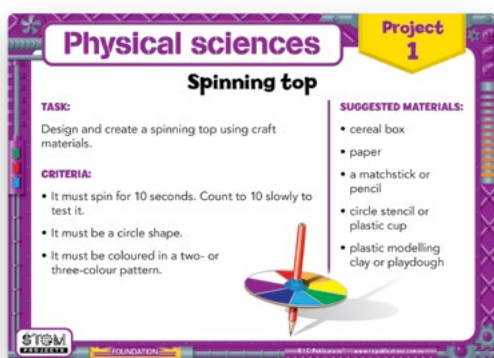
- » Seven-box series
- » Suitable for Grades R–6
- » 28 unique projects in each box

Can you imagine a world full of innovative, thoughtful problem solvers who can communicate and collaborate well with each other? The *STEM Projects* series offers learners the opportunity to develop scientific, design and technological, and mathematical skills, as well as their general ability to work on short- and long-term projects. This series encourages learners to follow a continuous design process that includes the following skills: finding information, planning and designing, creating, evaluating, and communicating.

Features

- Learners work in small groups and practise collaborating and communicating effectively with others in the process of planning an innovative solution to a given assignment, designing it, creating the product, and finally evaluating it.
- When the learners are satisfied with their solutions, they display and discuss their designs and explain how scientific thinking and skills were consistently used in their project.
- Six short-term projects and one long-term project are indicated for each natural science concept.

Sample card from Foundation



Sample card from Box 4



	AGES	CODE	PRICE
Grade R	5–6	6177	R1200
Box 1	6–7	6178	R1200
Box 2	7–8	6179	R1200
Box 3	8–9	6180	R1200
Box 4	9–10	6181	R1200
Box 5	10–11	6182	R1200
Box 6	11+	6183	R1200

REVIEW *‘The layout of the cards was easy to follow. The tasks were fun and the learners enjoyed the experience of using them. The resources needed for the tasks were affordable and easy to find around school, so there was no additional cost which makes a difference when starting something new.’*

M. McMahon, Primary School Educator

For a free sample, go to:
ricpublications.co.za/series/stem-projekte/



Help jou leerders om innoverende probleemoplossers te word.

» Drie-boks reeks

» Geskik vir graad 1 tot graad 3

» 28 unieke projekte in elke boks

Kan jy jou 'n wêreld vol innoverende, bedagsame probleemoplossers indink wat goed met mekaar kan kommunikeer en met mekaar saamwerk? Die *STEM Projekte* reeks bied aan leerders die geleentheid om Wetenskaplike vaardighede, Ontwerp en Tegnologiese vaardighede, Wiskundige vaardighede asook hul algemene vermoëns te ontwikkel terwyl hul aan kort- en langtermynprojekte werk. Die reeks moedig leerders aan om 'n deurlopende ontwerpproses te volg wat die volgende vaardighede insluit: Vind Inligting Uit, Beplanning en Ontwerp, Skep, Evalueer en Kommunikeer.

Kenmerke

- Leerders werk in klein groepe en oefen om effektief met ander saam te werk en te kommunikeer in die proses om 'n innoverende oplossing op 'n gegewe opdrag te beplan, dit te ontwerp, die produk te skep en uiteindelik te evalueer.
- Wanneer die leerders tevrede met hul oplossings is, vertoon en bespreek hulle hul ontwerpe en verduidelik hoe Wetenskaplike denke en vaardighede deurlopend in hul projek gebruik is.
- Die ses korttermynprojekte en een langtermynprojek word vir elke Natuurwetenskap-begrip aangedui.

Voorbeeld van 'n projekkaart uit Graad 1

Lewe

Voëlvoerder

Projek 3

TAAK:
Ontwerp en maak 'n voëlvoerder vir wilde voëls.

VEREISTES:

- Dit moet in 'n boom kan hang.
- Dit moet die gewig van tien albasters kan hou.
- Dit moet kan nat raak sonder om te breek.

VOORGESTELDE MATERIAAL:

- herwinbare materiaal
- 1 koppie voëltriesaad
- 10 albasters
- tou
- water
- digitale kamera

STEM PROJEKTE
GRAAD 1
© I.C. Publications

Voorbeeld van 'n projekkaart uit Graad 3

Die Planeet Aarde en Ander Hemelligame

Sonoond in 'n Skoeboks

Projek 5

TAAK:
Ontwerp en maak 'n sonoond in 'n skoeboks wat 'n ysblokkie kan smelt.

VEREISTES:

- Dit moet in 'n skoeboks van ongeveer 30 cm in lengte, 20 cm in breedte en 10 cm in hoogte gemaak word.
- Dit moet 'n ysblokkie binne 5 minute kan smelt.
- Die ysblokkie moet op 'n foelieskinkbord in die middel van die oond geplaas word.

VOORGESTELDE MATERIAAL:

- skoeboks
- foelie
- sosatieskakkies
- ysblokkie
- kleefplastiek
- kleeflint
- swart karton

STEM PROJEKTE
GRAAD 3
© I.C. Publications



	AGES	CODE	PRICE
Graad 1	6-7	6177SA	R1200
Graad 2	7-8	6178SA	R1200
Graad 3	8-9	6179SA	R1200

Science: A STEM Approach



Prepare your learners for the roles of the future.

» Seven-book series

» Suitable for ages 6–12+

» STEM projects within each unit

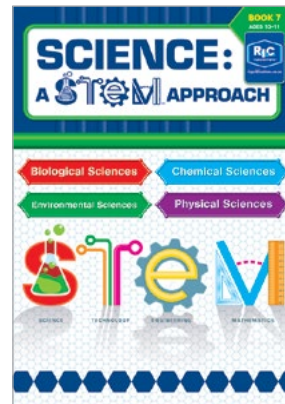
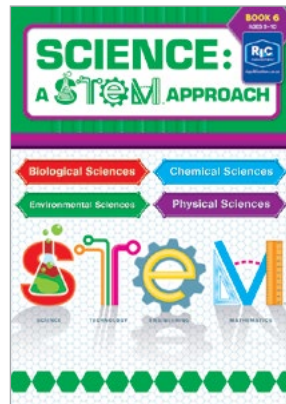
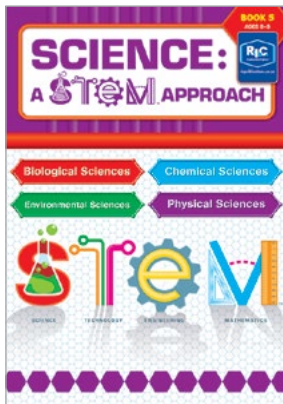
Minds will be challenged, and imaginations unleashed as learners develop skills such as innovation, creativity, reasoning, and problem-solving – plus, technical science skills such as questioning, observing, systematic experimentation, and analysis and interpretation of data. Feel confident delivering a comprehensive and contemporary science programme, and ease your way into STEM projects with *Science: A STEM Approach*.

Sample pages from Book 3



Science: A STEM Approach

Preview the series:
ricpublications.co.za/series/-a-stem-approach/

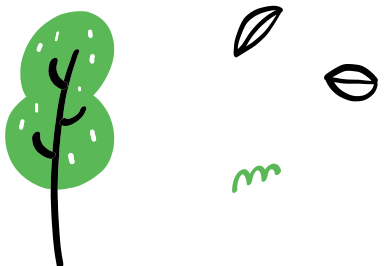
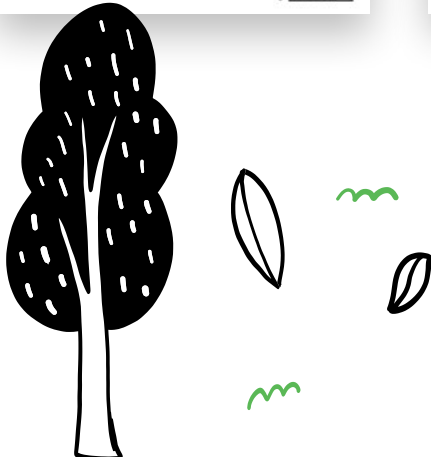
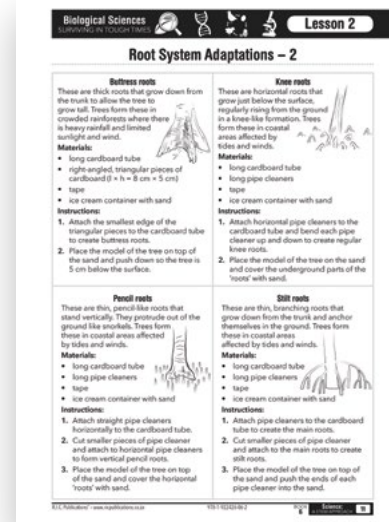
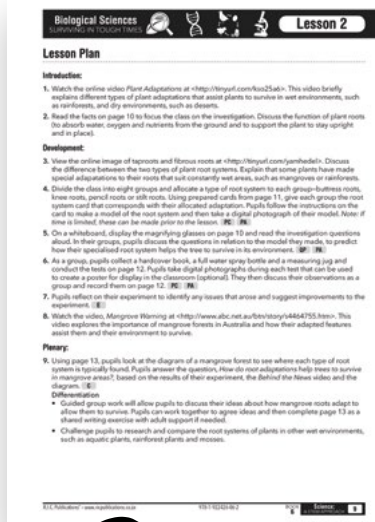


	AGES	CODE	PRICE
Book 1	6-7	6170	R210
Book 2	7-8	6171	R210
Book 3	8-9	6172	R210
Book 4	9-10	6173	R210
Book 5	10-11	6174	R210
Book 6	11-12	6175	R210
Book 7	12+	6176	R210

Features

- Each book is split into four units which are organised by sub-strand – Biological Sciences, Chemical Sciences, Earth and Space Sciences, and Physical Sciences.
- Each unit is designed to be easy to follow for the educators with a term overview at the start of each unit and comprehensive background information.
- A variety of fun and interesting projects link the science knowledge and skills learnt with aspects of engineering, design and technology, information technology, and mathematics.

Sample pages from Book 6



Design & Technologies: Project-based Learning



Develop process and production skills through hands-on activities.

» Six-box series

» Suitable for ages 6–12

» 28 unique projects in each box

Design & Technologies: Project-based Learning is a six-box series that offers opportunities to hone learners' process and production skills while designing and creating interesting and fun projects. The flexibility of the four themes – Food and Cooking, Clothing and Textiles, Building and Construction, and Technological Advancements – means that projects can be adapted where necessary. No matter which project your learners are working on, they will be collaborating and communicating to find solutions to real-world problems.

Sample cards from Box 3



Front of card



Back of card



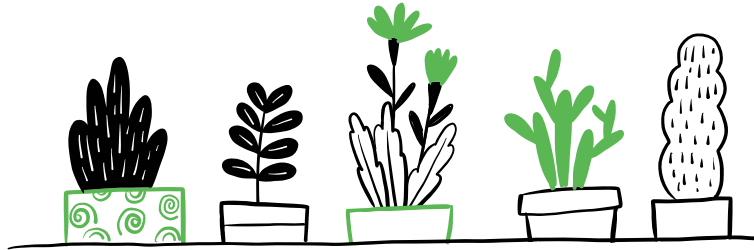
Front of card



Back of card

Design & Technologies: Project-based Learning

For a free sample, go to:
ricpublications.co.za/design-and-technologies-box-sample-form/



Features

- The boxes contain a variety of real-life projects across the units of Food and Cooking, Clothing and Textiles, Building and Construction, and Technological Advancements.
- Fun projects include designing and creating jelly cups, fabric bunting, a 3D town map, and a snowmobile model.
- Educator notes are included, along with a list of all projects covered in the box.

Sample cards from Box 3



	AGES	CODE	PRICE
Box 1	6–7	8470	R1200
Box 2	7–8	8471	R1200
Box 3	8–9	8472	R1200
Box 4	9–10	8473	R1200
Box 5	10–11	8474	R1200
Box 6	11–12	8475	R1200

GET TO KNOW US
BETTER WITH A FREE
TEACHING PACK.



HERE TO EMPOWER

LOCALLY MADE TEACHING RESOURCES DESIGNED TO MAKE LIFE EASIER FOR YOU AND YOUR LEARNERS



Life Skills	59-62
Wellbeing	60
Bullying	61-62

LIFE SKILLS

Running

WATER

Let's be well! journal



Encourage positive mental and physical wellbeing with the *Let's be well! journal*.

» Single workbook

» Suitable for every type of learner, from school starters to educators of all ages

» 52 weeks of activities

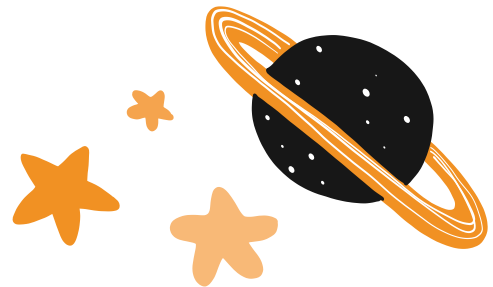
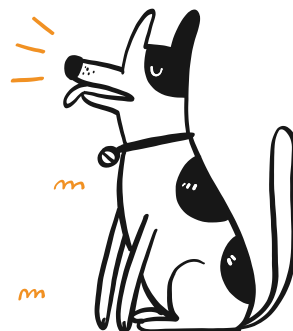
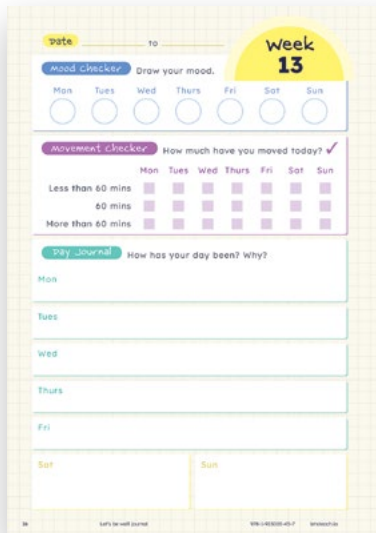
This workbook has been designed for everyday use: weekdays, weekends, and holidays. The *Let's be well! journal* is an effective tool to encourage school and home engagement and promote positive habits and lifelong self-regulating skills.

Features

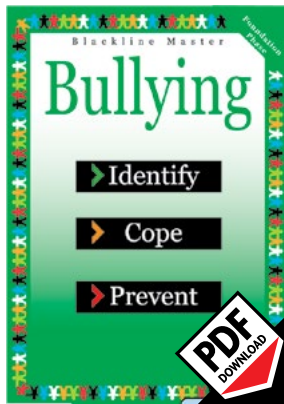
- A journal-style workbook that encourages mental and emotional health, and physical fitness.
- Created and reviewed by a wellbeing specialist and an education professional.
- Daily activities include a 'Mood Checker' and 'Movement Checker.'

AGES	CODE	PRICE
5-99	8600	R175

Sample pages



Bullying: Identify, Cope and Prevent



Identify and prevent bullying.

- » Three-book series
- » Suitable for ages 5–11+
- » eBooks available



Bullying is a complex issue. This valuable and comprehensive resource is designed to help learners and educators cope with, identify, and prevent bullying from occurring.

Features

- Contains open-ended activities that encourage exploration and discussion of feelings and ideas.
- Educator notes included for each page, including useful information, discussion points, and bullying facts.
- Additional pages include a letter to parents, incident proforma, and learner self-assessment of behaviour.

Sample pages from Upper

I Have a Problem

Name: _____ Class: _____ Date: / /

Explain your problem.

Who is involved?

What would you like to happen?

What steps could you take to solve the problem?

1. _____

2. _____

3. _____

Tick the strategies that will help you the next time you have a problem.

Be assertive! Think positive thoughts

Avoid the situation Be confident

Tell someone Be tolerant

Use "I" statements Take deep breaths

Try to solve the conflict through peer mediation Tell myself that I deserve to be safe and happy

Student's signature: _____

Teacher's signature: _____

Will this be fair for everyone?
Yes No

Possible Solution

Questionnaire

School: _____ Date: / /

Boy Girl Age: _____

1. Have you ever been bullied at this school?
 never a few times about once a week more than once a week

2. What type of bullying?
 been teased been left out been hit, kicked, pinched, punched or shoved
 been called names had my things damaged or stolen been sworn at
 received a mean letter other, such as _____

3. Where did the bullying take place?
 in the classroom in the playground in the toilets
 outside the school other _____

4. Who did you tell?
 teacher friend parent no-one other _____

5. How did you feel when you were bullied?

6. Did the bullying have any effect on you? Yes No
If yes, explain _____

7. Have you ever seen bullying at this school?
 never a few times about once a week more than once a week

8. What type of bullying have you seen?
 been teased been left out been hit, kicked, pinched, punched or shoved
 been called names had my things damaged or stolen been sworn at
 received a mean letter other such as _____

9. Where did the bullying take place?
 in the classroom in the playground in the toilets
 outside the school other _____

10. Who did you tell?
 teacher friend parent no-one other _____

11. Who do you think should be responsible for stopping bullying?
 person bullying teachers principal parents of person bullying
 parents of victim

Letter to Parents

Dear Parents/Guardians/Carers

This term we will be focusing on skills that will help your child identify, cope with and prevent bullying. This will include strategies to help students to solve conflict peacefully, avoid bullying situations and encourage kindness to others.

Your help would be appreciated to reinforce these strategies. Below are some suggestions you could try to help your child become more aware of bullying situations and behaviours. A parent is often the first person a child who is being bullied will tell.

Identify

- Ask your child what he/she thinks bullying is. In class, we will define it as 'deliberately hurting other people with words or actions'.
- Discuss what types of behaviour demonstrate bullying. In class, we will be discussing physical bullying (hitting, pushing etc.), social/emotional bullying (leaving people out, putting people down etc.) and verbal bullying (name-calling, teasing etc.).
- Recognise and talk about bullying situations on television or in books.

Cope

- Ask your child what he/she might do if he/she was bullied or bullying others. Discuss positive and negative reactions to bullying. In class, the students will be encouraged to stay calm and appear confident/speak confidently, to get away from the situation as soon as possible and to tell an adult.
- Encourage your child to talk about any issues at school that might be upsetting or angering him/her. Make it clear that he/she can tell you anything.
- Watch out for signs your child is being bullied (e.g. reluctance to attend school) or that he/she is bullying others (e.g. suddenly having extra money).

Prevent

- Discuss the need to be sensitive to other people's feelings.
- Mention that people who show confident body language (e.g. shoulders back, standing up straight) are less likely to be bullied.
- Discuss your child's general behaviour with him/her. Could he/she change his/her behaviour to help prevent bullying?

If you would like to discuss any issues regarding your child and bullying, please feel free to contact me.

Kind regards

Class Teacher



	AGES	CODE	PRICE
Lower eBook	5–7	3538	R250
Middle eBook	8–10	3539	R250
Upper eBook	11+	3540	R250

Bullying in a Cyber World



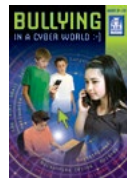
Help children deal with cyberbullying.

Bullying in a Cyber World is an educator resource book that gives insight into many facets of bullying, providing material to help learners understand why bullying is wrong and that collectively, they have the power to eliminate it. In a digital world where cyberbullying is increasingly common and easy, this is an invaluable tool for helping both children and adults.

Features

- Aims to help young children grow into socially competent, empathic adults who can cope with bullying.
- Includes suggestions for promoting a bully-free school environment, plus anti-bullying pledges for the whole class, individual, and home.
- Covers themes such as forms of bullying, targets of bullying, effects of bullying, dealing with and preventing bullying, and more.

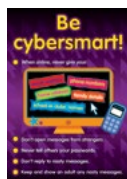
	AGES	CODE	PRICE
Early Years	3-5	6450	R195
Lower	6-8	6451	R195
Middle	9-10	6452	R195
Upper	11-13	6453	R195



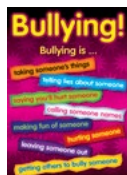
Bullying in a Cyber World Posters



	CODE	PRICE
Lower	P7085	R460



	CODE	PRICE
Upper	P7086	R460

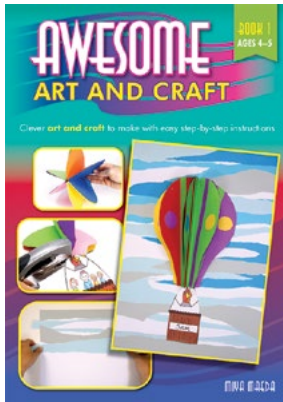


The Arts	63-66
Art and Craft	64-66



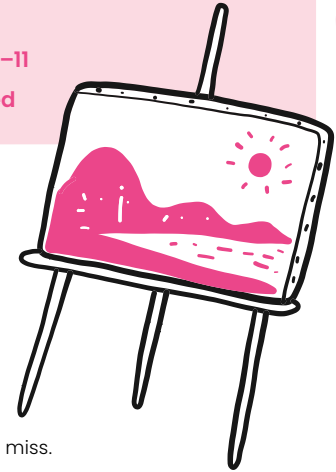
THE ARTS

Awesome Art and Craft



Discover the next Picasso in your classroom.

- » Three-book series
- » Suitable for ages 4-11
- » Templates provided



This three-book series encourages learners to explore their creative ability through varied activities. With stunning photos and innovative design, *Awesome Art and Craft* is a resource you don't want to miss.

Features

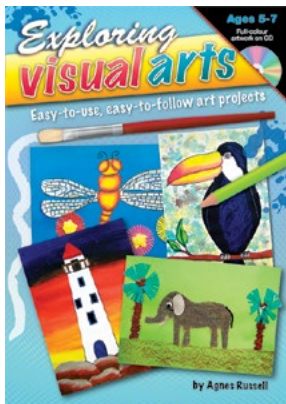
- Comprehensive educator notes and simple step-by-step instructions, with colour photos, for learners to follow.
- Learners develop skills in colouring, painting, sculpting, and more, through creative visual arts projects.
- Projects use inexpensive, recycled, or readily available materials to reduce cost.

Sample pages from Book 2



	AGE	CODE	PRICE
Book 1	4-5	6598	R240
Book 2	6-7	6599	R240
Book 3	8-11	6600	R240

Exploring Visual Arts



Inspire the artist in every learner.

- » Three-book series
- » Suitable for ages 5–11+

- » Easy-to-follow art projects



Exploring Visual Arts is an engaging art resource featuring a variety of art projects and activities such as drawing, painting, collage, and printmaking. With easy-to-follow instructions and evaluation suggestions, Exploring Visual Arts is the perfect resource for inspiring creativity in the classroom or at home.

Features

- Save time with extra educator resources, such as sample art assessments, templates, and learner self-assessment sheets.
- Easy-to-follow instructions are supported by colour photos of each completed project in the book.
- Photocopiable activity cards, templates, reward medals, and assessment sheets included.



Sample pages from Lower



	AGES	CODE	PRICE
Lower	5–7	6582	R220
Middle	8–10	6583	R220
Upper	11+	6584	R220

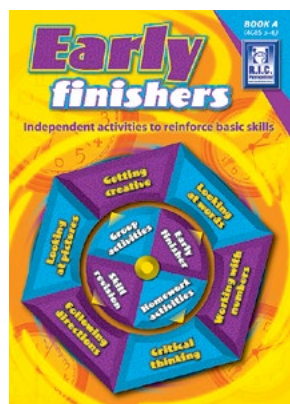


$2+5$

EDUCATOR SUPPORT

Early Finishers

Preview the series – ricpublications.co.za/tag/early-finishers/



Independent activities to reinforce basic skills.

- » Seven-book series
- » Suitable ages 5–12
- » Individual record sheet



Early Finishers is a series of educator resource books containing a range of high-interest, creative, and challenging activities to satisfy the demands of the early finisher. All activities relate to the primary school curriculum in English, mathematics, and art, and can be completed independently.

Features

- Wide range of reproducible, ready-to-use puzzles and brain-teasers to motivate learners, keeping them actively and constructively engaged.
- Each book engages learners with activities that focus on looking at words, working with numbers, critical thinking, following directions, looking at pictures, and being creative.
- Easy-to-use and flexible, the series is great for individual, paired, or small-group work. The activities are designed to encourage.

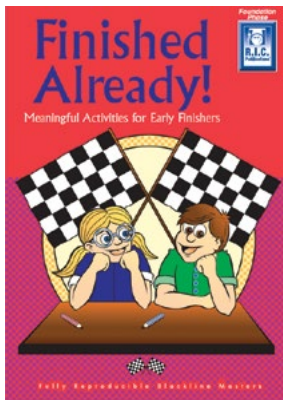
Sample pages from Book D



	AGES	CODE	PRICE
Book A	5–6	6394	R220
Book B	6–7	6395	R220
Book C	7–8	6396	R220
Book D	8–9	6397	R220
Book E	9–10	6398	R220
Book F	10–11	6399	R220
Book G	11–12	6400	R220



Finished Already!



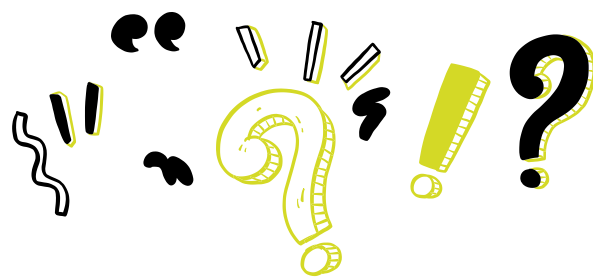
Meaningful activities for early finishers.

How do you handle learners finishing classroom activities at different times? This series has been developed to provide educators with a set of activities that will help to solve this problem.

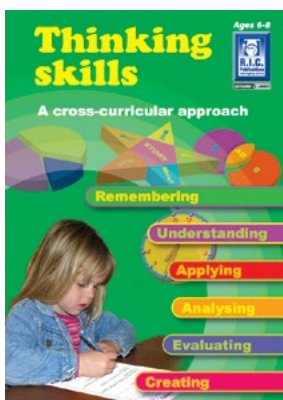
Features

- Designed to develop and consolidate key skills, with activities covering major learning areas.
- Each book encourages the development of problem-solving strategies through more meaningful activities.
- Keeps early finishers engaged with topics that are of interest to children.

	AGES	CODE	PRICE
Lower	5-7	0471	R220
Middle	8-10	0472	R220
Upper	10-12	0473	R220



Thinking Skills



A cross-curricular approach to thinking.

Thinking Skills is a series of three educator resource books designed to help learners understand and practise the six thinking skills of Bloom's Revised Taxonomy. The activities cover a variety of popular themes and topics of interest for the intended age group and span key learning areas.

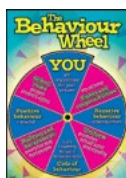
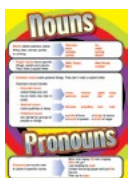
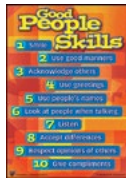
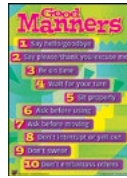
Features

- Each book contains comprehensive educator information, including skill definitions and ideas for developing and assessing each skill.
- Educator notes for each learner page, including indicators, additional activities, and answers.
- Also available in eBook format.

	AGES	CODE	PRICE
Lower	5-7	6401	R220
Middle	8-10	6402	R220
Upper	11+	6403	R220



POSTERS



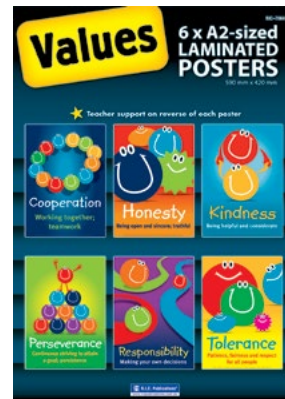
Understanding Parts of Speech
RIC-7014



Behaviour Management
RIC-7056



Understanding Text Types
RIC-7005



Values
RIC-7064

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