Term 3

English

Home Language and Life Skills

Teacher’s Guide
Acknowledgements
This integrated programme for Home Language and Life Skills was developed by a Funda Wande team, in collaboration with individuals from the curriculum directorates of the Department of Education in the Western Cape, Eastern Cape and Limpopo, academics and teachers.

The development of these books was made possible through the financial support of the Allan Gray Orbis Foundation Endowment, the FEM Education Foundation, the Michael & Susan Dell Foundation and the Zenex Foundation.

Illustrators
Many thanks to Anja Stoeckigt for her contribution to the primary illustrations found in this book.
Other illustrations provided by: Alex Latimer: p36;
Zinelda McDonald: pp. 64 and 134; Jiggs Snaddon-Wood: p. 78.

Other illustrations in thumbnails provided by Zinelda McDonald, Nelri Malan, Jiggs Snaddon-Wood, Creative House, Alex Latimer and Rassie Erasmus

Cover: Anja Stoeckigt

Special thank you to Leonard Ngure for allowing us to produce his painting Dagoretti Market on page 70.

Photo credits
Funda Wande Media Team: all photos taken in schools and classrooms;
Page 128 (penguin road sign);
Shutterstock: Page 24: Iron Casper (water filter experiment), Page 68: tirc83 (bus);
iStock: Page 24: ejyafjallajokull (cement mixing);
Page 28: Michael David Hill (mole);
Page 38: pfly (earthworm);
Page 38: CSIRO (termite);
Page 42: Anthony Webb (Drakensberg Amphitheatre);
Page 68: Isuzu Truck Centre (bakkie);
Page 80: Danie van der Merwe (first steam train);
Page 80: John Middleton (first electric train);
Page 80: Leith Paxton Collection (first diesel train);
Bob Adams (Gautrain);
Page 84: Vincent van Gogh (Sunflowers);
Page 98: Oregon State University (Wangari Maathai).

All other images provided with premium usage by Freepik, Rawpixel and Pexels.

All other images in thumbnails provided with premium usage by Freepik, Rawpixel and Pexels.

www.fundawande.org
ISBN: 978-1-991225-17-7
Version 1: 2023

Anyone is free to share (copy and redistribute the material in any medium or format) or adapt (remix, transform and build on the material for any purpose), provided that you credit the work as follows: Funda Wande, English Home Language and Life Skills, Teacher’s Guide, Grade 2, Term 3, CC BY 4.0.

You may not add terms or measures that legally restrict others from doing anything the licence permits.

For more information: https://creativecommons.org/licenses/by/4.0/
**Icons used in this programme**

**Abbreviations used**

**Integrated Home Language and Life Skills programme**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Soil science</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Soil science</td>
<td>34</td>
</tr>
<tr>
<td>3</td>
<td>On the move</td>
<td>48</td>
</tr>
<tr>
<td>4</td>
<td>On the move</td>
<td>62</td>
</tr>
<tr>
<td>5</td>
<td>Journeys</td>
<td>76</td>
</tr>
<tr>
<td>6</td>
<td>Journeys</td>
<td>90</td>
</tr>
<tr>
<td>7</td>
<td>Keeping safe on the road</td>
<td>104</td>
</tr>
<tr>
<td>8</td>
<td>Keeping safe on the road</td>
<td>118</td>
</tr>
<tr>
<td>9</td>
<td>Who can help?</td>
<td>132</td>
</tr>
<tr>
<td>10</td>
<td>Consolidation and revision</td>
<td>146</td>
</tr>
</tbody>
</table>

**Assessment Term 3**

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Language: planning for continuous and formal assessment Term 3</td>
<td>148</td>
</tr>
<tr>
<td>Listening and Speaking assessment rubrics and checklists</td>
<td>150</td>
</tr>
<tr>
<td>Phonics assessment rubrics and checklists</td>
<td>151</td>
</tr>
<tr>
<td>Reading and Comprehension assessment rubrics and checklists</td>
<td>152</td>
</tr>
<tr>
<td>Handwriting assessment rubrics and checklists</td>
<td>153</td>
</tr>
<tr>
<td>Writing assessment rubrics and checklists</td>
<td>154</td>
</tr>
<tr>
<td>Home Language Term 3 Marksheet</td>
<td>155</td>
</tr>
<tr>
<td>Life skills: planning for continuous and formal assessment Term 3</td>
<td>156</td>
</tr>
<tr>
<td>BK and PSWB assessment rubrics and checklists</td>
<td>158</td>
</tr>
<tr>
<td>Visual arts assessment rubrics and checklists</td>
<td>159</td>
</tr>
<tr>
<td>Performing arts assessment rubrics and checklists</td>
<td>160</td>
</tr>
<tr>
<td>Physical education assessment rubrics and checklists</td>
<td>161</td>
</tr>
<tr>
<td>Life skills Term 3 Marksheet</td>
<td>162</td>
</tr>
</tbody>
</table>
### Icons used in this programme

<table>
<thead>
<tr>
<th>Home language</th>
<th>Life skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read aloud or Oral</td>
<td>Wellbeing</td>
</tr>
<tr>
<td>Reading</td>
<td>Beginning knowledge and Personal and social wellbeing</td>
</tr>
<tr>
<td>Phonics</td>
<td>Creative arts</td>
</tr>
<tr>
<td>Writing</td>
<td>Physical education</td>
</tr>
</tbody>
</table>

#### Icons used in LAB
- Write
- Colour in or draw
- Cut out

### Abbreviations used
- Teacher’s Guide – TG
- Learner’s Activity Book – LAB
- Group guided reading – GGR
- Personal and social wellbeing – PSWB
- Beginning knowledge – BK
- Home Language – HL
- Paired Reading – PR
- Independent Work – IW
- Rainbow Workbooks – DBE
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 hour 30 min</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Maths Block</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>30 min</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Life Skills Block</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral (HL)</td>
<td>Oral (PSWB)</td>
<td>Oral (PSWB)</td>
<td>Oral (PSWB)</td>
<td>Oral (HL)</td>
</tr>
<tr>
<td>BK text *</td>
<td>BK activity *</td>
<td>BK Find Out *</td>
<td>PSWB activity *</td>
<td>BK activity *</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading and Writing Block</strong> (6-page story every 2 weeks*)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>Phonics</td>
<td>Phonics</td>
<td>Phonics</td>
<td>Phonics</td>
</tr>
<tr>
<td>New sound *</td>
<td>Activity *</td>
<td>New sound *</td>
<td>Activity *</td>
<td>Dictation/Timed Word Reading *</td>
</tr>
<tr>
<td>Reading (L&amp;S)</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
</tr>
<tr>
<td>Handwriting *</td>
<td>Shared Writing</td>
<td>Writing 1 *</td>
<td>Written Comprehension *</td>
<td>Writing 2 * News *</td>
</tr>
<tr>
<td><strong>Introduction to Handwriting and Independent work activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>35 min</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EFAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>30 min</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Creative Arts Block</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual</td>
<td>Visual</td>
<td>Performing</td>
<td>Performing</td>
<td></td>
</tr>
<tr>
<td><strong>30 min</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education Block</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Indicates page in the LAB
<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Reading &amp; Writing</th>
<th>Life Skills Info &amp; PSWB</th>
<th>Shared Reading Story</th>
<th>Creative Arts</th>
<th>Phonics</th>
<th>Comprehension</th>
<th>Find out</th>
<th>Beginning Knowledge and PSWB</th>
<th>Physical Education</th>
<th>Term 3 Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Soil Science</td>
<td><strong>The soil scientists</strong></td>
<td>Soil is important</td>
<td>Make compost</td>
<td><strong>Underground mines</strong></td>
<td>SV and W: New story</td>
<td>A</td>
<td>Mountains make soil</td>
<td>SV and W: Soil and Rainbow Bridges</td>
<td><strong>SV and W: Soil and Rainbow Bridges</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Soil Science</td>
<td><strong>How MaZaca’s cabbages disappeared</strong></td>
<td>Soil eroding</td>
<td>Prevent soil erosion</td>
<td><strong>Mountains make soil</strong></td>
<td>SV and W: Get-well card</td>
<td>A</td>
<td>Soil scientists</td>
<td>SV and W: Soil and Rainbow Bridges</td>
<td><strong>SV and W: Soil and Rainbow Bridges</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>On the move</td>
<td><strong>Mkhulu’s wheelbarrow</strong></td>
<td>Travelling with my shoes</td>
<td>Why are they travelling?</td>
<td><strong>Mkhulu’s wheelbarrow</strong></td>
<td>SV and W: First compost report</td>
<td>A</td>
<td>Mountains make soil</td>
<td>SV and W: Soil and Rainbow Bridges</td>
<td><strong>SV and W: Soil and Rainbow Bridges</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>On the move</td>
<td><strong>Ma Keketso the taxi driver</strong></td>
<td>How many wheels?</td>
<td>First compost report</td>
<td><strong>Mkhulu’s wheelbarrow</strong></td>
<td>SV and W: Get-well card</td>
<td>A</td>
<td>Mountains make soil</td>
<td>SV and W: Soil and Rainbow Bridges</td>
<td><strong>SV and W: Soil and Rainbow Bridges</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Journeys</td>
<td><strong>Dora’s granny and the Phelophepa train</strong></td>
<td>History of trains in South Africa</td>
<td>Painting a picture of a train</td>
<td><strong>Dora’s granny and the Phelophepa train</strong></td>
<td>SV and W: Second compost report</td>
<td>A</td>
<td>Mountains make soil</td>
<td>SV and W: Soil and Rainbow Bridges</td>
<td><strong>SV and W: Soil and Rainbow Bridges</strong></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Journeys</td>
<td><strong>The grumpy tree</strong></td>
<td>Why should we plant trees?</td>
<td>Whose is safe?</td>
<td><strong>The grumpy tree</strong></td>
<td>SV and W: Second compost report</td>
<td>A</td>
<td>Mountains make soil</td>
<td>SV and W: Soil and Rainbow Bridges</td>
<td><strong>SV and W: Soil and Rainbow Bridges</strong></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Keeping safe on the road</td>
<td><strong>Scholar patrol</strong></td>
<td>Keep safe!</td>
<td>How to keep safe on the road</td>
<td><strong>Scholar patrol</strong></td>
<td>Road sign</td>
<td>A</td>
<td>Mountains make soil</td>
<td>SV and W: Soil and Rainbow Bridges</td>
<td><strong>SV and W: Soil and Rainbow Bridges</strong></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Keeping safe on the road</td>
<td><strong>Interview with a traffic officer</strong></td>
<td>Talking to an emergency officer</td>
<td>Road safety</td>
<td><strong>Interview with a traffic officer</strong></td>
<td>Road sign</td>
<td>A</td>
<td>Mountains make soil</td>
<td>SV and W: Soil and Rainbow Bridges</td>
<td><strong>SV and W: Soil and Rainbow Bridges</strong></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Who can help?</td>
<td><strong>The wolf and the seven kids</strong></td>
<td>Make a compost</td>
<td>Lots of compost</td>
<td><strong>Who can help?</strong></td>
<td>Road sign</td>
<td>A</td>
<td>Mountains make soil</td>
<td>SV and W: Soil and Rainbow Bridges</td>
<td><strong>SV and W: Soil and Rainbow Bridges</strong></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The wolf and the seven kids</td>
<td><strong>Hold Arbor and Spring Celebrations</strong></td>
<td>Plant seeds in the compost.</td>
<td>Make an emergency call</td>
<td><strong>The wolf and the seven kids</strong></td>
<td>Road sign</td>
<td>A</td>
<td>Mountains make soil</td>
<td>SV and W: Soil and Rainbow Bridges</td>
<td><strong>SV and W: Soil and Rainbow Bridges</strong></td>
<td></td>
</tr>
</tbody>
</table>
Assessment Plan, Term 3

- Suggested written tasks for formal assessment are in the Learner’s Activity Book, mostly in weeks 6–8. Teachers may substitute these activities with others if necessary.
- Oral tasks for formal assessment are in the Teacher’s Guide mostly in weeks 6–8. Teachers may substitute these activities with others if necessary.
- Informal assessment of the learner’s performance takes place throughout the term.
- Both formal and informal assessment is taken into account in the final mark.
- Assessment procedures, marking criteria and a mark sheet for the formal assessments are at the back of this Teacher’s Guide.
- Checklists for both weekly continuous and formal assessment are at the back of this Teacher’s Guide. The columns are numbered to indicate weeks in the term when learning objectives are covered.

<table>
<thead>
<tr>
<th>Formal Assessment Activities, Term 3 Week 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
</tr>
<tr>
<td><strong>Mon–Tues</strong></td>
</tr>
<tr>
<td><strong>Tues/Wed/Thurs</strong></td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
</tr>
<tr>
<td><strong>Friday</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formal Assessment Activities, Term 3 Week 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday</strong></td>
</tr>
<tr>
<td><strong>Tues–Fri</strong></td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
</tr>
<tr>
<td><strong>Friday</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formal Assessment Activities, Term 3 Week 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mon–Fri</strong></td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
</tr>
<tr>
<td><strong>Tues–Fri</strong></td>
</tr>
<tr>
<td><strong>Weds/Thurs</strong></td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
</tr>
<tr>
<td><strong>Friday</strong></td>
</tr>
</tbody>
</table>
Phonics lessons

Why?
- Developing knowledge of letter-sound relationships.
- Using this knowledge to read and write words.
- Improving fluency by automatically recognising high frequency words and word parts.

How?

Introduce new sound 1 (Monday) →
Practice activity (Tuesday) →
Introduce new sound 2 (Wednesday) →
Practice activity (Thursday) →
Dictation (Friday, weeks 2, 4, 6, 8) /
Timed word reading (Friday, weeks 1, 3, 5, 7, 9)

Introducing a new sound (Monday and Wednesday)
- Teach the sound and how it is written.
- Identify words with the sound.
- Pairs read the syllables and words.
- Learners write words for the pictures.

Phonics Curriculum Grade 2

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Baseline Revision</td>
<td>Revision</td>
<td>nt, ntw</td>
<td>nk, nkw</td>
<td>kh, khw</td>
<td>nx, nxw</td>
<td>gc, gcw</td>
<td>hl, hlw</td>
<td>mb, ty</td>
</tr>
<tr>
<td>Term 2</td>
<td>Revision</td>
<td>kw, tw</td>
<td>gw, jw</td>
<td>qw, zw</td>
<td>nz, nq</td>
<td>gq, gx</td>
<td>qh, ty</td>
<td>oo, ii</td>
<td>kw, jw</td>
</tr>
<tr>
<td>Term 3</td>
<td>Revision</td>
<td>ny, ts</td>
<td>nw, kr</td>
<td>qw, mf</td>
<td>ndi, ngc</td>
<td>ngq, nts</td>
<td>tsw, xhw</td>
<td>krw, ngx</td>
<td>ngxw, nkq</td>
</tr>
<tr>
<td>Term 4</td>
<td>Revision</td>
<td>mp, mv</td>
<td>ncw, ndw</td>
<td>ngc, ngq</td>
<td>nkq, nix</td>
<td>nkc, qhw</td>
<td>rti, nts</td>
<td>ngx, ngw</td>
<td>Revision</td>
</tr>
</tbody>
</table>

Practising working with sounds (Tuesday and Thursday)
- Practise rapid letter naming.
- Learners do the activity, teacher walks around and assists.
- Check/mark the activity.

Dictation (Friday, weeks 2, 4, 6, 8)
- Say each word clearly and slowly. Repeat it once only.
- Give learners time to write each word, using their best handwriting.
- Check and correct: Write the words on the board for learners to mark.

Timed word reading (Friday, weeks 1, 3, 5, 7, 9)
- Form pairs. Each partner has three turns to read for 1 minute.
- Teacher times 1-minute intervals and calls “start” and “stop”.
- Learners circle the last word read each time. Partners count incorrectly read words.
- They choose the best attempt and count the words. Subtract incorrectly read words.
- Learners write their best score on the line.
- Challenge learners to improve their score. Point out how they read more words with more practice.
Reading lessons

Read aloud (Monday) → Shared reading (Monday) → Sentence making (Tuesday) → Paired reading (Wednesday) → Vocabulary and language (Thursday) → Check Independent Work (1st Friday)/Independent reading (2nd Friday)

READ ALOUD (Monday, Oral-Life Skills period)

Why?
- Usually introduces the Shared reading story
- Linking the story to the learners’ context
- Listening comprehension
- Introducing rich vocabulary and language resources

How?

Before reading
- Read the story and questions yourself.
- Ask a few questions to link the story to the learners’ experience.

Read the story
- Ask the questions as you read the story.
- Explain the vocabulary.
- Ask the comprehension questions.

After reading
- Ask questions to explore the theme.
SHARED READING

Why?

- Developing descriptive language and prediction skills.
- Reading fluently and with expression with the support of the teacher.
- Developing comprehension skills with support of the teacher.
  - Ask questions to identify different levels of comprehension.
  - Identify specific words in the text.
  - Link the text with their own knowledge and feelings.

How?

Picture walk

Look at each page with the learners. Ask questions about what they see in each picture. Learners describe what they see and predict what they think will happen in the story. DO NOT TAKE MORE THAN 3–4 MINUTES FOR PICTURE WALK.

Read

- Read the story to the learners. Learners point to words in their LABs as you read.
- Read the story with the learners. Read fluidly and with expression. As learners begin to read more confidently, drop the volume of your voice. When you encounter difficult words or phrases, raise your voice.

Comprehension

Ask various questions which enable learners to
- find specific words in the text (here questions)
- identify ideas which are in the text but are not immediately obvious (hidden questions)
- make connections between the text and their own knowledge (head questions)
- make connections between the text and their feelings (heart questions).
SENTENCE MAKING

(Tuesday)

Why?
- Intensive reading of one or two sentences
- Developing comprehension skills by identifying what purpose individual words/word groups have in a sentence
- Building understanding of sentence structure, vocabulary

How?

Sentence strip
- Learners cut out the sentence strip from the Cut-out page at the back of the book.

Read the sentence strip to and with the learners
- Learners point to each word as they read. Repeat several times.
- Ask questions about sentence structure and punctuation.

Help learners identify specific words/groups of words/parts of words
- Ask questions or give a synonym (simpler word with a similar meaning)
- Learners point to the words/word groups and say them aloud.
- They cut the words/word groups from the sentence strip.

Questions to ask:
- **Who?** and **What?** help learners to identify nouns (people and things).
- **Do what?** helps learners to identify verbs (actions, things people say and feel).
- **When?** helps learners identify the time something occurred (adverbial).
- **Where?** helps learners identify a position or location (adverbial).
- **Why?** helps learners identify a reason for an action (adverbial).
- **How?** helps learners identify the manner something happens (adverbial).

Jumble and reconstruct
- Learners jumble up the cut-out words/word groups.
- They re-assemble the sentence correctly and read it aloud. Repeat this until all the learners can do this independently.

Learners stick their re-assembled sentence into the LAB
**PAIRED READING** (Wednesday & Independent Work)

**Why?**
- Developing fluency and expression when reading with support
- Reading independently

**How?**

**Read together**
- Read part of the story with the class focusing on fluency and phrasing.

**Read in pairs/groups of three**
- Learners read one or two pages each, supporting one another.
- They gently touch the partner’s arm if they need help.
- The partner asks a question to check comprehension. (For Independent Work, this question is provided on the Paired Reading page.)

**Read alone**
- Whisper-read the first three pages of the story.

---

**INDEPENDENT READING** (every second Friday)

**Why?**
- Developing reading fluency (accuracy and speed) by practising reading a familiar text silently
- OR
- Developing independence in reading by reading an unfamiliar text silently

**How?**

**Choose the text**
- Learners read a familiar text (e.g. the Shared Reading story or a story from the anthology) or an unfamiliar text (e.g. a library book).

**Learners read independently using the ‘whisper read’ technique**
- Learners read quietly under their breath.

**Teacher models independent reading**
- Teacher reads her own book.
VOCABULARY AND LANGUAGE (Thursday)

Why?

**Vocabulary**
- Recognising and reading words out of the context of the sentence
- Matching and identifying individual words in text
- Adding new words to their own vocabulary by finding synonyms, homonyms, antonyms, etc. for familiar words in the text.

**Language**
- Using the familiar words in the text to develop an understanding of language conventions, e.g. parts of speech, tense, plurals, etc.

How?

**Using flashcards**
- Hold up the flashcards for the week. Learners read them aloud.
- Learners find and point to the words in the story in the LAB.
- Help them learn a few additional words that are linked to the flashcards, e.g. homonyms, synonyms, antonyms, words with similar letter patterns.
- They write the new words in their personal dictionaries during Independent Work.

**Language**
- Learners re-read the sentence that they stuck into the LAB on Tuesday.
- Help learners identify a particular word or word group that is related to a language convention, e.g. tense, conjunctions, causality
- Learners mark the words/word parts that demonstrate the language convention with a vertical line, e.g. Sy / het ge/praat.
- Ask questions that help the learners to use this language convention in other contexts.

![Video](https://via.placeholder.com/150.png?text=Teaching+Vocabulary+Teaching+Vocab+Explicitly
What+is+explicit+vocab+teaching?)
GROUP GUIDED READING

(Every day)

Why?

∙ Providing differentiated teaching in small groups with similar abilities and needs
∙ Using levelled texts so learners experience reading success

How?

Independent Work

∙ Write the eight independent work tasks on the board and explain them at the start of the week.
∙ Have a routine to ensure that learners have LAB for task 1, exercise book for tasks 2–4, DBE workbooks for tasks 5–7 and their personal dictionaries for task 8.
∙ Settle the class to work on Independent tasks and look at handwriting books for one group a day.
∙ Learners complete eight tasks a week, doing two a day. When they have GGR with the teacher, they only do one independent task that day.

Guided Reading Groups

∙ Divide the class into five small groups of similar abilities. Some children may be at the Early Reading Level, but most should be early fluent or fluent readers by the end of the year.
∙ Call each group to work with you for 15 minutes at a time, twice a week for each group.
∙ Use the anthology or other levelled readers.
∙ For activities for the Early Reading Level, click here:
∙ For activities for the Early Fluent Reading Level, click here:
## Climbing the Reading Ladder

<table>
<thead>
<tr>
<th>Level</th>
<th>Reading Star</th>
<th>I can <strong>read longer texts</strong></th>
<th>I need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early fluent</td>
<td>5</td>
<td>• Read 4 or more sentences</td>
<td>• I need more things to read.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read aloud or silently</td>
<td>• Practise reading in GGR and by myself.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recognise high frequency</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>words</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sound out unknown words</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read smoothly, notice</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>punctuation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Answer higher order</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>questions</td>
<td></td>
</tr>
<tr>
<td>Early reader</td>
<td>4</td>
<td>I can <strong>understand what I read</strong></td>
<td>• Teach me, please.</td>
</tr>
<tr>
<td></td>
<td>Reading rocket</td>
<td>• Predict meaning from</td>
<td>• Practise reading in GGR and by myself.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>title/ illustrations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Notice punctuation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read with expression</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Answer questions</td>
<td></td>
</tr>
<tr>
<td>Early reader</td>
<td>3</td>
<td>I can <strong>read aloud</strong></td>
<td>• Help me to sound it out.</td>
</tr>
<tr>
<td></td>
<td>Reading sun</td>
<td>• Sound out words</td>
<td>• Give me HF words to learn.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recognise high frequency</td>
<td>• Practise reading in GGR.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>words</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read 1–3 short sentences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>aloud</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read them at a good pace</td>
<td></td>
</tr>
<tr>
<td>Emergent reader</td>
<td>2</td>
<td>I can <strong>recognise letters</strong></td>
<td>• Teach me, please.</td>
</tr>
<tr>
<td></td>
<td>Reading eagle</td>
<td>• Count letters in word</td>
<td>• Look at the alphabet with me.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Say which letters are the</td>
<td>• Practise in GGR.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>same</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Name letter-sounds</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Find capital letters</td>
<td></td>
</tr>
<tr>
<td>Emergent reader</td>
<td>1</td>
<td>I can <strong>hear sounds in words</strong></td>
<td>• Teach me, please.</td>
</tr>
<tr>
<td></td>
<td>Reading bluebird</td>
<td></td>
<td>• Give me some examples.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Clap syllables</td>
<td>• Practise in GGR.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Count syllables</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Say beginning sounds</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Say ending sounds</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Count the sounds in a word</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Odd one out</td>
<td></td>
</tr>
</tbody>
</table>
Handwriting lessons

Why?

- Developing perceptual motor skills, hand-eye co-ordination and concentration
- Developing consistent letter formation, positioning, spacing, pressure and slant
- Developing ability to write quickly, efficiently and legibly

Note: Handwriting lessons teach good letter formation (i.e. it is technical). Writing lessons teach how to compose ideas and put them onto paper.

How?

Teach explicitly (Monday)

- Learners open the LAB to the handwriting page.
- Demonstrate each activity on the board, describing your hand movements.
- Learners copy and complete in LAB.
- Learners write their names neatly and quickly and use a ruler to draw a line.

Monitoring and feedback (Daily)

- While the class is settling for Independent Work, look at one group’s handwriting books. Provide assistance and encouragement.
- Remind learners about the criteria for good handwriting:
  - Correct pencil grip
  - Correct letter formation (starting at the right place, ending at the right place)
  - Positioning on the lines (in relation to the spacing cat)
  - Spacing between letters in the rows and in the words
  - Pressure of pencil on page
  - Slant (consistent)

Independent practice (GGR/IW time)

- Handwriting is practiced in exercise books.
- At the start of the week, write the handwriting tasks on the board, together with other Independent tasks.
- Learners copy the pattern/letters/words/sentences from the board. They continue to do this for 15 minutes.
- Teach them to assess their own handwriting and to circle the letters that they are most proud of for the teacher to notice.
- Throughout the day, the teacher should monitor pencil grip and posture at the desk.
Writing lessons

Handwriting (Monday) →
Shared writing (Tuesday) →
Independent writing (Wednesday) →
Written comprehension (Thursday, weeks 2, 4, 6, 8)
Editing and revising (Thursday, weeks 1, 3, 5, 7) →
Personal writing – News (Friday)

HANDWRITING (Monday)

See page 12.

SHARED WRITING (Tuesday)

Why?

• Giving learners a model of how to write a text (the teacher is the scribe while learners supply ideas)
• Introducing learners to the structure of different genres
• Giving learners good examples of language patterns, text features and spelling that they can use in their own writing

How?

• Copy the Shared Writing frame onto the board.
• If appropriate, recap the shared reading text on which the frame is based.
• Read through the writing frame with the learners.
• Brainstorm ideas for the gaps in the frame:
  • Write suggestions on the other side of the board.
  • Learners can vote on which ideas to use.
• Write the selected ideas into the frame.
• The class reads the new text together.
  • To extend the activity, learners can copy the new text into their exercise books and illustrate it.
• Copy the new text onto a chart or paper, or take a photo of the text, to refer to later in the week.
INDEPENDENT WRITING  (Wednesday)

Why?
- Helping learners write text that is related to the shared writing, using vocabulary that is already familiar
- Introducing different text types (genres)
- Focusing on sentence structure and paragraphs

How?
- Use the shared writing frame with a different topic.
- Read through the activity in the LAB carefully with the learners, explaining what is required.
- Learners complete the sentences or short paragraph.

EDITING AND REVISING WRITING  (Thursday, weeks 1, 3, 5, 7, 9)

Why?
- Introducing learners to simple editing of their own writing
- Consolidating use of punctuation, capital letters and correct spelling
- Introducing text features like sentence structure and length, structure of paragraphs
- Encouraging use of language features such as adjectives, pronouns, adverbs, etc, in order to make writing more interesting

How?
- Select a section of the Shared Writing exercise.
- Explain the language or text feature for the week identified in the TG, e.g. punctuation, add adjectives, use pronouns, etc
- Model how to make changes.
- Learners select Independent Writing exercise for the week.
- Learners whisper-read their writing and identify any changes they need to make. They mark the changes in pencil.
- In pairs, learners read their edited texts to each other and make suggestions about improving the text still further.
WRITTEN COMPREHENSION  (Thursday, weeks 2, 4, 6, 8)

Why?
- Teaching learners to find answers in the text
- Introducing learners to different types of question formats that they may encounter in external or standardised tests, e.g. tables, multiple-choice, checklists, gap-fill, full sentences, etc.

How?
- Re-read the Shared Reading text to and with the learners.
- Explain what is required when answering different types of questions. Explain only the question types for that week.
  - Completing a table: represent the information from the text in a table.
  - Multiple-choice question: read all the possible answers and tick only the correct one
  - Checklist: read all the possible answers and tick all that are correct
  - Gap-fill: select a few words to complete the sentence
  - Full sentence: answer the question using a full sentence with correct punctuation.
  - Sequencing of events: number the events in a story
- Model and practise some examples on the board.
- Learners physically find the answers in the text and complete the written comprehension exercise in the LAB. They should find the answers, not answer from memory.
- If there is time, mark the activity with the class, explaining why particular answers are correct.

WRITING NEWS  (Friday)

Why?
- Developing personal writing by writing about the past week.
- Directing learner’s writing with a sentence starter eg. Today I feel … The thing I enjoyed learning this week was …
- Developing oral skills when sharing news

How?
- Briefly explain the sentence starter.
- Learners share their ideas briefly with a partner.
- They write their news, beginning with the sentence starter.
  - Week 1–5: Write at least one paragraph with three sentences.
  - Week 6–10: Write at least one paragraph with four sentences.
- Learners can illustrate their news.
Life skills lessons

Every day, follow the same pattern of lessons.

Wellbeing/Oral (15 min) →
Beginning knowledge (15 min) →
Home Language lessons →
Creative arts (30 min) →
Physical education (30 min)

WELLBEING/ORAL

In the Funda Wande programme, oral lessons integrate Life Skills and Home Language. Lessons follow a predictable pattern every week.

Read aloud story (Monday) →
Mindful me (Tuesday) →
I think, I feel (Wednesday) →
Poem/song (Thursday) →
Report back on find out question (Friday)

BEGINNING KNOWLEDGE

Why?

• Developing Creativity, Critical thinking, Communication, and Collaboration
• Concept and skill development
• Contributing to reading comprehension by expanding general knowledge and vocabulary.

How?

Teach learners to:

1. **Observe:** Pay close attention to colour, shape, size, texture, similarities, differences, using eyes and ears.
2. **Compare:** How are things the same or different? Consider colour, shape, size, texture, age, use.
3. **Classify:** Arrange things into categories on the basis of shared characteristics.
4. **Measure:** Size, capacity, growth, height, weight, length, temperature.
5. **Experiment:** We do experiments to test our predictions. Observation and recording of what happens is critical.
6. **Communicate:** Record, describe and explain through speaking, drawing, writing, graphs, diagrams, dramatising.

When learners make something, help them to focus on both the process and the product.
1. **The problem/need/want:** What do we need? How can we solve the problem?
2. **Research (find out):** What materials to use? What can be made?
3. **Design:** plan and draw what you will make.
4. **Make:** glue, cut, paste, roll etc
5. **Evaluate:** Is the product fit for purpose? What changes would make it better?

---

### FIND OUT LESSONS

#### Why?
- Developing simple research skills
- Encouraging home involvement in schooling
- Engage learners’ imaginations while developing their knowledge of the world

#### How?

**Make a KWL chart** *(versioners; you will need to work out the acronym in your language – KWL stands for know, want to know and learned.)* *(Wednesday)*

<table>
<thead>
<tr>
<th>What we know</th>
<th>What we want to know</th>
<th>What we learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write what learners know.</td>
<td>Pairs discuss what they would like to know. Then write their questions here.</td>
<td>Complete during report back on Friday. This will help learners to write what they found out.</td>
</tr>
</tbody>
</table>

**Read and discuss** *(Wednesday)*
- Learners take the question home to find the answer with the help of family/carers

**Report back** *(Friday)*
- Oral report back
- Writing what you learned

### CREATIVE ARTS

#### Visual arts** *(Monday and Tuesday)*
- Develops skills such as line, colour, texture etc., painting, drawing, collage, etc.
- For Visual Arts, the teacher must provide paper, crayons, paint etc.
- Teach learners to self-assess their artwork by circling the appropriate face in the LAB every Tuesday.
- Display the completed work in the classroom.
- Make a collection of waste materials to be used for 3D art.

#### Performing arts** *(Wednesday and Thursday)*
- For Performing arts, it is a good idea to have a classroom collection of props such as scarves, hats and a mock microphone.
Monday

- Choose four different activities from page 19 for the week.
- Prepare the equipment for the activities.
- Divide the class into four groups for the week.

**Introduce activity stations**

- Show the equipment and explain the activities for the week.
- Learners role-play the activities.

**Whole class activity**

- Play a game such as catches, red rover, hide and seek.

**Tuesday–Friday**

**Warm up**

- Run on toes like fairies/Stomp like a giant/Glide like a swan
- Follow my instructions: Walk sideways/turn left/turn right/squat/jump up
- Rhythmic clapping/clicking/stomping activities, lead by different learners.

**Activity stations**

- Groups rotate through the activity stations, doing one activity a day, Tuesday–Friday. See page 19 for activity ideas.
- Teacher moves from group to group, observing and advising.

**Cool down**

- Deep breathing
- Standing or seated stretches of different body parts
- Tense and release muscles, starting at toes and moving up to head
Activities for Physical Education activity stations

Choose four activities per week, focusing on different skills.

1. Locomotor
   - Obstacle course with bean bag on hand/shoulder/foot/head
   - Reaction time drills, i.e. at the teacher’s command: run ... hit the deck ... hop ... stop ... etc.

2. Perceptual motor
   - Free play and time to experiment with different ways of using a bean bag
   - Perception games following a pattern – placing items in the correct order, i.e. running and place markers on predetermined places, using the correct order
   - Catching and throwing a tennis ball

3. Rhythm
   - Layout swing on a jungle gym using over-grasp
   - Using over-grasp, swing on a horizontal bar of a jungle gym

4. Laterality
   - In circle formation throw a ball clock wise ... anti-clock wise
   - Lateral trunk movements such as throw a ball sideways L/R like in rugby

5. Balance
   - Balancing on one leg
   - Balancing moves along ropes, planks, balancing beams (balance on one leg; arms horizontal)
   - ‘Horse and cart’
   - Hula hoop swings with arm, hips and neck

6. Co-ordination
   - Circle formation running clock wise and anti-clock wise
   - Using over-grasp, arm travelling on jungle gym

7. Sport and games
   - Divide learners into teams and compete in relay races – explain rules and how this works
   - Traditional games of the learners' own choosing

8. Spatial orientation
   - Introduce forward and backward rolls – explain safety
   - ‘Wolf and Sheep’ using the optimal play area
   - Crawl through a ‘tunnel’, i.e. underneath a chair, through motor tyres or makeshift tunnels
In the first week of the theme learners are engaged in scientific discovery about soil. They discover what soil is, how to improve soil by making compost, how soil is damaged by erosion and what creatures can be found in soil. Learners participate in two experiments and learn how to record the results of an experiment.

They write a factual recount of the experiment and learn to use words that talk about the sequence of events. They will write a full paragraph and will also learn about synonyms.

The shared reading story is in a comic strip style with speech bubbles.

**Phonics** ..... [language-specific activities for the week to be added. Versioners to provide details]

Creative Arts activities are based on the topic of soil and mud. Physical Education games and activities will be chosen by the teacher from suggested activities.
The teacher taught the children about tiny creatures that live in the soil.

PREPARATION

Flashcards

- smallest
- biggest
- tiny
- magnifying glass
- scientist

Sentence strip

The teacher taught the children about tiny creatures that live in the soil.

INDEPENDENT TASKS

1. Paired Reading LAB Page 22
2. Handwriting 1 o a d g
3. Handwriting 2 Bonolo le Mami ba bala dipalo.
4. Handwriting 3 Mošupologo Labobedi Laboraro Labone
5. DBE Home Language Page ??
6. DBE Home Language Page ??
7. DBE Life Skills Page 3
8. Dictionary

EQUIPMENT FOR ACTIVITIES

- Enough fruit and/or vegetables for each learner to have one – apples or potatoes are the most suitable as they are hardy
- Crayons or pastels
- Paper to draw on
- Equipment required for selected Physical Education activities
- Equipment for the compost experiment
“What is the biggest animal you know?” asked the teacher.

“A rhino!” said Ayanda.

“An elephant!” said Amos.

“Mrs Dlamini’s big black bull,” said Jakob.

“Those are all very big animals,” said the teacher. “They are huge! And what are the smallest animals you know?”

“A mouse!” said Ayanda.

“A spider!” said Samson.

“A flea!” said Lindiwe.

“Those are all very tiny animals,” said the teacher. “But do you know that there are animals that are so small that we cannot see them?”

Everyone was surprised. “Where are they?” asked Sipho.

“Just about everywhere,” said the teacher, “but let’s see what we can find just outside the door.”

They all went outside to the garden, and the teacher got a spoon and gave them soil from the garden on pieces of scrap paper. Then they went back inside and she gave each group a magnifying glass.
Why do you think you need to look in the light?

What have you seen in the soil? Ants? Worms? Anything else? Let’s hear what the children saw.

**miniature**— very small; a synonym for tiny, small

What other words can you think of that mean small?

**scientist**— a person who studies and knows a lot about science and nature

What do you think Sipho will have to do to become a scientist? Will he need to go to high school and university?

**career**— job

Some scientists wear a white coat called a lab coat to keep their clothes clean.

What do you think Sipho will have to do to become a scientist? Will he need to go to high school and university?
MONDAY

READ ALOUD  The soil scientists

Before reading  Ask learners to say what “soil” is.

Reading  Read the story aloud and ask the questions.

After reading
- What did the children use to look at the soil? Why?
- What are some of the things they saw?
- Have you thought about what you want to do when you grow up?

BEGINNING KNOWLEDGE  Soil is important

Prior knowledge
- Have you ever looked closely at soil the way Sipho and his friends did in the story?

New knowledge
- What are the things you find in soil? (sand, rocks, organic material, etc.)
- What are some uses of soil?
- How can people change soil?

Read page to and with the learners

PHONICS  [Heading] XXXX

(Versioners: Language specific)

Introduce the sound
- Listen to and say the sound.
- Notice your mouth.

Identify words with the sound
- Learners can provide more words.

Pairs
- Read the syllables and words.

Write
- Write words for the pictures.

Read the sentence

[Generic: note that where 2 sounds are covered in a day we need to pluralise. We also need to get the writers to identify if any changes are needed to the instructions per week.]

READING  The soil scientists

Picture walk
- This is a comic strip story – the text is mostly in the speech bubbles.
- What can you see in each frame?

Read the whole story to and with the learners Learners point to the words with their fingers.

Comprehension
- On page 2 point to the word that tells us that there were very small things in the soil.
- On page 3 point to the words the teacher says. What do we call this shape? (speech bubble)
- On page 4 point to the name of the tool that Ayanda used to see the creatures.
**HANDWRITING**  Handwriting

Model on the board
- Pattern practice – do not lift your pencil from the page!
- Emphasise direction, start and end points.

Guided practice
- Learners do the LAB page.
- Teacher walks around and helps.
- Correct posture and pencil grip.
- Focus on shape, spacing, size and placement of letters on the line.

Independent practice Learners will practise further during Independent Work time, in their exercise books.

**INDEPENDENT WORK AND GROUP GUIDED READING**

Handwriting check
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
- Introduce this week’s independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.

GGR: Groups A and B first reading
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

**VISUAL ARTS**  Draw fruit or vegetables

Observe
- Provide all learners with the same kind of fruit or vegetable.
- Learners look very carefully at their fruit/vegetable and notice its shape, size, colour and shading. They feel the vegetable, noticing its shape and form.
- Discuss the importance of observation when drawing.

Groups
- In groups, learners put their fruit/vegetables in a pile and mix them up.
- They take turns to try to identify “theirs” from the pile.
- They describe to the group how they knew it was “theirs”.

**PHYSICAL EDUCATION**  Introduction

Prepare
- Choose four different activities from page 19 for the week.
- Prepare the equipment.
- Divide the class into four groups for the week.

Introduce activity stations
- Show the equipment and explain the four activities for the week.
- Learners role-play the activities.

Whole class activity
- Play a game such as catches, red rover, hide and seek.
TUESDAY

WELLBEING  Mindful me

- Remind learners about using calming breaths if they are feeling upset or angry.
- Tell learners to think about a place where they always feel happy, e.g., in bed, in the garden, sitting next to a special friend.
- Ask learners to close their eyes and breathe in and out slowly. They imagine they are in their happy place.
- Learners open their eyes and share with a friend how this made them feel.
- Discuss how this is another activity that can help them if they are feeling upset.

BEGINNING KNOWLEDGE  Make compost

Link to yesterday's lesson
- Remind learners about the question: Can humans change soil?

Groups
- Read the instructions to and with the learners.
- Give each group the equipment they need.
- Learners work in groups and make their compost bottle.

Record
- Learners mark and date the top of their compost on the bottle.

ABC  [Heading] (Phonics activity heading from LAB)

[Heading]

Sound practice
- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Do the activity
- Walk around and assist learners where needed.

Check/mark the activity

READING  Sentence making

Cut out
- Learners cut out the sentence strip (page 177).

Read together
- Did this sentence happen in the past?
- How do you know?

Ask questions and cut off the words/word groups
- Who? The teacher
- Did what? taught
- Who? the children
- What? about tiny creatures
- Do what? that live
- Where? in the soil

Jumble and reconstruct the sentence

Stick the sentence on LAB page 13.
**SHARED WRITING**  
**How I made a model crocodile (Term 2 Week 8)**  

**Introduction**  
- How do you describe something you have already done?  
- Use past tense action words  
- Use sequence words to describe the order  

**Brainstorm**  
- What activity from last term shall we describe?  
- What words will we use?  

**Shared writing**  
- Use the correct format and learners’ ideas.  

**Show the writing frame**  
- Sequence words  
- Action words

---

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting check**  
- Check some handwriting books and provide feedback.  
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.  

**Independent work**  
- Settle the class to do independent tasks written on board.  
- Learners do two tasks a day unless they have GGR.  

**GGR: Groups C and D first reading**  
- Introduce/scaffold the story as needed.  
- Learners whisper-read the story to themselves.  
- They stop at the end of each page and teacher asks comprehension questions.

---

**VISUAL ARTS**  
**Draw Fruit and vegetables**

**Prepare**  
- Give learners paper and pencil crayons.  
- Give each learner a fruit or vegetable.  
- Like yesterday, they observe it very closely, looking at the shape, colours, shading, cuts or blemishes.  

**Draw**  
- Learners draw and colour their fruit or vegetable, making it as realistic as possible.  

**Display**  
**Self-assess** Complete the rubric on LAB page 13.

---

**PHYSICAL EDUCATION**  
**Activity stations**

**Warm up**  
**Activity stations**  
- Send each group to an activity station.  
- They do the activity.  
- Teacher observes and advises.  

**Cool down**
WEDNESDAY

WELLBEING  I think, I feel ...
Question
• What do you want to do when you grow up? Why?
Pairs
• Discuss the question.
Share
• Select two learners to share (give everyone a chance over the term).

BEGINNING KNOWLEDGE  Underground miners
Make a KWL chart about moles
• Complete the What we know and What we want to know sections.
• Leave the chart on the board to complete on Friday.
Read the page
• Discuss the picture and read the text with the learners.
Talk about the question
• How will you find out the answer at home?
• Learners to bring answers on Friday.

ABC  [Heading] XXX
Introduce the sound
• Listen to and say the sound.
• Notice your mouth.
Identify words with the sound
• Learners can provide more words.
Pairs
• Read the syllables and words.
Write
• Write words for the pictures.
Read the sentence

READING  The soil scientists
Read together
• Read the first three pages of The soil scientists to and with the class.
Read in groups
• In groups of three, take turns to read one page each.
Read alone
• Whisper-read the first three pages of the story.
**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting check**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**GGR: Group E first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

**GGR: Group A second reading**
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

**PERFORMING ARTS**

**How did I make compost?**

Review the recount format
- Past tense verbs to describe the actions
- Sequence words — first, next, then, lastly

Brainstorm vocabulary
- Compost, newspaper, fruit peels, vegetable scraps, soil, etc.

Write
- Complete the writing frame.

**A mud dance**

**Warm up**
- Learners move and then freeze making their bodies into different shapes. Change direction each time they start to move again.

**Discuss different movements**
- Imagine moving in mud. Discuss different ways of moving in mud, e.g. stomp stomp stomp; jump jump jump; slide slide slide; squish squish squish; etc.

**Whole class activity**
- Play music and learners dance as if in mud, using the movements discussed earlier.
- Give instructions: use both feet, jump from one foot onto the same foot, jump from one foot onto the other, etc.
- Learners use the space around them without bumping into each other.

**PHYSICAL EDUCATION**

**Activity stations**

**Warm up**
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**
WEEK 1 • SOIL SCIENCE

THURSDAY

**ORAL** Sing/recite

Mud!

Mud, mud, mud.
I love mud!
Mud, mud, mud.
Squishy, squishy mud!
It sticks to my feet
It squeezes through
my toes.
It plops and drops.
Stomp stomp stomp!

Mud, mud, mud.
I love mud!
Mud, mud, mud.
Squishy, squishy mud!

**BEGINNING KNOWLEDGE** What to put in compost

Prior knowledge
- What did you put in your compost?
- What things would get smelly if you added them to compost?

Read the page
- What does the picture show?
- What things can you add to compost?
- What things must not be added to compost?

Do the activity
- Read the words and look at the pictures.
- Colour the different items red or green.

**PHONICS** [Heading] [Phonics activity heading from LAB]

Sound practice
- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Learners do the activity
- Walk around and assist where needed.

Check/mark the activity

**READING** Vocabulary and language

Flashcards
- Show and read each word.
- Find and point to the words in the LAB.
- Place the flashcards on the word wall and read them again.

Sentence strip
- Read the sentence strip on LAB page 13.
- Which word shows that the things you find in soil are very small? (tiny)
- What other words (synonyms) can we use for tiny?
- Think of synonyms for big and small.

[Versioners: These questions are language specific and would need to be written about the sentence in each language. Focus on the past tense.]
**WRITING** Improving our writing

Discuss shared writing
- Read a sentence from Tuesday’s shared writing to learners.
- Choose a word from the sentence and show how to replace it with a more interesting synonym (for example: looked can be replaced with examined, stared, peeped, etc).

Pairs: read, check and improve
- Learners read a sentence from their writing from yesterday to a partner.
- Check the spelling and punctuation of the sentence together.
- Can you make your sentence more interesting by using a synonym for one word?

**INDEPENDENT WORK AND GROUP GUIDED READING**

Handwriting check
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups B and C second reading
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

**PERFORMING ARTS** Perform

Group work
- Groups use some actions from yesterday’s dance activity while reciting the poem Mud!

Perform
- Each group performs the poem for the class.
- Choose the strongest group to perform first.

Evaluate
- Praise and applaud each group.

**PHYSICAL EDUCATION** Activity stations

Warm up

Activity stations
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

Cool down
Moles are carnivores that eat earthworms, insects and insect larvae. They can eat more than their body weight every day. They have curved front paws and claws that dig like shovels. They have a good sense of smell, but they don’t see very well. They paralyse worms and insects with poison in their saliva. Moles are mammals: they give birth to live babies and feed them mother’s milk.

**Pairs** Tell what you found out.

**Share**
- Ask a few learners to share with the class. Write in the KWL chart.
- Discuss and give more information.

---

**BEGINNING KNOWLEDGE**

**Write and draw what you found out**
- Write something thing you learned.
- Draw a picture.

---

**PHONICS**

**Timed word reading**

**Pairs read the words**
- Learner reads to partner for 1 minute.
- Teacher times the minute.
- Circle the last word read and partner counts incorrectly read words.
- Each learner has three turns.

**Count the words**
- Choose the best attempt. Subtract any incorrectly read words.
- Learners write their best score on the line.
- Point out how you read more words with more practice.

---

**WRITING**

**My news**

**Introduce the sentence starter**

**Pairs**
- Share ideas about what you will write.

**Individuals**
- Write at least one paragraph with three sentences.
INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting check
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups D and E second reading
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading

READING

Checking and feedback

Read
- In pairs, learners read their news to each other.

Mark Independent Work
- Go through the DBE workbook activities together.
- Learners correct or complete.

PHYSICAL EDUCATION

Activity stations

Warm up
Activity stations
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

Cool down
WEEK OVERVIEW

Soil science

This week the focus remains on soil and soil-based activities. The Life Skills texts and activities focus on how people can make soil worse by causing soil erosion, and they observe an experiment about soil erosion.

The Read Aloud story gives an example of how erosion can be caused by removing too much vegetation and learners are encouraged to think of a way of working together to repair the damage caused by soil erosion. They are also encouraged to think about community support for people. (In isiZulu this is called ‘ukulima’.)

Learners continue with sentence and word work based on the Shared Reading text for the fortnight, and write a description.

Phonics ..... [language-specific activities for the week to be added. Versioners to provide details]
When Amos looked through the magnifying glass he found some tiny eggs.
MaZaca was an old lady. She lived alone next door to Sipho and his granny. She had some cows and a **vegetable garden**. In her garden she planted beans, tomatoes and cabbages.

One Saturday she gave Sipho lots of big ripe tomatoes. “I know you like tomatoes,” she said, “and all my tomatoes are ripe at the same time. So you need to help me eat them.”

Sipho was very happy. He ran to Granny to show her the big bag of tomatoes. “Look what MaZaca gave me!” he said. “Tomatoes! From her garden! Can we have tomato sandwiches?”

“What good luck!” said Granny. “We have only bread in the house. But now we can have tomato sandwiches for lunch.”

“Can Amos come?” asked Sipho. “He loves tomatoes and he’s always hungry.” “Yes,” said Granny, “we have lots of tomatoes to share.”

Sipho ran to call Amos “Amos! Amos!” he shouted. “Granny is making tomato sandwiches! Come and eat some.”

And they all went to Sipho’s house and ate a lot of tomato sandwiches. "That was so tasty!" said Ayanda. "What can we do to say thank you to MaZaca?"

“I know," said Sipho, "we can pull the **weeds** out of her vegetable garden." And they all went to pull weeds out of MaZaca’s garden. Very soon they had pulled all the weeds out. “Let’s pull the weeds out on the **outside** of the garden too,” said Amos, “then it will be clean everywhere!”

So they pulled out all the weeds and the grass outside MaZaca’s vegetable garden right up to the path. There was no grass left. “Now it’s all clean,” said Precious, “she will be very happy.”

That night there was a storm. There was so much thunder and lightning that Sipho put a pillow over his head. It rained so hard that Granny had to put three buckets on the floor to catch the water that came through holes in the roof.

“Don’t worry my boy,” she said, “all this rain will help MaZaca’s vegetables to grow.”

But in the morning they heard MaZaca crying. “Yo! Yo! Yo!” she cried “My garden is gone!” And she was right. The rain had **washed away** half her vegetable garden down the path. The cows were eating the cabbages in the path.

At school Sipho told the teacher how they had tried to help MaZaca and what happened.

“Oh dear,” said the teacher. “It’s good that you were trying so nicely to say thank you. You didn’t know that the **roots** of plants and grass hold the soil in place. When you pull out the roots of the grass and plants, then the rain and wind just takes the soil away. We call this **soil erosion**.”

“How can we make it better?” asked Sipho. “I know a good African way,” said the teacher. “Maybe we can all work together.”
MONDAY

READ ALOUD

How MaZaca’s cabbages disappeared

Before reading
- Discuss the picture on page 32 of the LAB. Ask learners what they think is happening.
- Ask: Have you ever helped your community to help someone?

Reading
- Read the story aloud and ask the questions.

After reading
- Why did Sipho and his friends want to help MaZaca?
- What went wrong with their plan to help?
- How could the community help MaZaca fix her garden?

BEGINNING KNOWLEDGE

Soil super-heroes

Prior knowledge
- What did the children in Sipho’s class see in the soil?

Read the page
- Look at the pictures and read the text.

Discuss the picture
- Point to the different creatures and say their names.
- How does each creature help keep the soil healthy?

PHONICS

(Heading) XXXX

(Versioners: Language specific)

Introduce the sound
- Listen to and say the sound.
- Notice your mouth.

Identify words with the sound
- Learners can provide more words.

Pairs
- Read the syllables and words.

Write
- Write words for the pictures.

READ ALOUD

The soil scientists

Picture walk
- Who can you see in each frame of the comic? What is happening?

Read the whole story to and with the learners
- Learners point to the words with their fingers.

Comprehension
- On page 6 point to the words that tell you that Amos saw more than one egg.
- On page 7 What punctuation mark tells us that Sipho was excited?
- On page 7 point to the word that tells us what Sipho decided to be when he grew up.
**HANDWRITING**

**Handwriting**

*Model on the board*
- Pattern – do not lift your pencil from the page!
- Letter – describe letter formation.
- Emphasise direction, start and end points.

*Guided practice*
- Learners do the LAB page.
- Teacher walks around and helps.
- Correct posture and pencil grip.
- Focus on shape, spacing, size and placement of letters on the line.

*Independent practice* Learners will practise further during Independent Work time, in their exercise books.

---

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting check**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

*Independent work*
- Introduce this week’s independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.

**GGR: Groups A and B first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

---

**VISUAL ARTS**

**Make a flower pot**

*Discuss*
- What useful thing can we make from clay?

*Plan*
- Show learners a small container like a yoghurt cup with a small plant in it.
- They are going to make a container to hold a cup like this.
- Learners plan individually what size and shape flower pot they will make.

*Make*
- Demonstrate how to pinch a lump of clay to make a hollow and thin the sides of the pot.
- Learners shape the pot by pinching the clay. Poke a small hole in the bottom for drainage.
- Assist learners to make the clay thick enough that the pot does not collapse.
- Leave the pots in a safe place to dry.

---

**PHYSICAL EDUCATION**

**Introduction**

*Prepare*
- Choose four different activities from page 19 for the week.
- Prepare the equipment.
- Divide the class into four groups for the week.

*Introduce activity stations*
- Show the equipment and explain the four activities for the week.
- Learners role-play the activities.

*Whole class activity*
- Play a game such as catches, red rover, hide and seek.
TUESDAY

WELLBEING  Mindful me

- Talk about other ways of finding the “Happy Place” they talked about last week, e.g. counting slowly to 10.
- Pairs sit facing each other.
- They close their eyes and count quietly to 10.
- Open their eyes and tell a partner (not the same person as last week) about their “Happy Place.”

BEGINNING KNOWLEDGE  Soil erosion experiment

Read
- Look at the diagram together.
- Explain that water often washes soil away.
- Read the steps of the experiment to and with the learners.

Do the experiment
- Perform the experiment with the class, following the instructions.
- Measure the water after each experiment and record the answers on the board.

Answer
- Learners talk about the difference between erosion when there is soil only and soil and grass.
- Fill in the answers in the table.

Check
- Check the answers with a partner.

ABC

PHONICS  Soil erosion experiment

Sound practice
- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Do the activity
- Walk around and assist learners where needed.

Check/mark the activity

READING  Sentence making

Cut out
- Learners cut out the sentence strip (page 179).

Read together
- What does the word ‘tiny’ tell us about the eggs?
- What words could you use if the eggs were big?

Ask questions and cut off the words/word groups
- A time word? When
- Who? Amos
- Did what? looked
- Where? through the magnifying glass
- Who? he
- Did what? found
- What? some tiny eggs.

Jumble and reconstruct the sentence
Stick the sentence on LAB page 28.
**TUESDAY**

**SHARED WRITING**  
**Soil and my senses**

**Introduction**  
- Discuss the senses – sight, smell, taste, sound, feel.
- Tell learners they will describe soil using their senses.

**Show the writing frame**

**Brainstorm**  
- What words could be used to describe soil?
- Write up words for each of the senses.

**Shared writing**  
- Write the new text on the board, using learners’ ideas.

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting check**  
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**  
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**GGR: Groups C and D first reading**  
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

**VISUAL ARTS**  
**Decorate a pot**

**Create**  
- Learners decorate the pot they made the day before using paint or pencil scratching on the surface.

**Display**  
- Learners show and describe their pot to the rest of the class.

**Self-assess**  
- Complete the rubric on LAB page 28.

**PHYSICAL EDUCATION**  
**Activity stations**

**Warm up**

**Activity stations**  
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**

---

**Summary**

- **Create**
- **Display**
- **Self-assess**
- **Handwriting check**
- **Independent work**
- **GGR**
- **Warm up**
- **Cool down**
WEDNESDAY

**WELLBEING**  I think, I feel ...

**Questions**
- Have you ever worked with a group of people to help someone else?
  What did you do?
- Was the person you helped happy?

**Pairs**
- Discuss the question.

**Share**
- Select two learners to share (give everyone a chance over the term).

**BEGINNING KNOWLEDGE**  Mountains make soil

**Make a KWL chart about where soil comes from**
- Complete the What we know and What we want to know sections.
- Leave the chart on the board to complete on Friday.

**Read the page**
- Discuss the picture and read the text with the learners.

**Talk about the question**
- How will you find out the answer?
- Learners to bring answer on Friday.

**PHONICS**  [Heading] XXX

**Introduce the sound**
- Listen to and say the sound.
- Notice your mouth.

**Identify words with the sound**
- Learners can provide more words.

**Pairs**
- Read the syllables and words.

**Write**
- Write words for the pictures.

**Read the sentence**

**READING**  The soil scientists

**Read together**
- Read LAB the second half of The soil scientists to and with the class.

**Read in groups**
- In groups of three, take turns to read one page each.

**Read alone**
- Whisper-read the last three pages of the story.
**INTRODUCTION**

- What is a percussion instrument?
- We will make instruments with recycled material. What is recycled material?

**GROUPS DISCUSS**

- What instrument will we make? e.g. shakers, drums
- What can we use? e.g. toilet rolls, empty tins, stones, etc.
- How will we make the instruments?

**DESIGN**

- Draw a sketch of the instrument you plan to make.

**MAKE**

- Make the instrument you have planned.

**INDEPENDENT WORK AND GROUP GUIDED READING**

- **Handwriting check**
  - Check some handwriting books and provide feedback.
  - Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

- **Independent work**
  - Settle the class to do Independent tasks written on board.
  - Learners do two tasks a day unless they have GGR.

- **GGR: Group E first reading**
  - Introduce/scaffold the story as needed.
  - Learners whisper-read the story to themselves.
  - They stop at the end of each page and teacher asks comprehension questions.

- **GGR: Group A second reading**
  - Re-read the story together, aloud.
  - Learners read the story with a partner.
  - Teacher listens to learners reading.

**PERFORMING ARTS**

**MAKE PERCUSSION INSTRUMENTS**

- **Introduction**
  - What is a percussion instrument?
  - We will make instruments with recycled material. What is recycled material?

- **Groups discuss**
  - What instrument will we make? e.g. shakers, drums
  - What can we use? e.g. toilet rolls, empty tins, stones, etc.
  - How will we make the instruments?

- **Design**
  - Draw a sketch of the instrument you plan to make.

**MAKE**

- Make the instrument you have planned.

**PHYSICAL EDUCATION**

**ACTIVITY STATIONS**

- **Warm up**
  - Send each group to an activity station.
  - They do the activity.
  - Teacher observes and advises.

- **Cool down**
THURSDAY

ORAL

Sing/recite

Tune of *I hear thunder*

Planting veggies, planting veggies
In a row, in a row,
Dig and add the compost
dig and add the compost
To make them grow, to make them grow

Water the veggies, water the veggies
Not too hard, not too hard
Don’t wash the soil away,
don’t wash the soil away,
Keep it there, keep it there.

BEGINNING KNOWLEDGE

Save MaZaca’s garden

Prior knowledge
• What happened to MaZaca’s garden when it rained?

Read the page
• Who do you see in the picture?
• Why are the people doing?
• How can we stop soil erosion?

Do the activity
• Write a sentence about how to stop soil erosion.

PHONICS

[Heading]

[Phonics activity heading from LAB]

Sound practice
• At a fast pace, show sound cards for sounds learned so far.
• Learners say the sounds on the cards.
• Ask individuals and groups.

Learners do the activity
• Walk around and assist where needed.

Check/mark the activity

READING

Vocabulary and language

Flashcards
• Show and read each word.
• Find and point to the words in the LAB.
• Place the flashcards on the word wall and read them again.

Sentence strip
• Read the sentence strip on LAB page 28.
• Which word tells you that the eggs were small?
• What word is the opposite (antonym) of small? (big)
• Make a list of other antonyms (opposites), e.g. hard/soft, tall/short, fat/thin, high/low, open/closed, etc.

[Versioners: These questions are language specific and would need to be written about the sentence in each language. Focus on the imperative]
**WRITING**  Written comprehension

Revision
- Re-read the story *The soil scientists*.

Answer the questions
- Learners should not do this from memory. They must look at the text to find answers.

Check answers together

---

**INDEPENDENT WORK AND GROUP GUIDED READING**

Handwriting check
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups B and C second reading
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

---

**PERFORMING ARTS**  Play a musical instrument

Practice
- Groups select a song and play their instruments while they sing it.

Perform
- Groups perform the song.

Evaluate
- Discuss whether the instruments worked well.

Communicate
- Groups explain how they made their instruments.

---

**PHYSICAL EDUCATION**  Activity stations

Warm up

Activity stations
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

Cool down
FRIDAY

Mountains make soil

Mountains can be broken down by rain, wind, fire and heat.
- Mountains are made up of different types of rocks. Some rocks are very hard, while others are softer. Soft rocks break into small pieces more quickly than hard rocks do.
- It can take 500 years for just 1 cm of soil to be formed from rocks.

Pairs
- Tell what you found out.

Share
- Ask a few learners to share with the class. Write in the KWL chart.
- Discuss and give more information.

BEGINNING KNOWLEDGE

Write and draw what you found out
- Write something you learned.
- Draw a picture.

PHONICS

Timed word reading

Dictate words
- Say each word clearly and slowly.
- Repeat it once only.

Write
- Give learners time to write each word.
- They must use their best handwriting.

Check and correct
- Write the words on the board for learners to mark.

WRITING

My news

Introduce the sentence starter

Pairs
- Share ideas about what you will write.

Individuals
- Write at least one paragraph with three sentences.
INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting check
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups D and E second reading
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

READING

Checking and feedback

Read
- In pairs, learners read their independent writing to each other.
- Tell your partner what you liked about their writing.

Mark Independent Work
- Go through the DBE workbook activities together.
- Learners correct or complete.

PHYSICAL EDUCATION

Activity stations

Warm up
Activity stations
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

Cool down
WEEK OVERVIEW

This week, the theme is Transport. We focus on how different forms of transport are used to move people and things from one place to the other. We start with a funny story about a wheelbarrow that is used to transport goods to a recycling depot. The Life skills texts focus on different types of transport and how they affect the environment.

Reading and writing tasks follow the theme of transport, as the learners write riddles and read sentences from the story.

Phonics ...... [language-specific activities for the week to be added. Versioners to provide details]

In Creative Arts, learners undertake a task that will run over two weeks. They follow the technological process from the beginning to the end. This will include both Visual Arts and Performing Arts tasks.
“We need a bicycle bell on this wheelbarrow,” Mkhulu said. So he found one at the rubbish dump.

**PREPARATION**

Flashcards

- recycling
- rubbish dump
- shade
- tools
- money

Sentence strip

“We need a bicycle bell on this wheelbarrow,” Mkhulu said. So he found one at the rubbish dump.

**INDEPENDENT TASKS**

1. Paired Reading LAB Page 60
2. Handwriting 1 o a d g
3. Handwriting 2 Bonolo le Mami ba bala dipalo.
4. Handwriting 3 Mošupologo Labobedi Laboraro Labone
5. DBE Home Language Page ??
6. DBE Home Language Page ??
7. DBE Life Skills Page 10
8. Dictionary

**EQUIPMENT FOR ACTIVITIES**

- Recycled materials such as boxes, milk cartons, milk bottle lids for making vehicles
- Equipment required for selected Physical Education activities
Mkhulu pushed his **wheelbarrow** along
Collecting all kinds of things
To take to the **recycling** depot
To get money.

His big tall **rooster** Qhude Lude rode on the front of the wheelbarrow.

Just when they were about to cross the road, along came Ayanda and Sipho going fast on their bicycles. "Watch out Mkhulu! Watch out, Qhude Lude!" they shouted.

"What we need on this barrow," said Mkhulu, "is a bicycle bell."

So he went to the **dump** and he found a bicycle bell on an old **rusty** bicycle. He fixed it onto his wheelbarrow.

Tring! Tring! went the bicycle bell.
"Uh Oh Uh Oh Owww!" shouted Qhude Lude.

Mkhulu found some plastic bottles.
He put them in his wheel barrow
To take to the recycling depot
To get money.

On the way it got very hot. "What we need on this barrow," said Mkhulu, "is shade from the sun."

So he went to the dump and he found two old umbrellas, a big one and a small one.
And he fixed them onto his wheelbarrow.
And off they went, riding in the shade.
Tring! Tring! went the bicycle bell.
Flap! Flap! went the umbrellas.
“Uh Oh Uh Oh Owwww!” shouted Qhude Lude.
Mkhulu found some old cooldrink cans.
He put them in his wheelbarrow
To take to the recycling depot
To get money.

On the way they got very thirsty. “What we need on this barrow,” said Mkhulu, “is some cool water to drink.”

So they stopped at a spaza shop and asked for some water. The lady in the spaza shop gave them a bottle of water and two cups, a big one and a small one.

Mkhulu had a long drink of water from the big cup.
Qhude Lude had a long drink of water from the small cup.
And off they went, full of water.

Tring! Tring! went the bicycle bell.
Flap! Flap! went the umbrellas.
Slosh! Slosh! went the water in the bottle.
“Uh Oh Uh Oh Owwww!” shouted Qhude Lude.
Mkhulu found a lot of broken glass.
He put it in his wheelbarrow
To take to the recycling depot
To get money.

On the way the wheel fell off the wheelbarrow. “What we need on this barrow,” said Mkhulu, “is something to fix it when it breaks.”

So he went to the dump and he found a hammer and a spanner, and he fixed the wheelbarrow. He tied the hammer and the spanner to his wheelbarrow.
And off they went, all fixed.

Tring! Tring! went the bicycle bell.
Flap! Flap! went the umbrellas.
Slosh! Slosh! went the water in the bottle.
Clang! Clang! went the hammer and the spanner.
“Uh Oh Uh Oh Owwww!” shouted Qhude Lude
Then they got to the recycling depot.
They handed in all the plastic bottles
And all the old cooldrink cans
And all the broken glass
And they got some money.

And off they went with money in Mkhulu’s pockets.

Tring! Tring! went the bicycle bell.
Flap! Flap! went the umbrellas.
Slosh! Slosh! went the water in the bottle.
Clang! Clang! went the hammer and the spanner.
Jingle! Jingle! went the money in the pocket.
“Uh Oh Uh Oh Owwww!” shouted Qhude Lude.
MONDAY

READ ALOUD  Mkhulu’s wheelbarrow

Before reading
• What is a recycling depot? What is the dump? Where are they in our community?

Reading
• Read the story aloud and ask the questions.

After reading
• What did Mkhulu add to the wheelbarrow to make it more comfortable?
• What would you have added to the wheelbarrow?
• Did you enjoy the story?

BEGINNING KNOWLEDGE  Travelling with my shoes

Prior knowledge
• Where did your school shoes come from?

New knowledge
• Shoes often come from countries overseas.
• They are transported on different kinds of transport.

Write a sentence about the journey of the shoes.

PHONICS  [Heading] (Versioners: Language specific)

Introduce the sound
• Listen to and say the sound.
• Notice your mouth.

Identify words with the sound
• Learners can provide more words.

Pairs
• Read the syllables and words.

Write
• Write words for the pictures.

Read the sentence

READING  Mkhulu’s wheelbarrow

Picture walk
What can you see in each picture?

Read the whole story to and with the learners
• Learners point to the words with their fingers.

Comprehension
• On page 40 point to the word that tells us why Mkhulu collected recycling.
• On page 41 point to the words that tell you what almost happened when Sipho and Ayanda went past.
• Do you think they were going fast or slow?
• On page 42 point to the word that tells you what Mkhulu found at the rubbish dump.
• What did the umbrellas do?
**MONDAY**

**HANDWRITING**

**Handwriting**

**Model on the board**
- Pattern – do not lift your pencil from the page!
- Letters – describe letter formation.
- Emphasise direction, start and end points.

**Guided practice**
- Learners do the LAB page.
- Teacher walks around and helps.
- Correct posture and pencil grip.
- Focus on shape, spacing, size and placement of letters on the line.

**Independent practice** Learners will practise further during Independent Work time, in their exercise books.

---

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting check**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Introduce this week’s independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.

**GGR: Groups A and B first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

---

**VISUAL ARTS**

**A crazy vehicle**

**Discuss**
- Learners talk about Mkhulu’s crazy wheelbarrow.
- Tell them that they will make a crazy vehicle in groups.
- The vehicle must be able to move as there will be a race.

**Plan**
- Groups plan and draw the vehicle they are going to make.
- They decide what to add to make it interesting.
- They plan how to make it colourful.
- They make a list of materials.

---

**PHYSICAL EDUCATION**

**Introduction**

**Prepare**
- Choose four different activities from page 19 for the week.
- Prepare the equipment.
- Divide the class into four groups for the week.

**Introduce activity stations**
- Show the equipment and explain the four activities for the week.
- Learners role-play the activities.

**Whole class activity**
- Play a game such as catches, red rover, hide and seek.
TUESDAY

WELLBEING  Mindful me

- Learners sit comfortably and close their eyes.
- They breathe in and out slowly.
- Ask them to relax different parts of their bodies, e.g. relax your toes, relax your fingers, etc.
- They open their eyes and tell each other how they feel.

BEGINNING KNOWLEDGE  Transport and the environment

Link to yesterday’s lesson
- Talk about different types of transport.
- Say that some are better for the environment than others.
- Brainstorm which kinds learners think are bad for the environment.

Read
- ‘Read’ the three cartoon stories to and with the class.

Do activity
- Learners decide which story is best for the environment.
- They complete the sentence.

Pairs: check work
- Check answers.

PHONICS  [Heading] (Phonics activity heading from LAB)

Sound practice
- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Do the activity
- Walk around and assist learners where needed.

Check/mark the activity

READING  Sentence making

Cut out
- Learners cut out the sentence strip (page 181).

Read together
- How do we know that Mkhulu is talking? (" ")

Ask questions and cut off the words/word groups
- Who? We
- Do what? need
- What? a bicycle bell

- Where? on this wheelbarrow
- Who? Mkhulu
- Did what? said.
- Who? So he
- Did what? found one
- Where? at the rubbish dump

Jumble and reconstruct the sentence

Stick the sentence on LAB page 51.
**Shared Writing**

**Write riddles**

**Introduction**
- Revise what a riddle is (statements about an object to help people guess what it is).

**Show the writing frame**
- Statements
- Question

**Brainstorm**
- Choose one form of transport from the Life Skills text to write a riddle about, e.g. an aeroplane
- Brainstorm words to complete the statements, e.g. the sky, wings, jet fuel, people and things.
- Repeat with another form of transport for practice.

**Shared writing**
- Use the correct format and learners' ideas.

---

**Independent Work and Group Guided Reading**

**Handwriting check**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**GGR: Groups C and D first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

**Visual Arts**

**A crazy vehicle**

**Plan**
- Learners review their plan in groups, depending on which materials they found.

**Create**
- In groups, they begin construction of their vehicle. They will complete next week.

**Self-assess**
- Complete the rubric on LAB page 51.

---

**Physical Education**

**Activity stations**

**Warm up**

**Activity stations**
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**
WEDNESDAY

**WELLBEING**  
**I think, I feel ...**

**Question**
- What is your favourite pair of shoes? How do you feel when you wear them?

**Pairs**
- Discuss the question.

**Share**
- Select two learners to share (give everyone a chance over the term).

**BEGINNING KNOWLEDGE**  
**Living on a boat**

**Make a KWL chart about boats**
- Complete the What we know and What we want to know sections.
- Leave the chart on the board to complete on Friday.

**Read the page**
- Discuss the picture and read the text with the learners.

**Talk about the question**
- How will you find out the answer at home?
- Learners to bring answers on Friday.

**PHONICS**  
**[Heading]**  
*(language specific)*

**Introduce the sound**
- Listen to and say the sound.
- Notice your mouth.

**Identify words with the sound**
- Learners can provide more words.

**Pairs**
- Read the syllables and words.

**Write**
- Write words for the pictures.

**Read the sentence**

**READING**  
**Mkhulu’s wheelbarrow**

**Read together**
- Read the first three pages of *Mkhulu’s wheelbarrow* to and with the class.

**Read in groups**
- In groups of three, take turns to read one page each.

**Read alone**
- Whisper-read the first three pages of the story.
**Warm up**
- Play Freeze! Pretend to be driving a car. When the whistle blows, freeze.

**Teach a song**
- Select and teach a well-known song about transport, e.g., *I ride my little bicycle*.

**Groups**
- Learners practise the song, adding actions.

---

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting check**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**GGR: Group E first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

**GGR: Group A second reading**
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

---

**PERFORMING ARTS**

**A song about transport**

**Warm up**
- Play Freeze! Pretend to be driving a car. When the whistle blows, freeze.

**Teach a song**
- Select and teach a well-known song about transport, e.g., *I ride my little bicycle*.

**Groups**
- Learners practise the song, adding actions.

---

**PHYSICAL EDUCATION**

**Activity stations**

**Warm up**
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**
THURSDAY

**ORAL**

**Sing/recite**

Tune of *Heads, shoulders, knees and toes*

Where are they travelling?

**BEGINNING KNOWLEDGE**

Prior knowledge
- Where have you travelled to in a car or taxi?

Read the page
- What does the picture show?
- What are the people doing?
- Where do you think they are going?

Do the activity
- Read the words.
- Draw a line from the words to the correct part of the picture.

**PHONICS**

Sound practice
- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Learners do the activity
- Walk around and assist where needed.

Check/mark the activity

**READING**

Vocabulary and language

Flashcards
- Show and read each word.
- Find and point to the words in the LAB.
- Place the flashcards on the word wall and read them again.

Sentence strip
- Read the sentence strip on LAB page 51.
- Which word in the first sentence shows that the wheelbarrow is a special one that belongs to Mkhulu? *(this)*

- Make up some more sentences using this. I sit on this chair, I am in this class, etc.
- Which word in the second sentence shows that Mkhulu went to the rubbish dump because he needed a bell? *(so)*
- Think of some other things that are linked by the word so, e.g. I was hungry so I ate my lunch; I was tired so I went to bed.

[Versioners: These questions are language specific and would need to be written about the sentence in each language. Focus on the past tense.]
THURSDAY

WRITING

Improving our writing
Discuss shared writing
• Read a sentence from Tuesday’s shared writing to learners.
• Show how to make the sentence more interesting by adding descriptions (for example, I have wings – I have long wings that are triangle shaped.)
• Help learners add adjectives and descriptive phrases to the statements.

Pairs: Read, check and improve
• Learners read a sentence from their writing from yesterday to a partner.
• Check the spelling and punctuation of the sentence together.
• Can you make your sentence more interesting by adding descriptions?

INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting check
• Check some handwriting books and provide feedback.
• Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
• Settle the class to do independent tasks written on board.
• Learners do two tasks a day unless they have GGR.

GGR: Groups B and C second reading
• Re-read the story together, aloud.
• Learners read the story with a partner.
• Teacher listens to learners reading.

PERFORMING ARTS

Fast and slow
Warm up
• Learners sit in a circle and make the sounds that different forms of transport make – car, motorbike, aeroplane, etc.

Move
• Talk about different speeds – fast and slow.
• Learners move around the space, pretending to drive a taxi.
• Give instructions – start, go slowly around the corner, speed up, stop, go slowly up the hill, go slowly down the hill, park, etc.

Cool down
• Sit in a circle and sing the song they learnt in the morning.

PHYSICAL EDUCATION

Activity stations
Warm up
Activity stations
• Send each group to an activity station.
• They do the activity.
• Teacher observes and advises.

Cool down
In some countries in Asia people live on boats called sampans. This is because there are often not enough houses, so people live on their own small boats on rivers in the cities. They also travel from one place to another in their boats.

You can find sampan 'cities' in China, Malaysia, Indonesia, Bangladesh, Myanmar, Sri Lanka and Vietnam.

**Pairs**
- Tell what you found out.

**Share**
- Ask a few learners to share with the class. Write in the KWL chart.
- Discuss and give more information.

---

**BEGINNING KNOWLEDGE**

**Living on a boat**

**Write and draw what you found out**
- Write something you learned.
- Draw a picture.

---

**ABC**

**Timed word reading**

**Pairs read the words**
- Learner reads to partner for 1 minute.
- Teacher times the minute.
- Circle the last word read and partner counts incorrectly read words.
- Each learner has three turns.

**Count the words**
- Choose the best attempt. Subtract any incorrectly read words.
- Learners write their best score on the line.
- Point out how you read more words with more practice.

---

**WRITING**

**My news**

**Introduce the sentence starter**

**Pairs**
- Share ideas about what you will write.

**Individuals**
- Write at least one paragraph with three sentences.
INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting check
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups D and E second reading
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

READING

Checking and feedback

Read
- In pairs, learners read their news to each other.

Mark Independent Work
- Go through the DBE workbook activities together.
- Learners correct or complete.

PHYSICAL EDUCATION

Activity stations

Warm up
Activity stations
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

Cool down
This week the focus remains on Transport. During this week, we focus on how different forms of transport are used to transport people and goods from one place to the other.

The Read Aloud text follows the day of a female taxi driver. Life skills texts focus on vehicles with different number of wheels. Some of these are unfamiliar to the learners and are meant to extend their knowledge beyond what they already know.

In writing, learners will rewrite the story of Mkhulu’s Wheelbarrow, using their own ideas and imagination.

**Phonics** …… [language-specific activities for the week to be added. Versioners to provide details]

In Creative Arts learners will continue to work on their technology task, and will communicate about the crazy vehicle they have made.
They handed in all the plastic bottles and the cool drink cans and the broken glass and they got some money.

**INDEPENDENT TASKS**

1. Paired Reading LAB Page 76
2. Handwriting 1 o a d g
3. Handwriting 2 Bonolo le Mami ba bala dipalo.
4. Handwriting 3 Mošupologo Labobedi Laboraro Labone
5. DBE Home Language Page ??
6. DBE Home Language Page ??
7. DBE Life Skills Page 15
8. Dictionary

**EQUIPMENT FOR ACTIVITIES**

- Equipment required for selected Physical Education activities
Every morning Ma Keketso’s phone alarm rings at 4:30.

She stretches as she gets out of bed, ready to start her day. She has a very important job – she drives a taxi that fetches children from her community and takes them to school.

By 5:30 she and her son, Neo, are on the road. Neo helps her in the taxi.

First she stops at a petrol station to fill the petrol tank. “Good morning, Ma Keketso!” shout the petrol attendants. One cleans her windscreen while another fills up the tank. Neo pays for the petrol.

At 6 am, she stops at the spaza shop. She fetches High School children here. The first two girls climb in and sit at the back. “Good morning, Ma,” they say. “I hope Thami isn’t late today. We have a Maths test!” Luckily, Thami comes running, holding his tie in his hand. He jumps into the taxi and closes the door. “Sorry, Ma! Sorry, friends! I was looking for my soccer boots.” He sits next to Neo and they talk about Saturday’s soccer match. “Don’t forget to put on your seat belts!” Ma Keketso says.

Ma Keketso stops outside a big house. Three small girls come out. They wave to their granny and climb into the taxi. They giggle when they see Thami putting on his tie. “Good morning, girls,” says Ma Keketso.

**QUESTIONS + VOCAB**

- How do you wake up in the morning?
- **alarm** – a sound on the phone that wakes you up

- Do any of you come to school in a taxi? Where does the taxi fetch you?
- **attendants** – the people who work at the garage

- Why is it important to wear your seat belt?
- **seat belts** – straps with a buckle that keep you safe in your seat in a vehicle

- giggle – to laugh in a silly way
Round the corner, they stop again and twin boys, Cyril and Cyprian, come out. Their mom shouts, “Have you got your lunch?” “Yes, Ma!” they shout together, and then they greet the others.

She stops four more times to pick up children. Two small children are going to Pre-primary and two more go to the Primary School.

She stops at the High school, the Primary school and the Pre-primary, “Make sure you are ready when it is time to come home!” she shouts when the children get off the taxi.

“I have lots to do today, Neo,” she says, “so you will have to help me wash the taxi.” They stop near the church next to all the other taxis, and they get buckets of water from the tap in the church and wash the taxi until it sparkles in the sun.

Ma Keketso drives to the Mall and does her shopping for the week. The other drivers stay and talk and play marabaraba.

At 1 o’clock, Ma Keketso drives back to the Pre-primary school. The little ones are very tired and fall asleep on the way home. She stops at the Primary School and fetches all the children. The girls are still giggling.

At the High School, Neo reminds Ma that Thami is not coming with them because he is playing soccer.

When they get home, Ma Keketso cooks supper while Neo watches TV. “Tomorrow we are fetching some church ladies when we have finished driving the children,” she says. “They ask me to drive them because they know I am a safe driver.”

Ma Keketso drives to the Mall and does her shopping for the week. The other drivers stay and talk and play marabaraba.

At 1 o’clock, Ma Keketso drives back to the Pre-primary school. The little ones are very tired and fall asleep on the way home. She stops at the Primary School and fetches all the children. The girls are still giggling.

At the High School, Neo reminds Ma that Thami is not coming with them because he is playing soccer.

When they get home, Ma Keketso cooks supper while Neo watches TV. “Tomorrow we are fetching some church ladies when we have finished driving the children,” she says. “They ask me to drive them because they know I am a safe driver.”
MONDAY

READ ALOUD  Ma Keketso the taxi driver

Before reading
- Ask learners to tell you how they come to school in the morning.
- Ask how many come in a taxi. They tell each other about their taxi drivers.

Reading
- Read the story aloud and ask the questions.

After reading
- Who travels in the taxi with Ma Keketso to help her?
- In which order does she fetch the children?
- Would you like to drive with Ma Keketso? Why/why not?

BEGINNING KNOWLEDGE  How many wheels?

Prior knowledge  How many wheels were on Mkhulu’s wheelbarrow? What makes it go?

Read the page  Look at the pictures and read the text.

Discuss the pictures
- What is the main purpose of each vehicle? (carry things, carry people, etc.)
- Which vehicle has the smallest number of wheels? Which has the most?
- Complete the sentence at the bottom of the page.

PHONICS  [Heading]  (Versioners: Language specific)

Introduce the sound
- Listen to and say the sound.
- Notice your mouth.

Identify words with the sound
- Learners can provide more words.

Pairs
- Read the syllables and words.

Write
- Write words for the pictures.

Read the sentence

READING  Mkhulu’s wheelbarrow

Picture walk  Who can you see in each picture? What is happening?

Read the whole story to and with the learners
- Learners point to the words with their fingers.

Comprehension
- On page 43 point to word that tells us why Mkhulu and Qhude Lude needed some water.
- On page 44 point to the word that describes the hammer and the spanner.
- On page 45 point to the word that tells us what they did with the recycling.
- Point to the word that tells us that they were paid for the recycling.
- How do you think they felt when they got the money?
MONDAY

**HANDWRITING**

**Handwriting**

**Model on the board**
- Pattern – do not lift your pencil from the page!
- Letters – describe letter formation.
- Emphasise direction, start and end points.

**Guided practice**
- Learners do the LAB page.
- Teacher walks around and helps.
- Correct posture and pencil grip.
- Focus on shape, spacing, size and placement of letters on the line.

**Independent practice** Learners will practise further during Independent Work time, in their exercise books.

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting check**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Introduce this week’s independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.

**GGR: Groups A and B first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

**VISUAL ARTS**

**A crazy vehicle (continued)**

**Plan**
- In groups, revise the plan according to how things are going, e.g. if they have a new item to add, decide where to put it.

**Make**
- Learners complete and decorate their vehicles. Make them colourful.
- Take the vehicle for a ‘test run’.
- Make adjustments if needed.

**PHYSICAL EDUCATION**

**Introduction**

**Prepare**
- Choose four different activities from page 19 for the week.
- Prepare the equipment.
- Divide the class into four groups for the week.

**Introduce activity stations**
- Show the equipment and explain the four activities for the week.
- Learners role-play the activities.

**Whole class activity**
- Play a game such as catches, red rover, hide and seek.
**WELLBEING** Mindful me
- Tell the learners it’s time to laugh again.
- Learners take turns to pull funny faces at each other and make their partner laugh.
- Ask one or two learners to show the class their funny face.
- Talk about how laughing can help us to relax.

**BEGINNING KNOWLEDGE** Transport and the environment

Prior knowledge
- What vehicles did you read about yesterday?

Read the page
- Look at the pictures and read the text.

Discuss the pictures
- What is the main purpose of each vehicle? (carry things, carry people, etc.)
- Which vehicle has the smallest number of wheels? Which has the most?
- Complete the sentence at the bottom of the page.

**PHONICS** [Heading] ( Phonics activity heading from LAB)

Sound practice
- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Do the activity
- Walk around and assist learners where needed.

Check/mark the activity

**READING** Sentence making

Cut out the sentence strip (page 183).

Read together
- This is a long sentence. Can you see a word that tells you there are two ideas?

Ask questions and cut off the words/word groups
- Who? They
- Did what? handed in
- What? all the plastic bottles
- What? and the cooldrink cans
- What? and the broken glass
- Joining word and
- Who? they
- Did what? got some money.

Jumble and reconstruct the sentence

Stick the sentence on LAB page 66.
**SHARED WRITING**

**Introduction**
- Learners tell the story *Mkhulu’s wheelbarrow* in their own words.

**Show the writing frame**

**Brainstorm**
- What other vehicle could Mkhulu have?

**Write a story**
- What would he carry in it?
- What could he add to it?
- Why?
- How does the story end?

**Shared writing**
- What should the title be?
- Write the new story on the board, using learners’ ideas.

---

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting check**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**GGR: Groups C and D first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

---

**VISUAL ARTS**

**Finish your crazy vehicle**

- Learners complete their vehicle making any changes.

**Display**
- In a suitable space, groups have a race with their vehicles.
  - They decide which vehicles were the most successful.

**Self-assess**
- Complete the rubric on LAB page 66.

---

**PHYSICAL EDUCATION**

**Activity stations**

**Warm up**
- Activity stations
  - Send each group to an activity station.
  - They do the activity.
  - Teacher observes and advises.

**Cool down**
WEDNESDAY

**WELLBEING**  I think, I feel ...

**Questions**
- Where would you like to travel to?
- What transport would you need to use?

**Pairs**
- Discuss the question.

**Share**
- Select two learners to share (give everyone a chance over the term).

**BEGINNING KNOWLEDGE**  Warm and cool colours

**Make a KWL chart about colours**
- Complete the What we know and What we want to know sections.
- Leave the chart on the board to complete on Friday.

**Read the page**
- Discuss the picture and read the text with the learners.

**Talk about the question**
- How will you find out the answer?
- Learners to bring answer on Friday.

**PHONICS**  [Heading]  (language specific)

**Introduce the sound**
- Listen to and say the sound.
- Notice your mouth.

**Identify words with the sound**
- Learners can provide more words.

**Pairs**
- Read the syllables and words.

**Write**
- Write words for the pictures.

**Read the sentence**

**READING**  Mkhulu’s wheelbarrow

**Read together**
- Read LAB the second half of *Mkhulu’s wheelbarrow* to and with the class.

**Read in groups**
- In groups of three, take turns to read one page each.

**Read alone**
- Whisper-read the last three pages of the story.

[Generic: note that where 2 sounds are covered in a day we need to pluralise. We also need to get the writers to identify if any changes are needed to the instructions per week.]
WRITING

Granny’s old bicycle

Discuss
• Recap the story that the class wrote in Shared Writing.
• Tell learners they will write a new story about Granny’s old bicycle.
• They will follow the same structure of the Shared Writing story but use their own ideas.

Brainstorm vocabulary
• Brainstorm ideas and words about what granny might add to her bicycle.

Write
• Complete the story. Learners need to write at least six sentences.

INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting check
• Check some handwriting books and provide feedback.
• Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
• Settle the class to do independent tasks written on board.
• Learners do two tasks a day unless they have GGR.

GGR: Group E first reading
• Introduce/scaffold the story as needed.
• Learners whisper-read the story to themselves.
• They stop at the end of each page and teacher asks comprehension questions.

GGR: Group A second reading
• Re-read the story together, aloud.
• Learners read the story with a partner.
• Teacher listens to learners reading.

PERFORMING ARTS

Communicate

Discuss
• How did the Crazy Vehicle race go?
• Which vehicles worked? What went wrong?

Groups
• Learners describe their vehicle and how it looked and worked.
• The rest of the class listens and comments.

PHYSICAL EDUCATION

Activity stations

Warm up
Activity stations
• Send each group to an activity station.
• They do the activity.
• Teacher observes and advises.

Cool down
THURSDAY

ORAL

Sing/recite

Tune of *5 little buns in the baker’s shop*

15 min

At the car wash!

Five little taxis in the car wash line
Covered with mud and dirt and grime
One goes in to be washed.
Scrub, scrub,
splash, splash,
rub, rub, rub!
Out it comes
as clean as a pin!

Four little taxis....

BEGINNING KNOWLEDGE

My first compost report

Observe

- Learners observe their compost experiment and mark the new level at the top of the compost.

Discuss

- As a class discuss any changes they observed. Talk about why the compost has sunk (the peels and paper have decomposed), the colour, the smell, etc.

Do the activity

- Learners draw a picture of their bottle of compost and complete the sentences in their books.

PHONICS

[Heading] *My first compost report* [phonics activity heading from lab]

Sound practice

- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Learners do the activity

- Walk around and assist where needed.

Check/mark the activity

READING

Vocabulary and language

Flashcards

- Show and read each word.
- Find and point to the words in the LAB.
- Place the flashcards on the word wall and read them again.

Sentence strip

- Read the sentence strip on LAB page 66.
- Find all the joining words *(and)*
- What could you put instead of and between *plastic bottles* and the *cool drink cans* *(a comma)*

- How could you make two sentences from this one long sentence? *(They handed in all the plastic bottles and the cool drink cans and the broken glass. They got some money.)*
- *and* is a joining word *(conjunction)*. What other joining words do you know? *(but, because, so, etc.)*
**WRITING**

**Written comprehension**

**Revision**
- Re-read the story *Mkhulu’s wheelbarrow.*

**Answer the questions**
- Learners should not do this from memory. They must look at the text to find answers.

**Check answers together**

---

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting check**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**GGR: Groups B and C second reading**
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

---

**PERFORMING ARTS**

**Rhythms**

**Prior knowledge**
- Talk about some of the vehicles they have learnt about.

**Clap**
- Say some of the names of vehicles and clap the rhythms.
- Examples: horse / and / cart; ta/ki; mo/tor / cy/ cle

**Improvise**
- Make up fun rhythmic ‘polyrhythm sentences’ using the rhythms you have clapped.
- Examples: car (1 syllable); taxi (2 syllables); horse and cart (3 syllables); motor cycle (4 syllables) OR aeroplane (3 syllables); wheelbarrow (3 syllables); horse and cart (3 syllables); train (1 syllable)

**Groups**
- Learners make up polyrhythm sentences and the rest of the group guesses what they are clapping.

---

**PHYSICAL EDUCATION**

**Activity stations**

**Warm up**

**Activity stations**
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**
FRIDAY

**ORAL**  Warm and cool colours

Colours such as red, orange and yellow are warm colours. They make you feel happy and excited.

Cool colours are blues and greens. There are some cool colours in this picture but most of the picture is warm. The picture makes you feel happy.

**Pairs**
- Tell what you found out.

**Share**
- Ask a few learners to share with the class. Write in the KWL chart.
- Discuss and give more information.

---

**BEGINNING KNOWLEDGE**  Warm and cool colours

Write and draw what you found out
- Write something you learned.
- Draw a picture.

---

**ABC**

**PHONICS**  Dictation

Dictate words
- Say each word clearly and slowly.
- Repeat it once only.

Write
- Give learners time to write each word.
- They must use their best handwriting.

Check and correct
- Write the words on the board for learners to mark.

---

**WRITING**  My news

Introduce the sentence starter

**Pairs**
- Share ideas about what you will write.

**Individuals**
- Write at least one paragraph with three sentences.
INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting check
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups D and E second reading
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

READING

Checking and feedback

Read
- In pairs, learners read their independent writing to each other.
- Tell your partner what you liked about their writing.

Mark Independent Work
- Go through the DBE workbook activities together.
- Learners correct or complete.

PHYSICAL EDUCATION

Activity stations

Warm up
Activity stations
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

Cool down
During this week, we continue to focus on Transport. The focus is on trains and in particular, the Phelophepa train, which is a medical train that travels around South Africa every year to bring specialised healthcare to rural areas.

In Beginning Knowledge, learners study a timeline of the development of different trains in South Africa.

Learners read and write a Get-well card.

Phonics ..... [language-specific activities for the week to be added. Versioners to provide details]

Creative Arts are all based on the story. Physical Education games and activities focus on collaboration and co-operation.
Kegetso’s sister wanted to go to the Phelophepa train. She needed to get a shot for COVID.

INDEPENDENT TASKS

1. Paired Reading LAB Page 98
2. Handwriting 1 o a d g
3. Handwriting 2 Bonolo le Mami ba bala dipalo.
4. Handwriting 3 Mošupologo Labobedi Laboraro Labone
5. DBE Home Language Page ??
6. DBE Home Language Page ??
7. DBE Life Skills Page 13
8. Dictionary

EQUIPMENT FOR ACTIVITIES

- Paint
- Paper to draw on
- Equipment required for selected Physical Education activities
Dora’s granny came to school for a meeting. The teachers gave everyone some papers to read. “Hayibo!” said Granny, holding the paper far in front of her. “I can’t read this. The print is so small!” Then she dropped the paper and hit her head on the table when she bent to pick it up. The teachers rushed to help her, but she was okay.

“The print is not very small,” said the teacher. “I wonder if you need to have your eyes tested, Gogo? Luckily, the Phelophepa train is coming here. The eye doctors on the Phelophepa train will help you.” “What good luck!” said Granny.

Everyone laughed because it was funny that she said it was good luck when she had hurt herself. “I have heard about this Phelophepa train,” said Granny, “they do wonderful things for people.”

“I want to go,” said Kegetso’s sister “I need my COVID vaccination.”

“My tooth is sore,” said Petros, “can the Phelophepa train help me?”

“You will all get help from the train,” said the teacher.

On the day that the teacher had said, they all went to meet the Phelophepa train at the train station. But it did not come. They went to the station every day. On the third day it came.
“On the radio they call this the train of hope,” said Granny. “It won a prize in other countries because it is such a good idea for bringing help to people in South Africa.”

There were a lot of people waiting. One of the doctors welcomed the people. “Hello everyone!” she said, “Welcome! We are here to help you. We are sorry to be three days late. The trouble was that cables on the train lines were stolen, and that stopped us.”

“The people stealing the cables didn’t think about me,” said Petros, “I can’t sleep because my tooth is so sore.”

One of the nurses heard Petros. “Sorry my child,” she said, “let’s put you at the front of the line,” and Petros went into the train to see the dentist.

“We are glad to see you all here,” said the nurse to the people waiting for COVID injections, “this injection will stop you dying from COVID, and it’s free. Some people are telling lies about it, making people scared to get it. But you are the clever ones,” and Kegetso’s sister went into the train to get her COVID injection.

“Now you, Gogo,” said the nurse. “Let’s see what we can do for your eyes,” and Granny went into the train to see the optometrist.

Kegetso’s sister was glad to get the COVID injection. “So many people I know have died from COVID,” she said. “I am glad I got the injection that will protect me. I need to stay well to look after Kegetso,” and she gave Dora a hug.

“With these new glasses I will be able to read everything!” said Granny, “and they cost nearly nothing!”

The happiest one of all was Petros. He kept telling everyone how the dentist had drilled his tooth and fixed it. “And it wasn’t even sore!” he said, “and the tooth doctor – I mean the dentist – said I was very good for keeping so still!” He stopped everyone they met on the way to show them the filling the dentist had put in his tooth.
**READ ALOUD**

Dora’s granny and the Phelophepa train

**Before reading**
- Ask learners if they have ever seen a train. Describe it.

**Reading**
- Read the story aloud and ask the questions.

**After reading**
- Who went to the Phelophepa train with Dora?
- Where do you think the doctors and nurses stay when they are working on the train?
- Why is the Phelophepa train called “The train of hope”?

**BEGINNING KNOWLEDGE**

History of trains in South Africa

**Prior knowledge**
- What types of trains have you seen?

**New knowledge**
- Trains have been in South Africa for a long time.
- Trains have changed over the years. What were the first trains like? What are trains like now?

Read page to and with the learners

**ABC**

[LAB Heading] (Versioners: Language specific)

**Introduce the sound**
- Listen to and say the sound.
- Notice your mouth.

**Identify words with the sound**
- Learners can provide more words.

**Pairs**
- Read the syllables and words.

**Write**
- Write words for the pictures.

Read the sentence

**READING**

Dora’s granny and the Phelophepa train

**Picture walk**
- Who can you see in each picture?

**Read the whole story to and with the learners**
- Learners point to the words with their fingers.

**Comprehension**
- On page 79 point to the words that tell us Kegetso’s sister wanted to get protected from getting sick.
- What is another word for “shot”? (injection/vaccination)
- On page 80 point to the word that tells us how many people were waiting for the train.
- Do we know exactly how many people? How many do you think “lots” is?
**MONDAY**

### Handwriting

**Model on the board**
- Pattern – do not lift your pencil from the page!
- Letters – describe letter formation.
- Emphasise direction, start and end points.

**Guided practice**
- Learners do the LAB page.
- Teacher walks around and helps.

**Independent practice**
- Learners will practise further during Independent Work time, in their exercise books.

- Correct posture and pencil grip.
- Focus on shape, spacing, size and placement of letters on the line.

**Visual Arts**

**Draw a Train**

**Discuss**
- Learners look at the pictures of the Phelophepa train in their books.
- Point to the different shapes of the train and the train lines – rectangles, circles, squares, lines.

**Draw**
- Learners use a soft pencil or charcoal to draw the outline of the train in the station, using the whole page. Focus on the shapes.
- They begin to colour in the outline, adding details.

### Independent Work and Group Guided Reading

**Handwriting check**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Introduce this week’s independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.

**GGR: Groups A and B first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

**Physical Education**

**Introduction**

**Prepare**
- Choose four different activities from page 19 for the week.
- Prepare the equipment.
- Divide the class into four groups for the week.

**Introduce activity stations**
- Show the equipment and explain the four activities for the week.
- Learners role-play the activities.

**Whole class activity**
- Play a game such as catches, red rover, hide and seek.
**WELLBEING**

**Mindful me**
- Learners close their eyes and think of a time when they were sore (toothache, headache, etc.).
- They breathe slowly and steadily and pretend they are breathing the pain away.
- Talk about how noticing their breathing can help them feel better.

**BEGINNING KNOWLEDGE**

**Put the trains in order**

**Link to yesterday’s lesson**
- Ask when different types of trains were first used in South Africa.

**Do activity**
- Look at the dates on the timeline. Fill in the correct train for each date.
- Write at least one sentence about the train they would like to travel on, giving reasons.

**Pairs**
- Check answers.

**PHONICS**

**[Heading]**

**(Phonics activity heading from LAB)**

**Sound practice**
- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

**Do the activity**
- Walk around and assist learners where needed.

**Check/mark the activity**

**READING**

**Sentence making**

**Cut out** Learners cut out the sentence strip (page 185).

**Read together**
- What two words tell you Kegetso’s sister felt? Why is the word COVID written in capital letters?

**Ask questions and cut off the words/word groups**
- **Who?** Kegetso’s sister
- **Did what?** wanted to go
- **Where?** to the Phelophepa train.
- **Who?** She
- **Did what?** needed to get
- **What?** a shot
- **For what?** for COVID.

**Jumble and reconstruct the sentence**

**Stick the sentence** on LAB page 89.
**TUESDAY**

### Visual Arts

**Draw a train**

**Plan**
- Learners plan how to add people to their train picture.

**Create**
- Learners draw the people on the platform and colour the whole picture.

**Display**

**Self-assess**
- Complete the rubric on LAB page 89.

### Independent Work and Group Guided Reading

**Handwriting check**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**GGR: Groups C and D first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

### Physical Education

**Activity stations**

**Warm up**

**Activity stations**
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**

### Shared Writing

**A get-well card**

**Introduction**
- How can we show someone we are sorry they are sick? (visit, phone call, text, get well card)

**Show the writing frame**
- Greeting and ending
- Two paragraphs: Say something encouraging, say something to make them smile by planning something to do when they are better.

**Brainstorm**
- Choose someone from the story about the Phelophepha train to write to.
- What will we put in each line?

**Shared writing**
- Use the writing frame and learners’ ideas.
- NB: Make sure there are two short sentences that could be joined by using a joining word (conjunction), e.g. and, but or because (for when you help learners edit their work on Thursday).

### INDEPENDENT WORK AND GROUP GUIDED READING
WEDNESDAY

**WELLBEING** I think, I feel ...

**Question**
- How can we show someone we care when they are sick?

**Pairs**
- Discuss the question.

**Share**
- Select two learners to share (give everyone a chance over the term).

**BEGINNING KNOWLEDGE** A famous artist

**Prior knowledge**
- Ask learners if they remember which colours are warm colours and which are cool colours.

**Read the page**
- Discuss the picture and read the text with the learners.

**Talk about the question**
- How will you find out the answer at home?
- What other questions do you have about this topic?
- Learners to bring answers on Friday.

**ABC** [LAB Heading] (language specific)

**Introduce the sound**
- Listen to and say the sound.
- Notice your mouth.

**Identify words with the sound**
- Learners can provide more words.

**Pairs**
- Read the syllables and words.

**Write**
- Write words for the pictures.

**Read the sentence**

**READING** Dora’s granny and the Phelophepa train

**Read together**
- Read the first three pages of *Dora’s granny and the Phelophepa train* to and with the class.

**Read in groups**
- In groups of three, take turns to read one page each.

**Read alone**
- Whisper-read the first three pages of the story.
**PHYSICAL EDUCATION**  
Activity stations

**Warm up**
- Activity stations
  - Send each group to an activity station.
  - They do the activity.
  - Teacher observes and advises.

**Cool down**
THURSDAY

ORAL  Sing/recite

The train journey
- Pack your suitcase!
- Pack your bag!
- Buy your ticket and get on board.
- Find a seat, settle down.
- And off we go!

Choo, choo!
Slowly, slowly.
Choo, choo!
Getting faster.
Choo, choo!
Rushing along.

Into the tunnel –
Ooh! Ooh!
Back into the sun and off we go.

BEGINNING KNOWLEDGE

Prior knowledge
- What is your favourite colour?
- Is it a warm or a cool colour?

Read the page
- What does the diagram show?
- Primary colours are red, yellow and blue.
- Secondary colours are purple, green and orange.

Mixing colours
Do the activity
- Use crayons or paint and experiment with mixing primary colours to make secondary colours.
- Check against the chart.
- Answer the questions.

PHONICS
Sound practice
- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Learners do the activity
- Walk around and assist where needed.

READING
Vocabulary and language
Flashcards
- Show and read each word.
- Find and point to the words in the LAB.
- Place the flashcards on the word wall and read them again.

Sentence strip
- Read the sentence strip on LAB page 89.
- What word could we use to join these two short sentences into one long sentence? (because)
- What other joining words do you know? (and, but, etc.)
**WRITING**

**Improving our writing**
15 min

**Discuss shared writing**
- Read two sentences from Tuesday’s shared writing to learners.
- Show how to join two shorter sentences to make one long sentence using joining words (conjunctions).
- Look for long sentences that have conjunctions. Try to make them into two short sentences.

**Pairs: Read, check and improve**
- Learners read a sentence from their writing from yesterday to a partner.
- Check the spelling and punctuation of the sentence together.
- Can you join two sentences to make your writing more interesting?

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting check**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**GGR: Groups B and C second reading**
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

**PERFORMING ARTS**

**Sing**
30 min

**Discuss**
- Ask learners if they know a song about a train, e.g. Shosholoza/ Hoe ry die trein?

**Sing**
- As a class, sing the song that they have identified.

**Groups**
- Each group sings the song and adds actions.
- Share their actions with the class.

**Evaluate**
- Praise and applaud each group.

**PHYSICAL EDUCATION**

**Activity stations**
30 min

**Warm up**
- Activity stations
  - Send each group to an activity station.
  - They do the activity.
  - Teacher observes and advises.
Vincent van Gogh was a Dutch painter who lived in Holland from 1853 to 1890. He died very young. He painted many pictures about nature. Sunflowers is one of his most famous pictures. There are 14 sunflowers in the picture and each one is slightly different. He chose the yellow flowers because yellow is a happy colour.

**Pairs** Tell what you found out.

**Share**
- Ask a few learners to share with the class.
- Talk about what you found out.

**BEGINNING KNOWLEDGE**

**Write and draw what you found out**

- Write something you learned.
- Draw a picture.

**PHONICS**

**Timed word reading**

**Pairs read the words**
- Learner reads to partner for 1 minute.
- Teacher times the minute.
- Circle the last word read and partner counts incorrectly read words.
- Each learner has three turns.

**Count the words**
- Choose the best attempt. Subtract any incorrectly read words.
- Learners write their best score on the line.
- Point out how you read more words with more practice.

**WRITING**

**My news**

**Introduce the sentence starter**

**Pairs**
- Share ideas about what you will write.

**Individuals**
- Write at least one paragraph with three sentences.
INDEPENDENT WORK AND GROUP GUIDED READING

**Handwriting check**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**GGR: Groups D and E second reading**
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

READING

**Checking and feedback**

**Read**
- In pairs, learners read their news to each other.

**Mark Independent Work**
- Go through the DBE workbook activities together.
- Learners correct or complete.

PHYSICAL EDUCATION

**Activity stations**

**Warm up**

**Activity stations**
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**
This week the focus is about a journey through the seasons. September is a month with many special days and, in this week, we will look at both Arbor and Spring days.

The Read Aloud story and the Beginning Knowledge pages focus on trees, while the Creative Arts focus on Spring. The learners read and answer questions about a calendar for September. They also continue to record the progress of their compost experiment.

Learners continue with sentence and word work based on the Shared Reading text for the fortnight, and write a story modelled on the text in Shared and Independent Writing.

We begin with Term 3 formal assessment this week.

**Phonics** ...... *language-specific activities for the week to be added. Versioners to provide details*

In this week, conduct formal assessment in Handwriting, Visual Arts, Listening and Speaking, and Writing (see the Formal Assessment schedule on page 3).
Granny got new glasses. “Now I can read all the papers,” she said.
Once upon a time in India there was a big banyan tree growing in the forest. It was taller than all the other trees in the forest. It had shinier leaves than all the other trees in the forest. It made a big pool of shade, shadier than all the other trees in the forest.

But it was not a happy tree. In fact, it was a very grumpy tree. It grumbled all the time.

When the sun shone, it grumbled that it was too hot. When there were clouds in the sky, it grumbled that the sun was hiding. When it rained, it grumbled about getting wet. When there was no rain, it grumbled that it needed rain to grow.

Most of the animals kept away from the grumpy tree. Only a few creatures came near it.

The parakeet loved to sit in its branches and sing her cheerful song.

The tiger liked to sleep in the shade of the big branches.

And the elephant loved to lean against the tree’s rough bark and scratch its grey skin against the trunk.

Do you know where India is?

grumpy – bad tempered

grumble – to complain

cheerful – happy

Parakeets are noisy, colourful birds with curved beaks. They live in flocks.
But the grumpy tree did not like the company of the three creatures.

He would shout at the parakeet, “Stop that horrible noise! You are giving me a headache! Go away! Go away!”

The parakeet flew away sadly.

He did not like the tiger sleeping in the shade under his branches. “You snore too loudly,” he shouted. “I can’t bear that noise! Go away! Go away!”

The tiger slunk away sadly.

He did not like the elephant rubbing himself against the trunk. This made the grumpy tree so grumpy that he threw banyan fruit down onto the elephant’s head. “You are going to make my bark smooth,” he said. “I don’t like you here! Go away! Go away!” And the elephant walked sadly away into the forest.

The grumpy tree stood all by himself in the forest. He was glad he was on his own.

But then something happened – a forest fire! The flames got closer and closer and the grumpy tree felt very afraid. He called out to his friends, “Parakeet! Tiger! Elephant! Help me! The fire is going to burn me!” He called and called but no one came. “Help me! I need you!”

And then suddenly he heard them coming. “Here we are! We are coming to your aid!” the parakeet, the tiger and the elephant shouted.

The parakeet flew around the tree, moving the low-hanging creepers so that they were not near the fire. The tiger dug a trench around the tree so that the flames could not get near the trunk of the grumpy tree. And the elephant sprayed the fire with her long trunk.

At last the grumpy tree was safe. He looked at his three friends.

“Thank you for saving my life!” he said. “I’ll never be grumpy again!” The creatures were delighted to be friends with the tree.
MONDAY

READ ALOUD

The grumpy tree

Before reading
- What folk stories or fables have we read this year?
- This story is not from Africa – it is a story from India. Do you know where India is?

Reading
- Read the story aloud and ask the questions.

After reading
- Why did the tree chase the animals away?
- Why do you think they came back to help him?
- Do you think the tree learnt his lesson? How do you think he behaved after the fire?

BEGINNING KNOWLEDGE

Why should we plant trees?

Prior knowledge
- Have you ever planted a tree at home or at school/celebrated Arbor Day?

Read the page
- Look at the picture and read the text.

Discuss the text
- Point to the sequence words – first, second, third, lastly. What do they tell us?
- What are the four reasons for planting trees?
- What does the writer want us to do?

ABC

[Heading]

(Versioners: Language specific)

Introduce the sound
- Listen to and say the sound.
- Notice your mouth.

Identify words with the sound
- Learners can provide more words.

Pairs
- Read the syllables and words.

Write
- Write words for the pictures.

Read the sentence

PHONICS

[Generic : note that where 2 sounds are covered in a day we need to pluralise. We also need to get the writers to identify if any changes are needed to the instructions per week.]

READING

Dora’s granny and the Phelophepa train

Picture walk
- Who can you see in each picture? What is happening?

Read the whole story to and with the learners
- Learners point to the words with their fingers.

Comprehension
- On page 81 point to two things that happened to Granny.
- On page 82 point to two words that tell us how Kegetso’s sister felt.
- On page 83 point to the words that tells us how Petros felt.
Handwriting Assessment 1

Copy sentences

Individuals
- Tell learners to use their best handwriting as this will be assessed.
- Remind them to:
- Use capital letters and full stops
- Use correct spacing between the letters and words
- Write the words on the lines.

Marking:
See page 153
Marks: 5

INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting check
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
- Introduce this week’s independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.

GGR: Groups A and B first reading
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

Visual Arts Assessment 1 Part 1

Paint flowers

Observe
- Look at the painting of Van Gogh’s Sunflowers from Find out Week 5 (LAB page 90).
- Learners discuss the colours and shape of the vase and the flowers.
- If possible, learners observe a vase of real flowers and discuss colours and shapes.

Prepare
- Learners use a big paintbrush and thin blue paint.
- Use sweeping strokes to paint across the page. The idea is to create a colour wash of very pale blue, not strong paint.
- Leave the page to dry for the next day.

Marking:
See page 159
Marks: 10

Physical Education

Introduction

Prepare
- Choose four different activities from page 19 for the week.
- Prepare the equipment.
- Divide the class into four groups for the week.

Introduce activity stations
- Show the equipment and explain the four activities for the week.
- Learners role-play the activities.

Whole class activity
- Play a game such as catches, red rover, hide and seek.
LISTENING & SPEAKING ASSESSMENT 1

The Phelophepa train

15 min

Sound practice
- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Do the activity
- Walk around and assist learners where needed.

Check/mark the activity
- (Phonics activity heading from LAB)

BEGINNING KNOWLEDGE

A calendar of special days

Read
- Look at the calendar together.
- Explain that this calendar shows different days in the month of September.
- Read the names of the special days that are marked and the text in the boxes.
- Discuss the special days and how they can be celebrated.

Answer
- Draw lines from the text to the correct block on the calendar.

Check
- Check the answers with a partner.

ABC

PHONICS

Sound practice
- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Do the activity
- Walk around and assist learners where needed.

Check/mark the activity
- (Phonics activity heading from LAB)

READING

Sentence making

Cut out
- Learners cut out the sentence strip (page 187).

Read together
- What does the “” punctuation mark mean?
- Read the sentences with expression.

Ask questions and cut off the words/word groups
- Who? Granny
- Did what? got

Jumble and reconstruct the sentence
- Stick the sentence on LAB page 104.

Examples:
- Retell the story of Dora’s granny and the Phelophepa train in sequence.
- Who are the characters in the story?
- What does each of the characters need?
- What is the reason the train travels around South Africa?
- Why is the train called the “Train of Hope?”
**TUESDAY**

**PHYSICAL EDUCATION**

**Activity stations**

- Warm up
- Activity stations
  - Send each group to an activity station.
  - They do the activity.
  - Teacher observes and advises.
- Cool down

**SHARED WRITING**

**Introduction**
- Learners tell the story *Dora’s granny and the Phelophepa train* in their own words.

**Show the writing frame**

**Brainstorm**
- Who will our story be about?
- What is the problem that they needed to get help with?
- What kind of doctor did they see?

**Write a story**
- What did the doctor do? Give at least three things he or she needed to do.
- How did the character feel when they had been treated by the doctor?

**Shared writing**
- Write the new story on the board, using learners’ ideas.

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting check**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**GGR: Groups C and D first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

**VISUAL ARTS ASSESSMENT 1 PART 2**

**Paint flowers**

**Create**
- Turn the page to portrait orientation. Remind learners to use the whole page.
- Paint a vase in the lower third of the page.
- Paint flowers in the top two-thirds of the page.
- The flower stems must touch the lip of the vase.
- The flowers must be appropriately sized and show shading.
- Learners sign their names on their artwork.

**Display**
- Display the artworks in the classroom.

**Self-assess**
- Complete the rubric on LAB page 104.

**Marking:**
- See page 159
- Marks: 10

---

**Marking:**
- See page 159
- Marks: 10
**WEDNESDAY**

**LISTENING & SPEAKING ASSESSMENT 1**

*Draw and write*
- Give learners a piece of blank A4 paper.
- Ask them to draw a picture of the second part of the Dora’s granny and the Phelophepa train story and write a sentence.

*Listen and speak*
- Call learners to your desk in groups of four to five to talk about the story Dora’s granny and the Phelophepa train.
- Call the second third of the class during the period. Complete on Thursday of Week 6.

- The Phelophepa train

- Ask two to three questions. Use both lower and higher order questions.

*Examples:*
- Retell the story of Dora’s granny and the Phelophepa train in sequence.
- Who are the characters in the story?
- What does each of the characters need?
- What is the reason the train travels around South Africa?
- Why is the train called the “Train of Hope?”

**BEGINNING KNOWLEDGE**

*One million trees*

*Make a KWL chart about why trees are important*
- Complete the What we know and What we want to know sections.
- Leave the chart on the board to complete on Friday.

*Read the page*
- Discuss the picture and read the text with the learners.

*Talk about the question*
- How will you find out the answer?
- Learners to bring answer on Friday.

**PHONICS**

**[Heading]**  *(Phonics activity heading from LAB)*

*Introduce the sound*
- Listen to and say the sound.
- Notice your mouth.

*Identify words with the sound*
- Learners can provide more words.

*Pairs*
- Read the syllables and words.

*Write*
- Write words for the pictures.

*Read the sentence*

- One million trees

- [Generic: note that where 2 sounds are covered in a day we need to pluralise. We also need to get the writers to identify if any changes are needed to the instructions per week.]

**READING**

*Dora’s granny and the Phelophepa train*

*Read together*
- Read LAB the second half of Dora’s granny and the Phelophepa train to and with the class.

*Read in groups*
- In groups of three, take turns to read one page each.

*Read alone*
- Whisper-read the last three pages of the story.
WEDNESDAY

WRITING ASSESSMENT 1: Getting better

Introduce
- Reread the Shared Writing text from Tuesday.
- Remind learners about the ideas for a story about how someone went to the Phelophepa train and the doctor’s helped them get better.
- Remind learners to write in the past tense.
- Remind them to write two paragraphs.

Write
- Tell learners this is an assessment.
- They write their own short story about someone who went to the doctor and got better.

INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Group E first reading
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

GGR: Group A second reading
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

PERFORMING ARTS: Perform a spring dance

Introduction
- Talk about Spring Day.
- What do we celebrate?

Practice
- Locomotor movements: sliding the feet on the floor and running with a leap
- Non-locomotor movements: turning, falling, floating, swaying
- Bow and curtsey

Pairs
- Learners improvise a short dance to a piece of music, using the movements they have practised.

PHYSICAL EDUCATION: Activity stations

Warm up
Activity stations
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

Cool down
THURSDAY

BEGINNING KNOWLEDGE

My second compost report

Observe
• Learners observe their compost experiment and mark the new top level of the compost.

Discuss
• As a class discuss any changes they observed. Talk about why the compost has sunk (the peels and paper have decomposed), the colour, the smell, etc.

Do the activity
• Learners draw a picture of their bottle of compost and complete the sentences in their books.

READING

Vocabulary and language

Flashcards
• Show and read each word.
• Find and point to the words in the LAB.
• Place the flashcards on the word wall and read them again.

Sentence strip
• Read the sentence strip on LAB page 104.
• Which words tell us that something new has happened to Granny? (Now)
• What other time words do you know? (then, next, first, last etc.)

[Versioners: These questions are language specific and would need to be written about the sentence in each language. Focus on the imperative]
**WRITING**  Written comprehension

**Read**
- Re-read the story *Dora’s granny and the Phelophepa train*.

**Answer the questions**
- Learners should not do this from memory. They must look at the text to find answers.

**Check answers together**

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting check**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**GGR: Groups B and C second reading**
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

**PERFORMING ARTS**  A song about trees

**Prior knowledge**
- Learners name any traditional songs they may know about trees or plants.

**Sing**
- Choose a traditional song and sing it together as a class.

**Perform**
- Groups select, practise and perform the song.

**Evaluate**
- Praise and applaud each group.

**PHYSICAL EDUCATION**  Activity stations

**Warm up**

**Activity stations**
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**

**THURSDAY**
FRIDAY

**ORAL**

**One million trees**

Professor Wangari Maathai won the Nobel Peace Prize in 2004. She was a Member of Parliament in Kenya and fought for women’s rights. In 1977 she started the Green Belt movement where she taught women to plant trees to stop the deforestation of Kenya. Although she died in 2011, the movement has carried on and women in Kenya have planted many more than 1 million trees.

**Pairs**
- Tell what you found out. Write in the KWL chart.

**Class**
- Share and give more information.

**BEGINNING KNOWLEDGE**

**One million trees**

**Write and draw what you found out**
- Write something you learned.
- Draw a picture.

**ABC**

**PHONICS**

**Dictation**

**Dictate words**
- Say each word clearly and slowly.
- Repeat it once only.

**Write**
- Give learners time to write each word.
- They must use their best handwriting.

**Check and correct**
- Write the words on the board for learners to mark.

**WRITING ASSESSMENT 2**

**My news**

**Introduce the sentence starter**

**Pairs**
- Share ideas about what you will write.

**Individuals**
- Write at least one paragraph with three sentences.
- Remind learners to:
  - Check their punctuation and spelling
  - Write interesting ideas
  - Check their writing before they hand it in.

**Marking:**
See page 154
**Marks:** 5
INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting check
• Check some handwriting books and provide feedback.
• Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
• Settle the class to do independent tasks written on board.
• Learners do two tasks a day unless they have GGR.

GGR: Groups D and E second reading
• Re-read the story together, aloud.
• Learners read the story with a partner.
• Teacher listens to learners reading.

READING

Checking and feedback

Read
• In pairs, learners read their independent writing to each other.
• Tell your partner what you liked about their writing.

Mark Independent Work
• Go through the DBE workbook activities together.
• Learners correct or complete.

PHYSICAL EDUCATION

Activity stations

Warm up

Activity stations
• Send each group to an activity station.
• They do the activity.
• Teacher observes and advises.

Cool down
During these next two weeks the activities are focused on the theme of Road Safety. The Read aloud and Shared reading stories are focused on a real-life story about a scholar patrol in a school. Beginning Knowledge and Personal and Social Wellbeing texts are built around keeping safe on the road by wearing visible clothes and being using the senses when crossing the road and using public transport.

Writing tasks continue to focus on the use of sequence words.

**Phonics** ..... *language-specific activities for the week to be added. Versioners to provide details*

Creative Arts activities are based on the story. Physical Education is assessed during this week.

In this week, conduct formal assessment in Beginning Knowledge, Physical Education, Writing, Performing Arts, and Listening and Speaking (see the Formal Assessment schedule on page 3).
The cars stop and some of the drivers wave but others pull out their cell phones and look for messages.

**INDEPENDENT TASKS**

1. Paired Reading LAB Page 136
2. Handwriting 1 o a d g
3. Handwriting 2 Bonolo le Mami ba bala dipalo.
4. Handwriting 3 Mošupologo Labobedi Laboraro Labone
5. DBE Home Language Page ??
6. DBE Home Language Page ??
7. DBE Life Skills Page 26
8. Dictionary

**EQUIPMENT FOR ACTIVITIES**

- Waste cardboard
- Scissors, paint or crayons
- 2l cooldrink bottles filled with sand
- String to attach signs to the bottles
- Equipment required for selected Physical Education activities
Do you know that every year a lot of **pedestrians** are hurt crossing the road. Some of those are children on their way to school.

Some schools have someone to help learners cross safely. Sometimes it is a traffic officer. Some schools have a scholar patrol.

This is when learners from the upper grades of the school work with their teacher to stop the traffic so other learners can cross. They wear special clothes so they are **visible** to the traffic, and they hold STOP signs to tell the traffic when to stop.

Today we are going to hear a story about a real scholar patrol.

I am Kabelo. I live in Ga-Mashalane village in Limpopo Province. I am part of the scholar patrol at our school. We help children cross the busy road near the school.

Before we are allowed to be part of the scholar patrol, we need to be **trained**. We learn what to do, where to stand and what to say to the learners.
We have to get to school early on the day it is our turn. At 7.00, we collect our equipment from Mr Mashiane's classroom. We wear special yellow jackets, called high visibility vests, so that drivers can see us. We also have a whistle and two big stop signs, which are quite heavy. We take turns to carry the heavy signs. We march to the gate.

At 7.15 we stand at the side of the road. Some of us stand on one side of the road. The rest of the team stands on the other side.

I stay on the school side because I am new. I am a bit nervous when I see the cars and taxis going past but my team leader tells me that the cars always stop.

There is a zebra crossing painted on the road where we stand. Before that there is also a road sign on a pole to warn the cars that children might be crossing.

Some small children come to cross the road. They have walked from their homes and their bags are very big and heavy. They wait on the side of the road but they talk very loudly. Mr Mashiane tells them to be quiet. If they are making a noise it is hard to hear if cars are coming.

We wait until there are ten children waiting to cross. If we stop for one at a time the taxi drivers get impatient! Our leader blows the whistle and we block the road with our stop signs.

The cars stop and some of the drivers wave but others look for messages on their cell phones. When the cars have all stopped we tell the children to cross. If they run our teacher shouts at them. You should never run when you cross a road. You just need to walk quickly.

The children walk across the road safely and we move our signs so that the cars can go. The taxi drivers toot their hooters. Some of the children say thank you and run along the path to the school.

I feel proud because I helped the little children keep safe.
MONDAY

**READ ALOUD** Scholar patrol

**Before reading**
- Ask learners to talk about how they get to school. Do any of them have to cross the road to get to the school?

**Reading**
- Read the story aloud and ask the questions.

**After reading**
- Why do we need help when crossing the road?
- How does the scholar patrol save lives?
- Would you like to be part of a scholar patrol at our school if they started one? Why?

**BEGINNING KNOWLEDGE** Be bright, be seen, be safe!

**Prior knowledge**
- What can you do to keep safe on the road?

**New knowledge**
- What kind of clothes make us visible to traffic?
- Which side of the road should you walk on?

Read page to and with the learners

**PHONICS** [LAB Heading]

**Introduce the sound**
- Listen to and say the sound.
- Notice your mouth.

**Identify words with the sound**
- Learners can provide more words.

**Pairs**
- Read the syllables and words.

**Write**
- Write words for the pictures.

Read the sentence

**READING** Scholar patrol

**Picture walk**
- Who can you see in each picture?

**Read the whole story to and with the learners**
- Learners point to the words with their fingers.

**Comprehension**
- On page 116 point to the word that tells us what the road is like near the school.
- On page 117 point to the words that tell us what makes it easy to see the children.
- What does high visibility mean?
- On page 118 point to the word that tells us he is scared at first.
- How do you know he stops being scared after a while?
**MONDAY**

**HANDWRITING**

**Handwriting**

- **Model on the board**
  - Pattern – do not lift your pencil from the page!
  - Letters – describe letter formation.
  - Emphasise direction, start and end points.
- **Guided practice**
  - Learners do the LAB page.
- **Independent practice**
  - Learners will practise further during Independent Work time, in their exercise books.

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting check**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Introduce this week’s independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.

**GGR: Groups A and B first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

**VISUAL ARTS**

**Make a road sign**

- **Discuss**
  - Show learners a poster or picture of road signs.
  - Ask what each one means.
- **Plan**
  - In pairs, learners discuss what they want their road sign to say. It can be a real road sign or a silly one, e.g. No chickens here.
  - They draw the road sign they have chosen.
  - Collect the materials they need to make it – scrap cardboard, a plastic bottle filled with sand, etc.

**PHYSICAL EDUCATION**

**Introduction**

- **NB: The following activity will be assessed this week and must be included as one of the four activities:**
  - Circle formation, running clockwise and anti-clockwise
  - In circle formation throw a ball clockwise and anti-clockwise
  - Throw a ball sideways, like in rugby

- **Prepare**
  - Choose four different activities from page 19 for the week.
  - Prepare the equipment.
  - Divide the class into four groups for the week.

- **Introduce activity stations**
  - Show the equipment and explain the four activities for the week.
  - Learners roleplay the activities.

- **Whole class activity**
  - Play a game such as catchers, red rover, hide and seek.
WEDNESDAY

KEEPING SAFE ON THE ROAD

WEEK 7

WELLBEING

Mindful me

- Learners sit comfortably and close their eyes.
- They listen attentively to the sounds they can hear around them.
- They open their eyes and tell each other what they heard.
- Talk about how they need to listen carefully when they cross the road.

BEGINNING KNOWLEDGE/PSWB ASSESSMENT 1

Who is safe?

Tell learners this is an assessment activity.

Link to yesterday’s lesson

- Remind learners what they learnt about staying safe.

Do activity

- Write Yes or No and give a reason.
- Write a full sentence.

Pairs

- Check answers.

PHONICS

Sound practice

- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Do the activity

- Walk around and assist learners where needed.

Check/mark the activity

READTNG

Sentence making

Cut out Learners cut out the sentence strip (page 189).

Read together

- Can you find any joining words in the middle of the sentence? (and, but)
- What does the joining word do?

Ask questions and cut off the words/word groups

- Who? of the drivers
- Do what? wave
- Joining word but
- Who? others
- Do what? pull out their cellphones
- Do what? and look at their messages.

Jumble and reconstruct the sentence

Stick the sentence on LAB page 127.
**TUESDAY**

**SHARED WRITING**

**Write about keeping safe**

**Introduction**
- Talk about what it means to be safe.

**Show the writing frame**
- Opening sentence/s. Learners should write at least one compound sentence or two or more simple sentences.
- Sequence words

**Brainstorm**
- Places we need to keep safe, e.g. at home, at the beach, at the pool, etc.
- Select one idea, e.g. at the beach
- Why must we keep safe?
- How can we keep safe? (at least four ideas)

**Shared writing**
- Use the correct format and learners’ ideas.
- Paragraph 1: Opening sentences
- Paragraph 2: Reasons

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting check**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**GGR: Groups C and D first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

**VISUAL ARTS**

**Make a road sign**

**Plan**
- Learners plan how to use the materials they have collected.

**Create**
- Learners make their road sign using scissors, crayons or paints, etc.
- They attach it to the bottle filled with sand.

**Display**

**Self-assess**
- Complete the rubric on LAB page 127.

**PHYSICAL EDUCATION ASSESSMENT 1**

**Laterality and co-ordination**

**Warm up**

**Activity stations**
- Send each group to an activity station.
- Give instructions to one group. Observe and assess.
- Form a circle. Run clockwise and anti-clockwise
- In circle formation throw a ball clockwise and anti-clockwise
- Throw a ball sideways like in rugby

**Cool down**

**Marking:**
- See page 161
- Marks: 5
**WEDNESDAY**

**WELLBEING**

**I think, I feel ...**

**Question**
- How does it feel when I know I am safe?

**Pairs**
- Discuss the question.

**Share**
- Select two learners to share (give everyone a chance over the term).

**BEGINNING KNOWLEDGE**

**Penguin crossing**

**Make a KWL chart about penguins**
- Complete the What we know and What we want to know sections.
- Leave the chart on the board to complete on Friday.

**Read the page**
- Discuss the picture and read the text with the learners.

**Talk about the question**
- How will you find out the answer at home?
- Learners to bring answers on Friday.
- NB: Learners will be assessed on their answers on Friday.

**phonics**

**LAB Heading [Sepedi/isiXhosa]**

**Introduce the sound**
- Listen to and say the sound.
- Notice your mouth.

**Identify words with the sound**
- Learners can provide more words.

**Pairs**
- Read the syllables and words.

**Write**
- Write words for the pictures.

**Read the sentence**

**READING**

**Scholar patrol**

**Read together**
- Read the first three pages of Scholar patrol to and with the class.

**Read in groups**
- In groups of three, take turns to read one page each.

**Read alone**
- Whisper-read the first three pages of the story.
**WEDNESDAY**

**WRITING ASSESSMENT 3**  
**Road safety**

**Review the shared writing from Tuesday**
- Opening sentence/s
- Sequence words

**Brainstorm about Road Safety**
- Discuss where to walk, being visible, crossing the road, reading road signs, obeying instructions, etc.
- Write vocabulary on the board.

**Write**
- Tell learners that this writing will be assessed.
- Complete the writing on the lines.

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting check**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**GGR: Group E first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

**GGR: Group A second reading**
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

**PERFORMING ARTS ASSESSMENT 1**

**Roleplay preparation**

**Warm up**
- Play Freeze using locomotor movements.
- Discuss the sequence of the scholar patrol story.
- Who are the role players?
- What does each one do?
- Discuss different behaviour: Who is bossy? Who is bored? Who is disobedient? Etc.
- Groups
  - In groups, learners plan and practise a short drama about using the scholar patrol.
  - Each group member must have some dialogue.
  - Tell learners that their roleplay will be assessed tomorrow.

**PHYSICAL EDUCATION ASSESSMENT 1**

**Laterality and co-ordination**

**Warm up**
- Activity stations
  - Send each group to an activity station.
  - Give instructions to one group. Observe and assess.
  - Form a circle. Run clockwise and anti-clockwise.
  - In circle formation throw a ball clockwise and anti-clockwise.
  - Throw a ball sideways like in rugby.

**Cool down**

Marking:
- See page 154
- Marks: 10

Marking:
- See page 160
- Marks: 5

Marking:
- See page 161
- Marks: 5

**WRITING ASSESSMENT 3**  
**Road safety**

**Review the shared writing from Tuesday**
- Opening sentence/s
- Sequence words

**Brainstorm about Road Safety**
- Discuss where to walk, being visible, crossing the road, reading road signs, obeying instructions, etc.
- Write vocabulary on the board.

**Write**
- Tell learners that this writing will be assessed.
- Complete the writing on the lines.

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting check**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**GGR: Group E first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

**GGR: Group A second reading**
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

**PERFORMING ARTS ASSESSMENT 1**

**Roleplay preparation**

**Warm up**
- Play Freeze using locomotor movements.
- Discuss the sequence of the scholar patrol story.
- Who are the role players?
- What does each one do?
- Discuss different behaviour: Who is bossy? Who is bored? Who is disobedient? Etc.
- Groups
  - In groups, learners plan and practise a short drama about using the scholar patrol.
  - Each group member must have some dialogue.
  - Tell learners that their roleplay will be assessed tomorrow.

**PHYSICAL EDUCATION ASSESSMENT 1**

**Laterality and co-ordination**

**Warm up**
- Activity stations
  - Send each group to an activity station.
  - Give instructions to one group. Observe and assess.
  - Form a circle. Run clockwise and anti-clockwise.
  - In circle formation throw a ball clockwise and anti-clockwise.
  - Throw a ball sideways like in rugby.

**Cool down**

Marking:
- See page 154
- Marks: 10

Marking:
- See page 160
- Marks: 5

Marking:
- See page 161
- Marks: 5
THURSDAY

**ORAL**

Sing/recite

Tune: *Incy wincy spider*

When I walk near traffic
I don’t push or run.
I stay on the pavement
and never, never play.

When I walk near traffic
I don’t get distracted
I pay attention to the signs
And keep myself quite safe!

**BEGINNING KNOWLEDGE/PSWB ASSESSMENT 2**

Keeping safe on public transport

Prior knowledge
• Ask learners to share about public transport they have used.

Read the page
• What do the pictures show?
• What do the sentences say?

Do the activity
• Match the pictures and sentences.
• Write a paragraph of at least three sentences about being safe on one or more forms of public transport.

**PHONICS**

Sound practice
• At a fast pace, show sound cards for sounds learned so far.
• Learners say the sounds on the cards.
• Ask individuals and groups.

Learners do the activity
• Walk around and assist where needed.

Check/mark the activity

**READING**

Vocabulary and language

Flashcards
• Show and read each word.
• Find and point to the words in the LAB.
• Place the flashcards on the word wall and read them again.

Sentence strip
• Read the sentence strip on LAB page 127.
• Circle the joining words (conjunctions) and, but
• Write three short sentences by taking out the joining words (The cars stop. Some of the drivers wave. Others pull out their cellphones and look at messages.)

[Versioners: These questions are language specific and would need to be written about the sentence in each language. Focus on the past tense.]
THURSDAY

**WRITING**  Improving our writing

Discuss shared writing
- Read some sentences from Tuesday’s shared writing to learners.
- Show how to make the sentence more interesting by using different verbs (e.g. instead of walk use stride).
- See if you can combine two sentences using conjunctions.

Pairs: Read, check and improve
- Learners read a sentence from their writing from yesterday to a partner.
- Check the spelling and punctuation of the sentence together.
- Can you make your sentence more interesting by using different verbs?

**INDEPENDENT WORK AND GROUP GUIDED READING**

Handwriting check
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups B and C second reading
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

**PERFORMING ARTS ASSESSMENT 1**

Perform roleplay

Introduction
- Remind learners about the roleplay they practised the previous day.

Perform
- Call one group at a time to perform.

Marking: see page 160
marks: 5

**PHYSICAL EDUCATION ASSESSMENT 1**

Laterality and co-ordination

Warm up

Activity stations
- Send each group to an activity station.
- Give instructions to one group. Observe and assess.
  - Form a circle. Run clockwise and anti-clockwise
  - In circle formation throw a ball clockwise and anti-clockwise
  - Throw a ball sideways like in rugby

Cool down

Marking:
See page 161
Marks: 5
LISTENING & SPEAKING ASSESSMENT 2

Penguin crossing

Penguins are birds but their wings are very small because they spend half their life in the water. They use these small wings as flippers to help them swim. They cannot fly. Penguins can walk for long distances. Like all birds, they lay eggs and they have feathers. They are black and white so that they are hard to see under the water (camouflage). They eat fish.

Share and assess
- Each learner tells you something about penguins. Assess.
- Learners complete LAB page 133 when not being assessed.

BEGINNING KNOWLEDGE

Write and draw what you found out
- Write something you learned about penguins.
- Draw a picture.

PHONICS

Timed word reading

Pairs read the words
- Learner reads to partner for 1 minute.
- Teacher times the minute.
- Circle the last word read and partner counts incorrectly read words.
- Each learner has three turns.

Count the words
- Choose the best attempt. Subtract any incorrectly read words.
- Learners write their best score on the line.
- Point out how you read more words with more practice.

WRITING

My news

Pairs
- Discuss the topic. Think about what you will write.

Individuals
- Write at least one paragraph with four sentences.
INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting check
• Check some handwriting books and provide feedback.
• Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
• Settle the class to do independent tasks written on board.
• Learners do two tasks a day unless they have GGR.

GGR: Groups D and E second reading
• Re-read the story together, aloud.
• Learners read the story with a partner.
• Teacher listens to learners reading.

READING

Checking and feedback

Read
• In pairs, learners read their news to each other.

Mark Independent Work
• Go through the DBE workbook activities together.
• Learners correct or complete.

PHYSICAL EDUCATION ASSESSMENT 1

Laterality and co-ordination

Warm up

Activity stations
• Send each group to an activity station.
• Give instructions to one group. Observe and assess.
• Form a circle. Run clockwise and anti-clockwise
• In circle formation throw a ball clockwise and anti-clockwise
• Throw a ball sideways like in rugby

Cool down

Marking:
See page 161
Marks: 5
KEEPING SAFE ON THE ROAD

WEEK OVERVIEW

This week the focus remains on Road Safety. The Life Skills texts and activities focus on How to cross a road safely and also on some revision of previous themes from the term.

The Read Aloud story is a dialogue and can be performed using simple puppets. These can be sock puppets, paper bag puppets or even two wooden spoons.

Learners continue with sentence and word work based on the Shared Reading text for the fortnight, and write a story modelled on the text in Shared and Independent Writing.

The text is written in the simple present tense, unlike many of the other narratives the learners have read.

Phonics ...... [language-specific activities for the week to be added. Versioners to provide details]

Formal assessment for the term is completed this week.

In this week, conduct formal assessment in Reading and Comprehension, Beginning Knowledge, Phonics, Physical Education, and Performing Arts (see the Formal Assessment schedule on page 3).
We all wear special yellow jackets, called high visibility vests, so that drivers can see us.

**PREPARATION**

**Flashcards**

- interview
- female
- officer
- fine
- speeding

**Sentence strip**

We all wear special yellow jackets, called high visibility vests, so that drivers can see us.

**INDEPENDENT TASKS**

1. Paired Reading LAB Page 152
2. Handwriting 1 o a d g
3. Handwriting 2 Bonolo le Mami ba bala dipalo.
4. Handwriting 3 Mošupologo Labobedi Laboraro Labone
5. DBE Home Language Page ??
6. DBE Home Language Page ??
7. DBE Life Skills Page 27
8. Dictionary

**EQUIPMENT FOR ACTIVITIES**

- Two puppets or toys for the read aloud
- Scissors, crayons or kokis, glue for Visual Arts
- Equipment required for selected Physical Education activities
An interview

Note to teacher: Use two puppets or toys for this read aloud. One puppet is the interviewer and the other is Officer Sisulu. Don’t read out the names of the interviewer and officer, just let the puppets ‘talk’ so it looks like a conversation.

An interview is a conversation between two people. What makes an interview special is that one person (the interviewer) asks the other person questions that they have planned ahead of time.

An interview sometimes takes place on radio or television. Sometimes the interview gets written down and put into a newspaper or magazine.

Watch this interview. The person being interviewed is a traffic police officer. Pretend the interview is on television.

Interviewer: Good morning and welcome to all our viewers. This morning we have with us in the studio Officer Sisulu from the local Traffic Department. Welcome, Officer Sisulu.

Officer Sisulu: Good morning and thank you for inviting me. I am very pleased to be here.

Interviewer: Officer Sisulu, I am surprised to see that you are female. I thought all traffic officers were men.

Officer Sisulu: Oh no, the Traffic Department has many female officers. Anyone can become a traffic officer if they pass the tests.

QUESTIONS + VOCAB

interview – question and answer between two people

conversation – two people talking

studio – place where they record radio or TV shows

defemale – woman or girl
Interviewer: Ah, that is interesting. What tests do you need to pass to be a traffic officer?

Officer Sisulu: Well, first you need to be under 35 years of age when you apply. You also have to have done Grade 12 at school or at TVET college. And you mustn't have a criminal record.

Interviewer: That is important. We don't want criminals in the police. Do you have to be able to drive?

Officer Sisulu: Oh yes, you must have a valid drivers’ licence. And you must also be able to pass a fitness test, because it is hard work being a traffic cop!

Interviewer: When did you join the Traffic Police?

Officer Sisulu: I was 20 when I first joined. I finished school and then spent one year doing a computer course. Then I was lucky enough to be accepted into the training college.

Interviewer: Did you learn how to drive fast cars and chase criminals? Like we see on TV?

Officer Sisulu: Oh my goodness, no! We are given training in being good drivers but only a few officers ever do chases like you see on TV! Most of the things we do are much more ordinary.

Interviewer: What different jobs have you done?

Officer Sisulu: Well, my first job was helping learners cross the road safely at the beginning and the end of school. I really enjoyed working with the children and keeping them safe. I also trained some learners in the scholar patrol.

Interviewer: What else have you done?

Officer Sisulu: I have been out on patrol in a blue and yellow car, checking that people are not speeding on the freeways. Some people are very silly and drive too fast. We have to stop them and fine them.

Interviewer: I'm sure some people get very cross when you fine them.

Officer Sisulu: Yes they do, but we can't let people speed or they may hurt others. Another thing I do on patrol is help at accidents. That is not a nice part of my work. I try to help the people who are scared, especially the children, and get them to safety.

Interviewer: You are a great help to your community. Thank you for coming in and telling us about your work.

Officer Sisulu: Thank you for inviting me. Please remember to be safe on the roads.
WEEK 8 • KEEPING SAFE ON THE ROAD

READ ALOUD

An interview

Before reading
• Ask: Have you ever watched an interview on TV? What happens?

Reading
• Read the dialogue aloud and ask the questions.
• Use the puppets to ‘speak’ the two parts.

After reading
• What tests do traffic officers need to pass to join the department?
• What different jobs did Officer Sisulu do?
• If you were a traffic officer what would you like to do?

BEGINNING KNOWLEDGE

Stop! Look! Listen! Think!

Prior knowledge
• What can you remember about the rules for crossing a road?

Read the page
• Look at the icons and read the text to and with the learners.

PHONICS

[LAB activity]

Introduce the sound
• Listen to and say the sound.
• Notice your mouth.

Identify words with the sound
• Learners can provide more words.

Pairs
Read the syllables and words.

Write
Write words for the pictures.

Read the sentence

Scholar patrol

Picture walk
• Who can you see in each picture? What is happening?

Read the whole story to and with the learners
• Learners point to the words with their fingers.

Comprehension
• On page 120 point to the words that show that not all the drivers do the same thing when they stop.
• On page 121 point to the words that tell us two things the children do after they have crossed.
• Point to the word that tells us how Kabelo feels.
• How would you feel if you were part of the scholar patrol?
MONDAY

HANDWRITING

Handwriting

Model on the board
- Pattern – do not lift your pencil from the page!
- Letters – describe letter formation.
- Emphasise direction, start and end points.

Guided practice
- Learners do the LAB page.
- Teacher walks around and helps.

- Correct posture and pencil grip.
- Focus on shape, spacing, size and placement of letters on the line.

Independent practice
- Learners will practise further during Independent Work time, in their exercise books.

INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting check and Independent work
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

READING ASSESSMENT 1

Group A
- Learners whisper-read a story from their anthology.
- Call them one at a time to listen to them read.
- Listen to each child read for 1–2 minutes.
- Ask questions to check understanding.

VISUAL ARTS

Make a penguin

Discuss
- What do penguins look like? What colour are they?
- Look at pictures of penguins.

Create
- Learners work independently and colour the outline on LAB page 193.
- Cut out and stick the pieces together to make a penguin.

PHYSICAL EDUCATION

Introduction

NB: Activity stations will only be done on Monday, Wednesday and Thursday as you will Assess learners on participation in a game on Tuesday and Friday.

Prepare
- Choose four different activities from page 19 for the week.
- Prepare the equipment.
- Divide the class into four groups for the week.

Introduce activity stations
- Show the equipment and explain the four activities for the week.
- Learners role-play the activities.

Whole class activity
- Play a game such as catchers, Red Rover, hide and seek.
**WELLBEING**  
**Mindful me**
- Pairs sit back to back.
- Learners tell each other a funny story or joke.
- Learners then turn around and retell the story face to face.
- Discuss that it is easier to understand each other when we can see each other.

**BEGINNING KNOWLEDGE ASSESSMENT 3**

### What are they?

#### Read
- Look at the groups of words and pictures with the learners.
- Explain that each group is about one of the things that has been learnt this term. The pictures act as clues.
- Read the words in group 1 and the answer.

#### Answer
- Use the previous pages in the LAB to look for answers.
- Fill in the titles.

**PHONICS ASSESSMENT 1**

### Fill in the sounds

#### Dictate the sounds
Learners write sounds in the boxes as you say them.
1. 3. 5.
2. 4.

#### Dictate the words
1. 3. 5.
2. 4.

**READING**

### Sentence making
- **Cut out**
  - Learners cut out the sentence strip (page 191).

- **Read together**
  - Why are there commas (,)
  - on either side of these words, called high visibility vests, ?

- **Ask questions and cut off the words/word groups**
  - **Who?** We all
  - **Do what?** wear

- **What?** special yellow jackets
- **Why?** so that
- **What?** cars
- **Do what?** can see us

**Jumble and reconstruct the sentence**

**Stick the sentence** on LAB page 142.
**SHARED WRITING**

**Write a “how-to” text**

**Introduction**
- Talk about things that need to be done in a special order, e.g. make tea, make your bed, get ready for school, etc.

**Brainstorm**
- What procedure shall we write about?
- What is the first step? What is the second? Etc.

**Shared writing**
- Write the text on the board, using learners’ ideas.

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting and Independent work**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**READING ASSESSMENT 1**

**Group B**
- Learners whisper-read a story from their anthology.
- Call them one at a time to listen to them read.
- Listen to each child read for 1–2 minutes.
- Ask questions to check understanding.

**VISUAL ARTS**

**Make a penguin**

**Create**
- On a large piece of paper, groups create a landscape for their penguins. Some ideas: use collage to make the sky or the sea; use paint; make ice out of cotton wool; make a “penguin crossing”
- Stick the group’s penguins onto the landscape.

**Display**
- Display the artwork in the classroom

**Self-assess** Complete the rubric on LAB page 142.

**PHYSICAL EDUCATION**

**ASSESSMENT 2**

**Play a game**
- Check that they understand the rules by asking questions.
- Supply any equipment you might need.

**Play the game**
- Learners play the game.
- Observe and assess half the learners.

**Choose a game (select from Wolf and Sheep, Red Rover or a traditional game)**

NB: Observe and assess half the learners during this lesson.
**WEDNESDAY**

**WELLBEING**  
I think, I feel ...

Questions  
- How do I feel when I am on a busy street?  
- Do I know how to be responsible?  
- What do I do if my friends are not being responsible?

Pairs  
- Discuss the questions.

Share  
- Select two learners to share (give everyone a chance over the term).

**BEGINNING KNOWLEDGE**  
Road signs

Make a KWL chart about road signs  
- Complete the What we know and What we want to know sections.  
- Leave the chart on the board to complete on Friday.

Read the page  
- Discuss the picture and read the text with the learners.

Talk about the question  
- How will you find out the answer?  
- Learners to bring answer on Friday.

**PHONICS**  
LAB Heading

Introduce the sound  
- Listen to and say the sound.  
- Notice your mouth.

Identify words with the sound  
- Learners can provide more words.

Pairs  
- Read the syllables and words.

Write  
- Write words for the pictures.

Read the sentence  

**READING**  
Scholar patrol

Read together  
- Read the second half of Scholar patrol to and with the class.

Read in groups  
- In groups of three, take turns to read one page each.

Read alone  
- Whisper-read the last three pages of the story.

---

*[Generic: note that where 2 sounds are covered in a day we need to pluralise. We also need to get the writers to identify if any changes are needed to the instructions per week.]*
**WEDNESDAY**

**WRITING**  
A get-well card

**Review**  
- Review the shared writing from the previous day.

**Brainstorm vocabulary**  
- Brainstorm words about the procedure for crossing the road.

**Write**  
- Complete the writing frame independently.

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting check**  
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**  
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**READING AND COMPREHENSION ASSESSMENT 1**

**Group C**
- Learners whisper-read a story from their anthology.
- Call them one at a time to listen to them read.
- Listen to each child read for 1–2 minutes.
- Ask questions to check understanding.

**PERFORMING ARTS ASSESSMENT 2**

**Improvise and interpret**
- Call out the names of different vehicles – a train going up a hill, a car stopping at a scholar patrol, a lorry carrying tomatoes on a bumpy road, Mkhulu’s wheelbarrow, a plane taking off/landing, a ship on a calm/bumpy sea, etc.
- Learners move appropriately.

**Warm up**
- Hop, skip or jump around the room, landing softly through the feet on the signal.
- Teacher uses verbal signals ‘Freeze!’ and ‘Go!’

**Cool down**
- Curling and stretching – curling into a ball and then unfolding lengthening the spine.

**PHYSICAL EDUCATION**

**Activity stations**

**Warm up**
- Activity stations
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**

**THURSDAY**

**ORAL**

Sing/recite

This is the way we cross the road, cross the road, cross the road.
This is the way we cross the road, on our way to school.

First we stop, standing still, standing still, standing still. First we stop, standing still, So that we are safe.

Next we look right and left, right and left, right and left, First we look right and left, to see what is coming.

Then we listen very hard, very hard, very hard. Then we listen very hard, In case there’s another car.

Last, we use our clever brains, clever brains, clever brains. Last, we use our clever brains To decide if it is safe.

**BEGINNING KNOWLEDGE**

My third compost report

**Observe**

Learners observe their compost experiment and mark the new top level of the compost.

**Discuss**

As a class discuss any changes they observed (the colour, the smell, etc).
Talk about why the compost has sunk (the peels and paper have decomposed).

**Do the activity**

Learners draw a picture of their bottle of compost and complete the sentences in their books.

**PHONICS**

Sound practice

At a fast pace, show sound cards for sounds learned so far.
Learners say the sounds on the cards.
Ask individuals and groups.

Learners do the activity

Walk around and assist where needed.

Check/mark the activity

**READING**

Vocabulary and language

Flashcards

Show and read each word.
Find and point to the words in the LAB.
Place the flashcards on the word wall and read them again.

Sentence strip

Read the sentence strip on LAB page 142.
What tense is this sentence written in? (present tense)
What words tell us this? (wear, see)
How could we say those words in the past tense? (wore, saw)

[Versioners: These questions are language specific and would need to be written about the sentence in each language. Focus on the imperative]
**READING AND COMPREHENSION**

**ASSESSMENT 2**  
Written comprehension

**Introduction**
- Tell the learners this is an assessment.

**Read**
- Learners re-read the text *Stop! Look! Listen! Think!*

**Answer the questions**
- Learners work individually.
- Learners should not do this from memory. They must look at the text to find answers.

**INDEPENDENT WORK AND GROUP GUIDED READING**

Handwriting check and Independent work
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**READING AND COMPREHENSION ASSESSMENT 1**

**Group D**
- Learners whisper-read a story from their anthology.
- Call them one at a time to listen to them read.
- Listen to each child read for 1–2 minutes.
- Ask questions to check understanding.

**PERFORMING ARTS**

**ASSESSMENT 2**

Interpret
- Call out the names of different vehicles that they know – a train going up a hill, a car stopping at a scholar patrol, a lorry carrying tomatoes on a bumpy road, Mkhulu’s wheelbarrow, a plane taking off/landing, a ship on a calm/bumpy sea, etc.
- Learners move appropriately.

Cool down
- Curling and stretching – curling into a ball and then unfolding lengthening the spine.

**PHYSICAL EDUCATION**

**Activity stations**

Warm up
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

Cool down
WEEK 8 • KEEPING SAFE ON THE ROAD

WATER CREATURES

FRIDAY

ORAL  Road signs

Road signs need to be understood by everyone, whatever language they speak. So road signs don’t often have words on them. Most people can work out what the pictures and the numbers mean, even if they can’t read. Some exceptions are STOP signs. Why do you think people still stop when they see a Stop sign, even if they don’t read English?

Pairs
• Tell what you found out.

Class
• Ask a few learners to share with the class. Write in the KWL chart.
• Discuss and give more information.

BEGINNING KNOWLEDGE  Road signs

Write and draw what you found out
• Write something you learned.
• Draw a picture.

PHONICS ASSESSMENT 2  Dictation

Dictate words
• Say each word clearly and slowly.
• Repeat it once only.

Write
• Give learners time to write each word.
• They must use their best handwriting.

Take in books to mark

Marking:
See page 151
Marks: 5

WRITING  My news

Introduce the sentence starter

Pairs
• Share ideas about what you will write.

Individuals
• Write at least one paragraph with four sentences.
FRIDAY

INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting and Independent work
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

READING AND COMPREHENSION ASSESSMENT 1

Group E
- Learners whisper-read a story from their anthology.
- Call them one at a time to listen to them read.
- Listen to each child read for 1–2 minutes.
- Ask questions to check understanding.

READING

Checking and feedback

Read
- In pairs, learners read their independent writing to each other.
- Tell your partner what you liked about their writing.

Mark Independent Work
- Go through the DBE workbook activities together.
- Learners correct or complete.

PHYSICAL EDUCATION ASSESSMENT 2

Choose a game (select from Wolf and Sheep, Red Rover or a traditional game)

NB: Observe and assess half the learners during this lesson.

Explain the activity
- Tell learners the rules of the game you have selected.
- Check that they understand the rules by asking questions.
- Supply any equipment you might need.

Play the game
- Learners play the game.
- Observe and assess half the learners.
During this week, we focus on the LS Theme – **Who can help?** We look at how to ask for help in an emergency, how to decide what an emergency is and which strangers can be trusted in an emergency.

We read a folk tale about not trusting strangers, work with sentences and words, learn about and write dialogues.

**Phonics ...... [language-specific activities for the week to be added. Versioners to provide details]**

Creative Arts focus around puppets which can be used to hold a dialogue.
She told the kids not to let the wolf into the house or he would eat them.

**INDEPENDENT TASKS**

1. Paired Reading **LAB Page 175**
2. Handwriting 1 o a d g
3. Handwriting 2 Bonolo le Mami ba bala dipalo.
4. Handwriting 3 Mošupologo Labobedi Laboraro Labone
5. DBE Home Language Page ??
6. DBE Home Language Page ??
7. DBE Life Skills **Page 30**
8. Dictionary

**EQUIPMENT FOR ACTIVITIES**

- Scissors, glue, crayons or kokis
- Equipment required for selected Physical Education activities
Once upon a time a mother goat and her seven little kids lived in a forest. One day she needed to go and look for food.

She said, 'Little kids, I am going to get food. Don’t let the wolf into the house. If you do he will eat you up! You will know it is him because he has a rough voice and hairy black paws.'

The kids said: “We won’t let him in.” Mother goat went out.

Soon the wolf knocked and called: “Open the door, little kids; it’s your mother and I have brought you a surprise.”

The kids said, “You are not our mother! She has a soft, sweet voice. Your voice is loud and rough! Go away bad wolf!”

The wolf bought himself a box of chalk and ate it all to make his voice softer.

QUESTIONS + VOCAB

- kids – baby goats
- rough – loud and crackly

What did Mother goat warn the kids to look out for?

Do you think eating chalk helped?
Then he went back and knocked again. He said in a soft voice, “Open the door, little kids, it’s your mother and I have brought you a surprise.”

The wolf put his hairy black paws against the window, and the kids shouted, “You are not our mother! Our mother has smooth, white feet. Your feet are hairy and black! Go away bad wolf!”

Then the wolf took some flour and made his paws smooth and white.

He ran back to the house and said in a soft voice, “Open the door, little kids, it’s your mother and I have brought you a surprise.”

The little kids shouted: ‘Show us your paws!’ When the kids saw that they were smooth and white, they opened the door. The wolf ran in and swallowed them whole, except for the youngest kid.

Then wolf went into the forest and lay down to sleep.

Mother goat came home and saw that her kids (except the smallest) were gone.

“Let’s go and look for that bad wolf!” she said. They saw the wolf sleeping under a tree. As they got closer, they saw that something was moving in his tummy. “Do you think that is my brothers and sisters?” asked the smallest kid. “Let us have a look,” said Mother goat.

She cut open the wolf with her scissors, and out jumped all the kids. They were still alive! Mother goat said, “Let us look for some big stones, and we will fill the wolf’s tummy with them while he is still asleep.”

They found six big stones and squeezed them into his stomach and then the mother goat sewed him up again. The wolf carried on sleeping.

When the wolf woke, he was thirsty and went to the river for a drink. But when he bent over, the heavy stones made him fall in, and he sank to the bottom of the river.

The mother goat and her seven kids were very happy and danced around shouting, ”The wolf is dead!”

Mother goat said to her kids, “Remember that bad people can trick you! Always be careful!”
**MONDAY**

**READ ALOUD**  The wolf and the seven kids

**Before reading**
- Ask learners if they should trust strangers.

**Reading**
- Read the story aloud and ask the questions.

**After reading**
- Why did Mother Goat say she did not trust the wolf?
- What did she warn the kids to look for?
- How did the wolf trick the kids?
- How did Mother Goat save her kids?
- What is the moral of the story?

**BEGINNING KNOWLEDGE**  Make an emergency call

**Prior knowledge**
- Do you know what this phone number is for? 10111?

**New knowledge**
- You need how to make an emergency call if something is wrong.
- There are some steps need to follow.

Read page to and with the learners

**ABC**  [Heading] (Phonics activity heading from LAB)

**Introduce the sound**
- Listen to and say the sound.
- Notice your mouth.

**Identify words with the sound**
- Learners can provide more words.

**Pairs**
- Read the syllables and words.

**Write**
- Write words for the pictures.

Read the sentence

**READING**  The wolf and the seven kids

**Picture walk**
- What can you see in each picture?

**Read the whole story to and with the learners**
- Learners point to the words with their fingers.

**Comprehension**
- On page 154 point to the word that tells us how Mother Goat felt.
- On page 155 point to the words that tell us the kids did not believe the wolf.
- Can you read the speech bubbles?
- On page 156 point to the words that tells us what the wolf did.
- Did it work?
MONDAY

HANDWRITING

Handwriting

Model on the board
• Pattern – do not lift your pencil from the page!
• Letters – describe letter formation.
• Emphasise direction, start and end points.

Guided practice
• Learners do the LAB page.
• Teacher walks around and helps.
• Correct posture and pencil grip.
• Focus on shape, spacing, size and placement of letters on the line.

Independent practice Learners will practise further during Independent Work time, in their exercise books.

INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting check
• Check some handwriting books and provide feedback.
• Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
• Introduce this week’s independent tasks (written on board).
• Learners do two tasks a day unless they have GGR.

GGR: Groups A and B first reading
• Introduce/scaffold the story as needed.
• Learners whisper-read the story to themselves.
• They stop at the end of each page and teacher asks comprehension questions

VISUAL ARTS

Make a puppet

Discuss
• Ask learners if they remember the puppets the teacher used in Week 8.
• Ask how we can make puppets.

Make puppets
• Learners decorate the puppet on page 197.
• Add eyes, nose, hair on the top portion.
• Colour the mouth and tongue.
• Add any other features they like.

PHYSICAL EDUCATION

Introduction

Prepare
• Choose four different activities from page 19 for the week.
• Prepare the equipment.
• Divide the class into four groups for the week.

Introduce activity stations
• Show the equipment and explain the four activities for the week.
• Learners role-play the activities.

Whole class activity
• Play a game such as catches, red rover, hide and seek.
WEEK 9 • WHO CAN HELP?

TUESDAY

WELLBEING

Mindful me

- Learners sit comfortably and close their eyes.
- They practise breathing slowly in and out to a count of ten.
- They open their eyes and tell each other how they feel.
- Talk about how this activity can help them relax or calm down.

BEGINNING KNOWLEDGE

What to do in an emergency

Link to yesterday’s lesson
- Read all statements to and with learners.
- Discuss how some situations may need extra help.

Do activity
- Complete the table for each situation.
- Discuss what you should do in each situation.

Pairs: check work
- Check answers.

PHONICS

[Heading]

(Phonics activity heading from LAB)

Sound practice
- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Do the activity
- Walk around and assist learners where needed.

Check/mark the activity

READING

Sentence making

Cut out
- Learners cut out the sentence strip (page 195).

Read together
- What joining word is in the middle of the sentence? (or)

Ask questions and cut off the words/word groups
- Who? She
- Did what? told
- Who? the kids

To do what? not to let thewolf
- Where? into the house
- Joining word or
- Who? he
- Do what? would eat
- Who? them.

Jumble and reconstruct the sentence

Stick the sentence on LAB page 165.
**TUESDAY**

**SHARED WRITING**

**A dialogue**

**Introduction**
- Discuss polite language, e.g. Please can you help me? I need help; Thank you very much; I am very grateful; etc.
- Discuss taking turns.

**Show the writing frame**
- Dialogue – two speakers
- Name followed by colon (:)

**Brainstorm**
- Who will our characters be?
- What is our emergency?
- What shall we ask?
- What will the adult reply?

**Shared writing**
- Use the correct format and learners’ ideas.

---

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting check**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**GGR: Groups C and D first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

---

**VISUAL ARTS**

**Puppets**

**Cut and fold**
- Learners cut out the rectangle from the cut-out page, cutting only the outside lines.
- Fold the page on the dotted lines so that it becomes a long rectangle. Stick the two parts together with the drawing on the outside.
- Fold the mouth section in half and then fold the face and neck portions.

**Hold the puppet so that you are able to open and close the mouth.**

**Display**
- Puppets will be used in Performing Arts lesson.

**Self-assess**
- Complete the rubric on LAB page 165.

---

**PHYSICAL EDUCATION**

**Activity stations**

**Warm up**
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**
WEDNESDAY

**WELLBEING**

I think, I feel ...

**Question**
- In an emergency I need to be calm. What can I do to help myself calm down?

**Pairs**
- Discuss the question.

**Share**
- Select two learners to share (give everyone a chance over the term).

**BEGINNING KNOWLEDGE**

Working on fire

Make a KWL chart about fighting wildfires
- Complete the What we know and What we want to know sections.
- Leave the chart on the board to complete on Friday.

**Read the page**
- Discuss the picture and read the text with the learners.

**Talk about the question**
- How will you find out the answer at home?
- Learners to bring answers on Friday.

**PHONICS**

Introduce the sound
- Listen to and say the sound.
- Notice your mouth.

**Identify words with the sound**
- Learners can provide more words.

**Pairs**
- Read the syllables and words.

**Write**
- Write words for the pictures.

**Read the sentence**

[Generic: note that where 2 sounds are covered in a day we need to pluralise. We also need to get the writers to identify if any changes are needed to the instructions per week.]

**READING**

The wolf and the seven kids

**Read together**
- Read the first three pages of *The wolf and the seven kids* to and with the class.

**Read in groups**
- In groups of three, take turns to read one page each.

**Read alone**
- Whisper-read the first three pages of the story.
**Writing**

**Asking for help**

**Read**
- Read the dialogue from Shared Writing on Tuesday.

**Review the dialogue format**
- Characters
- Polite language

**Brainstorm vocabulary**
- The emergency, what the child needs to ask, what polite language to use

**Write**
- Learners complete the writing frame.

---

**Independent Work and Group Guided Reading**

**Handwriting check**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**GGR: Group E first reading**
- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

**GGR: Group A second reading**
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

---

**Performing Arts**

**A puppet show**

**Prepare**
- Read the dialogue from Shared Writing (Tuesday).
- Tell learners they are going to make up their own dialogue and perform it using the puppets they made in Visual Arts.

**Brainstorm**
- Brainstorm different emergency situations.

**Pairs**
- In pairs, learners make up and practise a puppet show using their puppets.

---

**Physical Education**

**Activity stations**

**Warm up**
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**
WEEK 9 • WHO CAN HELP?

THURSDAY

**ORAL** Sing/recite

Keep safe, keep safe, keep yourself safe!

Don’t walk with strangers
Don’t talk to strangers
Don’t listen to strangers
Run away from strangers.

Keep safe, keep safe, keep yourself safe!

**BEGINNING KNOWLEDGE** Safer Strangers

Prior knowledge
- Do you trust adults that you know?

Read the page
- What does the picture show?
- Which strangers can help you?
- Which strangers should you ignore or run away from?

Do the activity
- Draw a circle around the people you should be able to trust to help you.

**PHONICS**

Sound practice
- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Learners do the activity
- Walk around and assist where needed.

Check/mark the activity

**READING** Vocabulary and language

Flashcards
- Show and read each word.
- Find and point to the words in the LAB.
- Place the flashcards on the word wall and read them again.

Sentence strip
- Read the sentence strip on LAB page 165.
- Which word shows that this happened long ago? (told, would)
- What could we say instead? (tell, will)

[Versioners: These questions are language specific and would need to be written about the sentence in each language. Focus on the past tense.]
**WRITING**

**Written comprehension**

**Revision**
- Learners re-read the story *The wolf and the seven kids*.

**Answer the questions**
- Learners should not do this from memory. They must look at the text to find answers.
- Discuss What lesson did the kids learn? *(To be careful around strangers)*

**Check answers together**

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting check**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**Independent work**
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

**GGR: Groups B and C second reading**
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

**PERFORMING ARTS**

**Perform**
- Each pair performs the dialogue they practised the previous day for the class.
- Choose the strongest pair to perform first.

**Evaluate**
- Praise and applaud each pair.

**PHYSICAL EDUCATION**

**Activity stations**

**Warm up**
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**
Working on Fire helps to prevent and manage wildfires. The workers make firebreaks and also cut down trees and bushes so that fires don’t spread. They also help to restore land after a fire. There are many different jobs in the Working on Fire organisation. Some people are firefighters and some are helicopter pilots. Some WOF firefighters even went to Canada to help fight fires there.

Pairs

• Tell what you found out.

Share

• Ask a few learners to share with the class. Write in the KWL chart.

BEGINNING KNOWLEDGE

Write and draw what you found out

• Write something you learned.
• Draw a picture.

PHONICS

Timed word reading

Pairs read the words

• Learner reads to partner for 1 minute.
• Teacher times the minute.
• Circle the last word read and partner counts incorrectly read words.
• Each learner has three turns.

Count the words

• Choose the best attempt. Subtract any incorrectly read words.
• Learners write their best score on the line.
• Point out how you read more words with more practice.

WRITING

My news

Introduce the sentence starter

Pairs

• Discuss the topic. Think about what you will write.

Individuals

• Write at least one paragraph with four sentences.
INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting check
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work
- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups D and E second reading
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

READING

Checking and feedback

Read
- In pairs, learners read their news to each other.

Mark Independent Work
- Go through the DBE workbook activities together.
- Learners correct or complete.

PHYSICAL EDUCATION

Activity stations

Warm up
Activity stations
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

Cool down
Consolidation and revision

This is a revision week so there is no structured daily programme. You will find suggestions for revision activities that can be done at any time in the week.

REVISION ACTIVITIES FOR LISTENING AND SPEAKING

- Let learners choose a story they would like you to read again.
- Afterwards, ask one or two learners to retell another story.
- Pairs: tell a favourite story to their partner.
- Recite rhymes or poems individually or in small groups.
- Invite someone from the community to visit and talk about ways they help the community, e.g. nurse, librarian.
- Interview other members of the community.

REVISION ACTIVITIES FOR READING

- Reread stories in the LAB that the learners have particularly enjoyed this term.
- Swop roles with learners who can be the ‘teachers’ for different stories.
- Pairs: read the sentence strips from each week.
- Pairs: read the paired reading texts from each week.
- Individuals: Read books from the reading corner/library.

REVISION ACTIVITIES FOR PHONICS

- Pairs reread the words on phonics pages.
- Team competition to read flashcards correctly.
- Repeat timed word reading and dictation activities and try to improve your score.
- Ensure that all Independent Work pages have been completed in the LAB. Check they have been done correctly.
- DBE workbook phonics activities.
• Provide lined paper for learners to write a story of their choice.
• Tell learners to try to sound out unknown words or use the Word Wall words.
• Encourage groups of learners to make a book for the book corner.
• Make posters for Spring and Arbor Day.

• Complete the recording of the compost experiment.
• Plant something in the compost/soil they have made.
• Put the plant into the clay flowerpot the learners made. Take the plant home.
• Learners can complete any uncompleted pages in the DBE Life Skills workbook. Some of the activities go beyond pencil and paper activities and include drawing, acting, constructing and discussion.

• Provide art supplies such as crayons, kokis and paper of different sizes or colours.
• Allow learners to choose what they would like to draw.
• Let learners show their work to the group or class and explain what they chose to draw.

• Use the puppets learners made to make up more puppet shows.

• Play traditional games for Heritage Day.
• Have a sports day, where teams compete against each other. Do activities from the term.
HOME LANGUAGE: PLANNING FOR CONTINUOUS AND FORMAL ASSESSMENT TERM 3

- Curriculum links for each week are shown with light colour blocks.
- Formal assessment activities are shown with darker blocks.
- Informal/continuous assessment: Tick the blocks each week when you observe that this outcome has been attained by the majority of learners.
- Make a note of any learners who are still struggling. You will need to reteach or provide more practice for these learners.

### LISTENING AND SPEAKING

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Listens for the detail in stories and answers open-ended questions. For example, works out cause and effect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Listens to stories and predicts the ending, or makes up own ending for the story</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Tells simple stories varying tone and volume of voice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Uses an ever-increasing vocabulary when speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Talks about personal experiences and more general news. For example, tells news</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Listens without interrupting showing respect for the speaker and asking questions for clarification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Uses appropriate language with different people such as interviews different people and role-plays different situations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Listens to a sequence of instructions and responds appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Participates in discussions and asks questions for clarity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Tells jokes and riddles using language imaginatively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PHONICS

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learns new sounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Builds words using phonics taught</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Develops fluency in reading common words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Demonstrates knowledge of sounds in dictation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### READING AND COMPREHENSION

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reads independently: short fiction books and poems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Reads book as a whole class with teacher, identifying the sequence of events and the setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Answers higher order questions based on the passage read. For example, &quot;What would have happened if ...?&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Gives an opinion on what was read</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Interprets information from simple tables such as calendar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Monitors self when reading, both word recognition and comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Reading and Comprehension

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Identifies some synonyms and antonyms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Uses sight words, phonics, contextual and structural-analysis decoding skills when reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Reads with increasing fluency and expression</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Reads own and others’ writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Handwriting

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Forms upper and lower case letters correctly and with greater speed and accuracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Copies and writes writing patterns in joined script</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Copies and writes one paragraph of between three and four lines from a printed text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Copies and writes different formats of writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Writing

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Participates in a discussion to choose a topic to write about</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Writes an expressive text such as a get-well card or postcard using a given format</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Writes own story of at least one paragraph (at least five sentences) using a writing frame</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Writes one to two paragraphs (at least eight sentences) on personal experiences or events such as daily news</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Drafts, writes and publishes own story of at least six sentences and adds a suitable title</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Uses the writing process (drafting, writing and editing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Spells common words correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Uses past, present and future tenses correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Reads and discusses own writing to a partner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Uses correct punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**LISTENING AND SPEAKING Formal Assessment Activity 1: Listen to a story with enjoyment**  
(Week 6 Tuesday/Wednesday/Thursday) TG pages 96, 98, 100  
5 marks

<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Retells the story of Dora’s granny and the Phelophepa Train in sequence with beginning, middle and end</td>
<td>Struggles to retell the story in sequence and struggles to answer lower order questions correctly</td>
<td>Retells the beginning of the story and answers one or two of the questions</td>
<td>Retells the beginning and middle of the story in sequence and answers all lower order questions</td>
<td>Retells the beginning, middle and ending of the story and answers all lower order and some higher order questions</td>
<td>Retells the whole story in sequence with beginning, middle and end and answers both lower and higher order questions confidently</td>
</tr>
<tr>
<td>• Answers lower order questions correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Answers higher order questions with reasons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LISTENING AND SPEAKING Formal Assessment Activity 2: Share something you learned about penguins**  
(Week 7 Friday) LAB page 128, TG page 116  
5 marks

<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Presents 2–3 sentences about penguins (Find out activity)</td>
<td>Talks about the topic in only 2–3 words. Posture and voice projection are poor.</td>
<td>Talks about the topic in 1 sentence. Posture and voice projection are weak.</td>
<td>Talks about the topic in 2 sentences. Posture and voice projection are adequate.</td>
<td>Talks about the topic in 3 sentences. Posture and voice projection are good.</td>
<td>Talks about the topic in 3 excellent sentences. Posture and voice projection are excellent.</td>
</tr>
<tr>
<td>• Posture – stands up straight and looks at the audience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Voice projection – clear and audible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CLASSROOM OBSERVATION (Weeks 1–9)**  
10 marks

<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listens to stories and participates with enjoyment</td>
<td>Fulfils 1 criterion</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils all 5 criteria</td>
</tr>
<tr>
<td>2. Retells stories that are read or told in sequence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Tells own stories confidently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Answers questions about the story that is read or told</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Can make up alternative endings to stories</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participates actively in class discussions and takes turns</td>
<td>Fulfils 1 criterion</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils all 5 criteria</td>
</tr>
<tr>
<td>2. Comments on others’ contributions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Listens attentively to complex instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Asks for clarification if s/he doesn’t understand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Follows instructions accurately</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total** 20 marks
### PHONICS Assessment Rubrics and Checklists

**PHONICS Formal Assessment Activity 1: Write sounds**  
(Week 8 Tuesday) LAB page 141, TG page 124  
10 marks

1 mark for each correct answer:
Sounds:
1. 
2. 
3. 
4. 
5. 

Words:
1. 
2. 
3. 
4. 
5. 

[versioners insert the 5 sounds you will test and the 5 completed words. Numbered 1-10.]

**PHONICS Formal Assessment Activity 2: Dictation**  
(Week 8 Friday) LAB page 150, TG page 130  
5 marks

1 mark for each correct word:
1. 
2. 
3. 
4. 
5. 

[versioners insert the 5 words you will test Numbered 1-5.]

**CLASSROOM OBSERVATION (Weeks 1–9)**  
5 marks

<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Builds words using phonics taught (LAB activities)</td>
<td>Fulfils 1 or 0 criteria</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils all 5 criteria</td>
</tr>
<tr>
<td>2. Reads words using phonics taught</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Uses invented spelling in writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Spells words correctly in dictation activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Shows increasing fluency (accuracy and speed) in timed word reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total 20 marks
### READING AND COMPREHENSION Formal Assessment Activity 1: Reading aloud and answering questions
(Week 8 Monday to Friday) TG pages 123, 125, 127, 129, 131

<table>
<thead>
<tr>
<th>The learner:</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral Reading (GRR)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reads aloud to teacher for 2–3 minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Uses visual cues for prediction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recognises sight words and decodes words using phonics and contextual analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reads fluently and with expression</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Responds to at least 3 questions (both lower and higher order questions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Is able to identify characters and setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unable to predict the story from visual cues. Reads from own book a text of 1–2 lines with support from the teacher. Is unable to answer any questions or identify characters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partially predicts the story from visual cues. Reads word by word a text of 3–4 lines and responds correctly to 1–2 lower-order questions or identify setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can predict most of the story from visual cues. Reads aloud from own book a text of 5–6 lines and responds correctly to 3 lower-order questions. Can identify characters and setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can predict the story from visual cues. Reads fluently from own book a text of 7–8 lines and responds correctly to 3 questions, both lower and higher order. Can identify characters and setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can predict the story from visual cues. Reads fluently and with expression from own book a text of more than 10 lines and responds correctly to 3 questions, both lower and higher order. Can give details about characters and setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### READING AND COMPREHENSION Formal Assessment Activity 2: Written comprehension activity
(Week 8 Thursday) LAB page 148, TG page 129

1 mark for each correct answer:
1. 1 metre from the edge of the road, at a crossing (2 marks)
2. car engines, hooters (2 marks)
3. Hooter – listen, Traffic light – look; 1 metre from the edge of the road – stop; Is the road clear – think (4 marks)
4. Learners’ own answer – at least 2 points (2 marks)

### CLASSROOM OBSERVATION (Weeks 1–9)

<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listens attentively and asks and answers questions during Shared Reading</td>
<td>Fulfils 1 criteria</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils all 5 criteria</td>
</tr>
<tr>
<td>2. Identifies words/word groups during Sentence Making and is able to cut the correct words out</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is able to re-assemble the sentence correctly without assistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Reads the story in small groups and independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Records vocabulary from the story in the personal dictionary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25 marks</td>
</tr>
</tbody>
</table>
### HANDWRITING Assessment Rubrics and Checklists

**Handwriting Formal Assessment Activity 1**

**LAB page 108, TG page 103**

<table>
<thead>
<tr>
<th>5 marks</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Writes 2–3 short sentences paying attention to directionality, correct letter formation of both upper and lower case letters, size and spacing within lines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Uses punctuation marks, e.g. full stops, question marks, commas, inverted commas, exclamation marks correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Writes the words on the lines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Needs support to write 1 short sentence with punctuation**
- **Writes 1 short sentence with punctuation but correct letter formation, spacing between words and size of letters are not observed**
- **Writes 1 short sentence with punctuation paying attention to letter formation but spacing between words is not observed**
- **Writes 2 short sentences with punctuation paying careful attention to correct letter formation and observing spacing between words**
- **Writes 3 and more short sentences with punctuation paying careful attention to correct letter formation and observing spacing between words**

**Classroom Observation**

(Weeks 1–9)

<table>
<thead>
<tr>
<th>5 marks</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Holds pencil and positions writing materials correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Forms 26 lower and upper case letters correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Uses punctuation marks, commas, inverted commas, question marks, exclamation marks correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Writes the words on the lines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Fulfils 1 criterion**
- **Fulfils 2 criteria**
- **Fulfils 3 criteria**
- **Fulfils 4 criteria**
- **Fulfils all 5 criteria**

**Total 10 marks**
| WRITING Formal Assessment Activity 1: Write a story  
(Week 6 Wednesday) LAB page 107, TG page 99 | 10 marks |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
<td></td>
</tr>
<tr>
<td>• Writes a story using the theme vocabulary and writing frame.</td>
<td>2 Struggles to complete the writing frame and does not use the theme vocabulary. Does not use punctuation correctly. Drawing does not relate to the story.</td>
</tr>
<tr>
<td>• Uses capital letters (at the beginning of a sentence and for proper names) and correct punctuation (full stops, commas, apostrophe)</td>
<td>4 Attempts to complete the writing frame but does not use original ideas or vocabulary. Uses some correct punctuation. Drawing relates partially to the story.</td>
</tr>
<tr>
<td>• Illustrates the story with an appropriate drawing.</td>
<td>6 Completes the writing frame adequately, but vocabulary is limited. Uses some punctuation correctly. Drawing relates to the story.</td>
</tr>
<tr>
<td>• Uses past tense.</td>
<td>8 Completes the writing frame using original ideas and rich vocabulary, correct punctuation and an appropriate drawing.</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

| WRITING Formal Assessment Activity 2: Write news  
(Week 6 Friday) LAB page 113, TG page 102 | 5 marks |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
<td></td>
</tr>
<tr>
<td>• Writes one paragraph (at least four sentences) on personal experiences or an event</td>
<td>1 Struggles to write one sentence of own news and does not use any punctuation.</td>
</tr>
<tr>
<td>• Uses capital letters (at the beginning of a sentence and for proper names) and correct punctuation (full stops, commas, apostrophe)</td>
<td>2 Attempts to write two sentences of own news but uses capital letters incorrectly.</td>
</tr>
<tr>
<td></td>
<td>3 Writes three sentences of own news using capital letters and full stops</td>
</tr>
<tr>
<td></td>
<td>4 Writes four sentences of own news in paragraph format using capital letters, full stops and correct grammar and spelling</td>
</tr>
<tr>
<td></td>
<td>5 Writes five sentences of own news in a paragraph format using capital letters, full stops and correct grammar and spelling</td>
</tr>
</tbody>
</table>

| WRITING Formal Assessment Activity 3: Write 2 paragraphs about road safety  
(Week 7 Wednesday) LAB page 130, TG page 113 | 10 marks |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
<td></td>
</tr>
<tr>
<td>• Writes two paragraphs using the sequence words</td>
<td>2 Struggles to complete the text independently. The text is not related to the topic. Sequence words are not used.</td>
</tr>
<tr>
<td>• Writes an opening paragraph of 2 sentences giving good reasons why road safety is important</td>
<td>4 Attempts to complete the writing. The text is partly related to the topic. Some sequence words are used.</td>
</tr>
<tr>
<td>• Uses sequence words correctly</td>
<td>6 Completes the writing and the text is partly related to the topic. Some sequence words are used.</td>
</tr>
<tr>
<td>• Gives at least three suggestions on keeping safe</td>
<td>8 Completes the writing adequately, using interesting vocabulary. The text is related to the topic. Sequence words are correctly used.</td>
</tr>
<tr>
<td>• Uses capital letters and correct punctuation</td>
<td>10 Completes the writing using original ideas and rich vocabulary. The text is related to the topic and sequence words are used correctly.</td>
</tr>
</tbody>
</table>

| Total | 25 marks |
## Home Language Term 3 Marksheet

<table>
<thead>
<tr>
<th>Listening and Speaking</th>
<th>Phonics</th>
<th>Reading and Comprehension</th>
<th>Handwriting</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>20%</td>
<td>25%</td>
<td>10%</td>
<td>25%</td>
</tr>
</tbody>
</table>

### Listening and Speaking

**LISTENING AND SPEAKING 1:** RUBRIC pg 150
- Retell a story, sequence events, answer lower and higher order questions

**LISTENING AND SPEAKING 2:** RUBRIC pg 150
- Present, information about the Find Out

**CLASSROOM OBSERVATION:** CHECKLIST pg 150
- Stories, discussions and instructions

### Phonics

**PHONICS 1:** RUBRIC pg 151
- Writes sounds

**PHONICS 2:** RUBRIC pg 151
- Dictation

**CLASSROOM OBSERVATION:** CHECKLIST pg 151
- PHONICS

### Reading and Comprehension

**READING AND COMPREHENSION 1:** RUBRIC pg 151
- Individual reading

**READING AND COMPREHENSION 2:** RUBRIC pg 152
- Answer written comprehension question

**CLASSROOM OBSERVATION:** CHECKLIST pg 152
- All handwriting pages in exercise book

### Handwriting

**HANDWRITING 1:** RUBRIC pg 153
- Punctuation, letter formation and spacing

**HANDWRITING 2:** RUBRIC pg 153
- Creative writing - story in past tense

**HANDWRITING 3:** RUBRIC pg 154
- Personal writing - news

**HANDWRITING**
- Two paragraphs

### Writing

**WRITING 1:** RUBRIC pg 154
- Creative writing - story in past tense

**WRITING 2:** RUBRIC 2 pg 154
- Personal writing - news

**WRITING 3:** RUBRIC 3 pg 154
- Two paragraphs

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Week 7</th>
<th>Weeks 1–9</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Weeks 1–9</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Weeks 1–9</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Weeks 1–9</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Weeks 1–9</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>10</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>20</td>
<td>10</td>
<td>25</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>

### TG and LAB pages

- TG pg 96, 98, 100
- LAB pg 116
- TG pg 128
- LAB pg 141
- TG pg 124
- TG pg 150
- LAB pg 130
- TG pg 123, 125, 127, 129, 131
- LAB pg 148
- TG pg 129
- LAB pg 101
- TG pg 95
- LAB pg 107
- TG pg 99
- LAB pg 113
- TG pg 102
- LAB pg 110
- TG pg 113

### Week and Max mark

- Week 6
- Week 7
- Weeks 1–9
- Max mark
LIFE SKILLS: PLANNING FOR CONTINUOUS AND FORMAL ASSESSMENT
TERM 3

- Curriculum links for each week are shown with light colour blocks.
- Formal assessment tasks are shown with darker blocks.
- Informal/continuous assessment: Tick the blocks each week when you observe that this outcome has been attained by the majority of learners.
- Make a note of any learners who are still struggling. You will need to reteach or provide more practice for these learners.

<table>
<thead>
<tr>
<th>BEGINNING KNOWLEDGE AND PSWB</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Discuss personal ideas and feelings about theme topics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Discuss holidays and other special days</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Soil</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transport</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Road safety</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People who help us</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key concepts and skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Social science concepts: conservation (week 8), cause and effect (week 3, 4), adaptation (week 2, 3, 4), place (week 8), relationships and interdependence (week 7, 8), diversity and individuality (week 5, 6), change (week 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Natural Science concepts: life and living (week 1–9), energy and change (week 2), planet earth and beyond (week 1, 2, 3, 4, 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Scientific process skills: the process of enquiry which involves observing (week 4, 5), comparing (week 1, 2, 3, 4), classifying (week 1, 2, 6), measuring (week 1, 2, 8), experimenting (week 3, 4, 5), and communicating (week 4, 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Technological process skills: investigate (week 8), design (week 8), make, (week 8) evaluate (week 8), communicate (week 8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSWB</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>1 Social and emotional health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Relationships with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Relationship with the environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Values and attitudes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VISUAL ARTS</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Create in 2D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Make paintings or drawings of objects, creatures, people, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Discuss primary and secondary colours, warm and cool colours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Look at and discuss famous artworks of natural world</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create in 3D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Construct a useful object using recyclable materials or clay; discuss shape, texture, develop craft skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Discuss pattern and line</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Performing Arts

<table>
<thead>
<tr>
<th>Creative games and skills</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Listening to music and identifying moods such as ‘sad’, ‘happy’, ‘calm’ and ‘excited’</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Warming up the body curling and stretching the spine sitting on the floor, curling into a tight ball, unfolding lengthening the spine, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Polyrhythms using percussion instruments/body percussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Locomotor and non-locomotor movements: sliding the feet on the floor and running with a leap on their own and with a partner, turning, falling, stamping, kicking on their own and with a partner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Cooling down the body and relaxation: lying on the back tightening/contracting all the muscles, making tight fists, clenching shoulders and then releasing all the muscles making body heavy on the floor, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Improvise and Intepret

<table>
<thead>
<tr>
<th>6 Own performance based on appropriate vocal characterisation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Create sounds and rhythms specific to the mood or character by using voice, instruments or found objects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Exploring movement characteristics such as: ‘the hungry lion crawling and creeping about to catch the mouse’, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Physical Education

<table>
<thead>
<tr>
<th>1 Locomotor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Obstacle course with bean bag on hand/shoulder/foot/head</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reaction time drills, i.e. at the teacher’s command: run … hit the deck … hop … stop … etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Perceptual motor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Free play and time to experiment with different ways of using a bean bag</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Perception games following a pattern – placing items in the correct order, i.e. running and place markers on predetermined places, using the correct order</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Catching and throwing a tennis ball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Rhythm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Layout swing on a jungle gym using over-grasp</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Using over-grasp, swing on a horizontal bar of a jungle gym</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Co-ordination</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Circle formation running clock wise and anti-clock wise</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Using over-grasp, arm travelling on jungle gym</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Balance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Balancing on one leg</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Balancing moves along ropes, planks, balancing beams (balance on one leg; arms horizontal)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ‘Horse and cart’</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hula hoop swings with arm, hips and neck</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Spatial orientation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Introduce forward and backward rolls – explain safety</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ‘Wolf and Sheep’ using the optimal play area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Crawl through a ‘tunnel’, i.e. underneath a chair, through motor tyres or make-shift tunnels</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Laterality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• In circle formation throw a ball clock wise … anti-clock wise</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lateral trunk movements such as throw a ball sideways L/R like in rugby</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Sports and games</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Divide learners into teams and compete in relay races – explain rules and how this works</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Traditional games of the learners’ own choosing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BK/PSWB Formal Assessment Activity 1: Answer questions and write sentences (Week 7 Tuesday) LAB page 125, TG page 110</td>
<td>10 marks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 mark for each correct answer + 1 mark for every reason given:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BK/PSWB Formal Assessment Activity 2: Keeping safe (Week 7 Thursday) LAB page 131, TG pg 114</th>
<th>10 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1 1 mark for each correct answer:</td>
<td></td>
</tr>
<tr>
<td>Picture 1 – Sit down and wear your seatbelt</td>
<td></td>
</tr>
<tr>
<td>Picture 2 – Don’t worry the driver when he is driving</td>
<td></td>
</tr>
<tr>
<td>Picture 3 – Don’t stand while the taxi is moving</td>
<td></td>
</tr>
<tr>
<td>Picture 4 – Cover your nose and mouth when you cough or sneeze</td>
<td></td>
</tr>
<tr>
<td>Picture 5 – Don’t get on or off until the vehicle has stopped completely</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2 Paragraph: 5 marks</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
<td></td>
</tr>
<tr>
<td>• Writes at least 3 sentences</td>
<td></td>
</tr>
<tr>
<td>• Gives at least 3 ways to keep safe on public transport</td>
<td></td>
</tr>
<tr>
<td>• Uses capital letters and correct punctuation</td>
<td></td>
</tr>
<tr>
<td>1. Struggles to complete the paragraph independently. The text is not related to the topic. Does not use punctuation correctly.</td>
<td></td>
</tr>
<tr>
<td>2. Attempts to complete the paragraph. The text is partially related to the topic. Some punctuation is used.</td>
<td></td>
</tr>
<tr>
<td>3. Completes the paragraph and the text is partly related to the topic. Punctuation is correctly used.</td>
<td></td>
</tr>
<tr>
<td>4. Completes the paragraph adequately, using interesting ideas. The text is related to the topic. Punctuation is correctly used.</td>
<td></td>
</tr>
<tr>
<td>5. Completes the paragraph using original ideas and rich vocabulary. The text is related to the topic and punctuation is used correctly.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BK/PSWB Formal Assessment Activity 3: Classification - write titles (Week 8 Tuesday) LAB page 140, TG page 124</th>
<th>10 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 mark for the italicised words in a single word answer, 2 marks for each fully correct answer:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASSROOM OBSERVATION: PSWB (Weeks 1–9)</th>
<th>5 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
<td></td>
</tr>
<tr>
<td>1. Listens attentively during lessons</td>
<td></td>
</tr>
<tr>
<td>2. Participates in discussions</td>
<td></td>
</tr>
<tr>
<td>3. Takes turns and shares</td>
<td></td>
</tr>
<tr>
<td>4. Discusses own feelings and thoughts</td>
<td></td>
</tr>
<tr>
<td>5. Is considerate of other learners</td>
<td></td>
</tr>
<tr>
<td>1. Fulfils 1 criteria</td>
<td></td>
</tr>
<tr>
<td>2. Fulfils 2 criteria</td>
<td></td>
</tr>
<tr>
<td>3. Fulfils 3 criteria</td>
<td></td>
</tr>
<tr>
<td>4. Fulfils 4 criteria</td>
<td></td>
</tr>
<tr>
<td>5. Fulfils all 5 criteria</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASSROOM OBSERVATION: BK (Weeks 1–9)</th>
<th>5 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
<td></td>
</tr>
<tr>
<td>1. Follows instructions</td>
<td></td>
</tr>
<tr>
<td>2. Uses initiative when completing activities</td>
<td></td>
</tr>
<tr>
<td>3. Contributes own ideas to discussions</td>
<td></td>
</tr>
<tr>
<td>4. Gives an opinion on the theme topics e.g. Why are class rules important?</td>
<td></td>
</tr>
<tr>
<td>5. Shows evidence of research in the Find Out activities</td>
<td></td>
</tr>
<tr>
<td>1. Fulfils 1 criteria</td>
<td></td>
</tr>
<tr>
<td>2. Fulfils 2 criteria</td>
<td></td>
</tr>
<tr>
<td>3. Fulfils 3 criteria</td>
<td></td>
</tr>
<tr>
<td>4. Fulfils 4 criteria</td>
<td></td>
</tr>
<tr>
<td>5. Fulfils all 5 criteria</td>
<td></td>
</tr>
</tbody>
</table>

| Total | 40 marks |
### VISUAL ARTS Formal Assessment Activity 1: Paint flowers
(Week 6 Monday/Tuesday) TG pages 95, 97

<table>
<thead>
<tr>
<th>The learner is able to:</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Observe a picture of sunflowers and a real vase of flowers</td>
<td>Poor observation. Picture did not fill the page. Flowers not in correct relation to the vase. No variety or shading in the painting.</td>
<td>Poor observation. Picture filled the page but proportions are incorrect. Flowers not in correct relation to the vase. Little variety or shading in the flowers.</td>
<td>Adequate observation. Picture filled the page in the correct proportions. Flowers in correct relation to the vase. Little variety or shading in the flowers.</td>
<td>Good observation. Picture filled the page in the correct proportions. Flowers in correct relation to the vase. Some variety or shading in the flowers.</td>
<td>Excellent observation. Picture filled the page in the correct proportions. Flowers in correct relation to the vase. Good variety or shading in the flowers.</td>
</tr>
<tr>
<td>• Compose the picture using ⅓ of the page for the vase and ⅔ of the page for the flowers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Paint flowers using shading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Paint the flower stems touching the lip of the vase</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Create a colourful composition</td>
<td>Adequate observation. Picture filled the page in the correct proportions. Flowers in correct relation to the vase. Little variety or shading in the flowers.</td>
<td>Good observation. Picture filled the page in the correct proportions. Flowers in correct relation to the vase. Some variety or shading in the flowers.</td>
<td>Excellent observation. Picture filled the page in the correct proportions. Flowers in correct relation to the vase. Good variety or shading in the flowers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CLASSROOM OBSERVATION (Weeks 1–9)

<table>
<thead>
<tr>
<th>The learner is able to:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete all activities</td>
<td>Fulfils 1 criteria</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils all 5 criteria</td>
</tr>
<tr>
<td>2. Show evidence of planning before executing the activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Successfully use tools – scissors, paintbrushes, crayons, kokis, glue, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Follow instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Show evidence of enjoyment and creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>15 marks</strong></td>
</tr>
</tbody>
</table>
### PERFORMING ARTS Formal Assessment Activity 1: Role play

(Week 7 Thursday) TG page 115

<table>
<thead>
<tr>
<th>The learner is able to:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work with a group to select a scene</td>
<td>Does not contribute any ideas to the group. Does not act or speak in the scene.</td>
<td>Contributes few ideas to the group. Acts and speaks in the scene only minimally.</td>
<td>Contributes adequately to the group to plan the scene. Performs adequately but does not speak clearly.</td>
<td>Works with the group to plan the scene. Performs well, speaking clearly and loudly.</td>
<td>Helps the group to plan the scene. Performs confidently with good voice projection and volume.</td>
</tr>
<tr>
<td>• Select characters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Role-play the scene in sequence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use clear dialogue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use appropriate actions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Speak clearly and with appropriate volume</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PERFORMING ARTS Formal Assessment Activity 2: Improvise and interpret

(Week 8 Wednesday/Thursday) TG pages 127, 129

<table>
<thead>
<tr>
<th>The learner is able to:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Follow instructions</td>
<td>Does not follow instructions independently and is unable to perform movements with any confidence. Is unable to use imagination when interpreting movements.</td>
<td>Follows some instructions and commands. Is able to perform most movements but shows little imagination when interpreting movements.</td>
<td>Follows most instructions and commands. Is able to perform all movements but shows limited imagination when interpreting movements.</td>
<td>Follows all instructions and commands. Is able to interpret most movements and move confidently.</td>
<td>Follows all instructions and commands confidently. Is able to interpret movements and move confidently and with enjoyment.</td>
</tr>
<tr>
<td>• React to commands</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Perform locomotor and non-locomotor movements eg run, hop, skip</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use imagination to interpret movements, e.g. move like a train going up a hill</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CLASSROOM OBSERVATION (Weeks 1–9)

<table>
<thead>
<tr>
<th>The learner is able to:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participate in all lessons</td>
<td>1 criterion fulfilled successfully</td>
<td>2 criteria fulfilled successfully</td>
<td>3 criteria fulfilled successfully</td>
<td>4 criteria fulfilled successfully</td>
<td>All 5 criteria fulfilled successfully</td>
</tr>
<tr>
<td>2. Work in a group – taking turns, sharing ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Perform songs and rhymes with actions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Participate confidently in role play and storytelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Move and dance with co-ordination and confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: 15 marks
### PHYSICAL EDUCATION Formal Assessment Activity 1: Co-ordination and Laterality
(Week 7 Tuesday–Friday) TG pages 111, 113, 115, 117  

<table>
<thead>
<tr>
<th>The learner is able to demonstrate:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Circle formation, running clockwise and anti-clockwise</td>
<td>Does not follow instructions. Unable to change direction or throw the ball at all</td>
<td>Attempts to follow some instructions. Does not always change direction correctly. Can only control and the ball occasionally.</td>
<td>Follows instructions most of the time. Able to change direction. Controls the ball about half of the time.</td>
<td>Follows instructions well. Changes direction and controls the ball most of the time.</td>
<td>Follows instructions well. Changes direction and controls the ball accurately throughout the activity.</td>
</tr>
<tr>
<td>• In circle formation throw a ball clockwise and anti-clockwise</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Throw a ball sideways like in rugby</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PHYSICAL EDUCATION Formal Assessment Activity 2: Sports and games
(Week 8 Tuesday–Friday) TG pages 125, 127, 129, 131  

<table>
<thead>
<tr>
<th>The learner is able to:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Follow instructions</td>
<td>Is unable to follow the instructions.</td>
<td>Follows some of the instructions and attempts to follow the rules and participate in the game. Co-operation with others needs attention.</td>
<td>Follows most of the instructions. Knows most of the rules and participates in the game. Is able to co-operate with other learners.</td>
<td>Follows all instructions. Knows the rules and participates in the game. Co-operates adequately with others.</td>
<td>Follows all instructions very well. Knows the rules and participates fully in the game. Excellent co-operation with others.</td>
</tr>
<tr>
<td>• Understand the rules of the game</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Participate actively in the game</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Co-operate with other learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CLASSROOM OBSERVATION (Weeks 1–9)  
1 mark = 1 criterion

| 1. Follow instructions | 11. Crawl through a tunnel |
| 2. Take turns | 12. Jump and skip over ropes |
| 3. Work in a team | 13. Throw and catch a tennis ball |
| 4. Warm up and cool down | 14. Play a traditional game |
| 5. Follow an obstacle course | 15. Follow rules in other games |
| 6. Swing on a bar or jungle gym | 16. Experiment creatively with equipment, e.g. beanbag |
| 7. Balance on one leg | 17. Participate in team races, e.g. relay race |
| 8. Balance on ropes or equipment, arms horizontal | 18. Play with a bean bag in different ways, e.g. throw, balance on body parts, etc. |
| 9. Stretch and curl the body | 19. React quickly to commands in reaction drills |
| 10. Forward and/or backward rolls | 20. Participate in perception games like potato race |

Total 30 marks
<table>
<thead>
<tr>
<th></th>
<th>Visual Arts</th>
<th>Performing Arts</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Knowledge/Personal and Social Wellbeing</strong></td>
<td>40%</td>
<td>15%</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Visual Arts</strong></td>
<td>15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Performing Arts</strong></td>
<td>15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>30%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT**

<table>
<thead>
<tr>
<th><strong>LAB pg 125</strong></th>
<th><strong>TG pg 110</strong></th>
<th><strong>LAB pg 131</strong></th>
<th><strong>TG pg 114</strong></th>
<th><strong>LAB pg 140</strong></th>
<th><strong>TG pg 95, 97</strong></th>
<th><strong>TG pg 115</strong></th>
<th><strong>TG pg 127, 129</strong></th>
<th><strong>TG pg 111, 113, 115, 117</strong></th>
<th><strong>TG pg 125, 127, 129, 133</strong></th>
<th><strong>Week 7</strong></th>
<th><strong>Week 8</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 7</strong></td>
<td><strong>Week 8</strong></td>
<td><strong>Weeks 1–9</strong></td>
<td><strong>Max mark</strong></td>
<td><strong>Weeks 1–9</strong></td>
<td><strong>Max mark</strong></td>
<td><strong>Week 7</strong></td>
<td><strong>Week 8</strong></td>
<td><strong>Weeks 1–9</strong></td>
<td><strong>Weeks 1–9</strong></td>
<td><strong>Max mark</strong></td>
<td><strong>Max mark</strong></td>
</tr>
<tr>
<td><strong>Name</strong></td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>40</td>
<td>10</td>
<td>15</td>
<td>5</td>
<td>15</td>
<td>5</td>
</tr>
</tbody>
</table>
Funda Wande
Reading for Meaning