Incomplete draft text for reference only, not for teaching purposes.
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Icons used in this programme ........................................ iv
Abbreviations used ............................................................... iv

Integrated Home Language and Life Skills programme ............................................................... 1
Weekly timetable, Term 4 ......................................................... 1
Term 3 content ....................................................................... 2
Assessment plan, Term 4 ........................................................... 3

Phonics lessons ..................................................................... 4
Reading lessons .................................................................... 5
Climbing the Reading Ladder .................................................. 11

Handwriting lessons ............................................................. 12
Writing lessons ..................................................................... 13

Life skills lessons ................................................................ 16

| Week 1 | South Africa, our special home | 20 |
| Week 2 | South Africa, our special home | 34 |
| Week 3 | Keeping in touch | 48 |
| Week 4 | Keeping in touch | 62 |
| Week 5 | What happens at night | 76 |
| Week 6 | What happens at night | 90 |
| Week 7 | Night animals | 104 |
| Week 8 | Night animals | 118 |
| Week 9 | Special times with family | 132 |
| Week 10 | Consolidation and revision | 146 |

Assessment Term 4 ................................................................ 148
Home Language: planning for continuous and formal assessment Term 4 ............................. 148
Listening and Speaking assessment rubrics and checklists .................................................. 150
Phonics assessment rubrics and checklists ....................................................................... 151
Reading and Comprehension assessment rubrics and checklists ..................................... 152
Handwriting assessment rubrics and checklists ................................................................. 153
Writing assessment rubrics and checklists ....................................................................... 154
Home Language Term 4 Marksheet ..................................................................................... 155
Life skills: planning for continuous and formal assessment Term 4 ..................................... 156
BK and PSWB assessment rubrics and checklists ............................................................... 158
Visual arts assessment rubrics and checklists ................................................................... 159
Performing arts assessment rubrics and checklists ......................................................... 160
Physical education assessment rubrics and checklists ...................................................... 161
Life skills Term 4 Marksheet ......................................................................................... 162
## Icons used in this programme

<table>
<thead>
<tr>
<th>Home language</th>
<th>Life skills</th>
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<tr>
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<td>Reading</td>
<td>Beginning knowledge and</td>
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<td>Personal and social wellbeing</td>
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<td>Creative arts</td>
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<td>Writing</td>
<td>Physical education</td>
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<td>Group guided reading</td>
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<td>Independent work</td>
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</table>

## 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
## Weekly timetable, Term 4

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<th>Friday</th>
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<tr>
<td>1 hour</td>
<td><strong>Maths Block</strong></td>
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<tr>
<td>30 min</td>
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<tr>
<td>30 min</td>
<td><strong>Life Skills Block</strong></td>
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<tr>
<td></td>
<td>Oral (HL)</td>
<td>Oral (PSWB)</td>
<td>Oral (PSWB)</td>
<td>Oral (PSWB)</td>
<td>Oral (HL)</td>
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<tr>
<td></td>
<td>BK text*</td>
<td>BK activity*</td>
<td>BK Find Out*</td>
<td>PSWB activity*</td>
<td>BK activity*</td>
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<tr>
<td>Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 hour</td>
<td><em><em>Reading and Writing Block (6-page story every 2 weeks</em>)</em>*</td>
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<tr>
<td>20 min</td>
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<td></td>
<td>Phonics New sound*</td>
<td>Phonics Activity*</td>
<td>Phonics New sound*</td>
<td>Phonics Activity*</td>
<td>Phonics Dictation/Timed Word Reading*</td>
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<td>Phonics New sound*</td>
<td>Phonics Activity*</td>
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<td>Handwriting*</td>
<td>Shared Writing</td>
<td>Writing 1*</td>
<td>Written Comprehension*</td>
<td>Writing 2* News*</td>
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<td>Introduction to Handwriting and Independent work activities</td>
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<tr>
<td>Break</td>
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<tr>
<td>30 min</td>
<td><strong>Creative Arts Block</strong></td>
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<td>Visual</td>
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<td><strong>Physical Education Block</strong></td>
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*Indicates page in the LAB
Term 4 content

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Physical Education</th>
<th>Creative Arts</th>
<th>Literacy</th>
<th>Lifeskills info</th>
<th>Writing</th>
<th>Comprehension</th>
<th>Find out</th>
<th>Shared Reading story</th>
<th>Reading Aloud</th>
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<tbody>
<tr>
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<tr>
<td>1</td>
<td>South Africa, our special home</td>
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<td></td>
<td>All around the country</td>
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<td>2</td>
<td>South Africa, our special home</td>
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<td>All around the country</td>
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<tr>
<td>3</td>
<td>South Africa, our special home</td>
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<td>All around the country</td>
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<td>4</td>
<td>South Africa, our special home</td>
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<td>All around the country</td>
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<tr>
<td>5</td>
<td>South Africa, our special home</td>
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<td>All around the country</td>
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</tr>
<tr>
<td>6</td>
<td>South Africa, our special home</td>
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<td>All around the country</td>
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</tr>
<tr>
<td>7</td>
<td>South Africa, our special home</td>
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<td></td>
<td>All around the country</td>
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</tr>
<tr>
<td>8</td>
<td>South Africa, our special home</td>
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<td></td>
<td>All around the country</td>
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</tr>
<tr>
<td>9</td>
<td>South Africa, our special home</td>
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<td>All around the country</td>
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</tr>
<tr>
<td>10</td>
<td>South Africa, our special home</td>
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<td></td>
<td>All around the country</td>
<td></td>
</tr>
</tbody>
</table>

Teacher chooses 4 activities for the week.
**Assessment Plan, Term 4**

- 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.

### Formal Assessment Activities, Term 4 Week 6

<table>
<thead>
<tr>
<th>Day</th>
<th>Task</th>
<th>Location</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Handwriting Assessment 1</td>
<td>LAB pg 101</td>
<td>TG pg 95</td>
</tr>
<tr>
<td>Mon–Tues</td>
<td>Visual Arts Assessment 1: 2D (Black and white painting)</td>
<td>PRACTICAL</td>
<td>TG pg 95, 97</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Beginning Knowledge Assessment 1: What’s in the night sky?</td>
<td>LAB pg 102</td>
<td>TG pg 96</td>
</tr>
<tr>
<td>Tues/Wed/Thurs</td>
<td>Listening and Speaking Assessment 1: Story sequence and comprehension</td>
<td>ORAL</td>
<td>TG pg 96, 98, 100</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Writing Assessment 1: Narrative</td>
<td>LAB pg 107</td>
<td>TG pg 99</td>
</tr>
<tr>
<td>Thursday</td>
<td>Reading and Comprehension Assessment 1: Written comprehension</td>
<td>LAB pg 110</td>
<td>TG pg 101</td>
</tr>
<tr>
<td>Friday</td>
<td>Writing Assessment 2: News</td>
<td>LAB pg 113</td>
<td>TG pg 102</td>
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</table>

### Formal Assessment Activities, Term 4 Week 7

<table>
<thead>
<tr>
<th>Day</th>
<th>Task</th>
<th>Location</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Beginning Knowledge Assessment 2: Match pictures and labels</td>
<td>LAB pg 125</td>
<td>TG pg 110</td>
</tr>
<tr>
<td>Tues–Fri</td>
<td>Physical Education Assessment 1: Spatial orientation and perceptual motor</td>
<td>PRACTICAL</td>
<td>TG pg 111, 113, 115, 117</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Writing Assessment 3: Paragraphs</td>
<td>LAB pg 130</td>
<td>TG pg 113</td>
</tr>
<tr>
<td>Thursday</td>
<td>Performing Arts Assessment 1: Move to music</td>
<td>PRACTICAL</td>
<td>TG pg 115</td>
</tr>
<tr>
<td>Friday</td>
<td>Listening and Speaking Assessment 2: Report on Find Out</td>
<td>LAB pg 128</td>
<td>TG pg 116</td>
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### Formal Assessment Activities, Term 4 Week 8

<table>
<thead>
<tr>
<th>Day</th>
<th>Task</th>
<th>Location</th>
<th>Reference</th>
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</thead>
<tbody>
<tr>
<td>Mon–Fri</td>
<td>Reading and Comprehension Assessment 2: Reading aloud and answering questions</td>
<td>ORAL</td>
<td>TG pg 123, 125, 127, 129, 131</td>
</tr>
<tr>
<td>Mon–Tues</td>
<td>Visual Arts Assessment 2: 3D (Clay model)</td>
<td>PRACTICAL</td>
<td>TG pg 123, 125</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Phonics Assessment 1: Write sounds</td>
<td>LAB pg 141</td>
<td>TG pg 124</td>
</tr>
<tr>
<td>Weds/Fri</td>
<td>Physical Education Assessment 2: Sports and games</td>
<td>PRACTICAL</td>
<td>TG pg 127, 131</td>
</tr>
<tr>
<td>Weds/Thurs</td>
<td>Performing Arts Assessment 2: Recite a poem</td>
<td>PRACTICAL</td>
<td>TG pg 127, 129</td>
</tr>
<tr>
<td>Thursday</td>
<td>Beginning Knowledge Assessment 3: Comprehension about porcupines</td>
<td>LAB pg 147</td>
<td>TG pg 128</td>
</tr>
<tr>
<td>Friday</td>
<td>Phonics Assessment 2: Dictation</td>
<td>LAB pg 150</td>
<td>TG pg 130</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>
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<tr>
<td>Term 2</td>
<td>Revision</td>
<td>kw, tw</td>
<td>gw, jw</td>
<td>qw, zv</td>
<td>nz, nq</td>
<td>qq, qx</td>
<td>qh, ty</td>
<td>oo, ii</td>
<td>kw, jw</td>
</tr>
<tr>
<td>Term 3</td>
<td>Revision</td>
<td>ry, 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>nq, nq</td>
</tr>
<tr>
<td>Term 4</td>
<td>Revision</td>
<td>mp, mv</td>
<td>ncw, ndw</td>
<td>ngc, ngq</td>
<td>nkg, nkr</td>
<td>nkc, qwh</td>
<td>ntl, nts</td>
<td>ngx, ngw</td>
<td>Revision</td>
</tr>
</tbody>
</table>

Practising working with sounds (Tuesday and Thursday)
- Practise rapidly identifying sounds.
- 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

• Explain the vocabulary.
• Ask the comprehension questions.

After reading

• Ask questions to explore the theme.
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

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, pronouns, dependent clauses, sequence words.
- Learners mark the words/word parts that demonstrate the language convention with a vertical line, e.g. Sy / het ge/praat. Language specific
- Ask questions that help the learners to use this language convention in other contexts.
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 read longer texts</th>
<th>I need</th>
</tr>
</thead>
</table>
| **Early fluent reader** | 5 Reading star | • Read 4 or more sentences  
• Read aloud or silently  
• Recognise high frequency words  
• Sound out unknown words  
• Read smoothly, notice punctuation  
• Answer higher order questions | • I need more things to read.  
• Practise reading in GGR and by myself. |
| **Reading rocket** | 4 Reading rocket | • I can understand what I read  
• Predict meaning from title/illustrations  
• Notice punctuation  
• Read with expression  
• Answer questions | • I need  
• Teach me, please.  
• Practise reading in GGR and by myself. |
| **Early reader** | 3 Reading sun | • I can read aloud  
• Sound out words  
• Recognise high frequency words  
• Read 1–3 short sentences aloud  
• Read them at a good pace | • I need  
• Help me to sound it out.  
• Give me HF words to learn.  
• Practise reading in GGR. |
| **Reading eagle** | 2 Reading eagle | • I can recognise letters  
• Count letters in word  
• Say which letters are the same  
• Name letter-sounds  
• Find capital letters | • I need  
• Teach me, please.  
• Look at the alphabet with me.  
• Practise in GGR. |
| **Emergent reader** | 1 Reading bluebird | • I can hear sounds in words  
• Clap syllables  
• Count syllables  
• Say beginning sounds  
• Say ending sounds  
• Count the sounds in a word  
• Odd one out | • I need  
• Teach me, please.  
• Give me some examples.  
• Practise in GGR. |
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.
- 5 min: Model the pattern and the letters on the board. Learners write the pattern and letters.
- 5 min: To develop handwriting fluency (accuracy and speed), time the learners for 1 minute while they copy the sentence. Learners count and record the number of letters written. They finish copying the sentence.
- 5 min: Follow instructions for each day to help learners to notice spacing, slant or placement of letters.

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

NOTE: Throughout the term, writing activities are included on the Beginning Knowledge LAB pages and learners are expected to use what they have learnt about sentence structure, spelling and different genres in these activities.

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)

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, 9)

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**

<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**

- Learners take the question home to find the answer with the help of family/carers

**Report back**

- 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 ticking the correct box 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.

NOTE: Swimming activities are included in this term. While your school may not have access to a swimming pool, it is still possible to simulate these activities using buckets of water or getting learners to do swimming-type movements with their bodies. Always keep safety in mind. Developing water safety is a vital life skill.

1. Locomotor
   - Jump high; walk with big steps; walk with small steps; skip; hop
   - Athletics – sprinting
   - Athletics – relay running

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
   - Flashcards with different action words on them – jump, run, skip, hop, sit, walk, stand.
   - Tennis and cricket activities or other bat and ball games

3. Rhythm
   - Layout swing on a jungle gym using over-grasp
   - Using over-grasp, swing on a horizontal bar of a jungle gym
   - Step up and down on steps or balancing forms – 10 times
   - Swimming, breathing exercises using buckets of water

4. Laterality
   - In circle formation throw a ball clockwise and anti-clockwise
   - Lateral trunk movements such as throw a ball sideways L/R like in rugby
   - Stretching, up and sideways

5. Balance
   - Balancing on one leg
   - Balancing moves along ropes, planks, balancing beams (balance on one leg; arms horizontal)
   - Athletics – long jump build-up activities
   - Athletics – high jump build-up activities

6. Co-ordination
   - Circle formation running clock wise and anti-clock wise
   - Swimming exercises – lie on back and kick legs
   - Swimming exercises – lie on stomach
   - Swimming exercises – kick legs and move arms in a swimming action

7. Sport and games
   - Play various games
   - Mini cricket
   - Swimming exercises – breathing exercises. Practise blowing bubbles through a straw in water.
   - Learners put faces into water and blow bubbles

8. Spatial orientation
   - Following verbal directions, e.g. ‘Walk 6 steps forward, 10 steps backward and 3 steps to the left’, etc.
   - Skipping around play area alone and with a partner
This week’s theme is **South Africa, our special home**. We look at places of interest in different provinces and learn to read a poster about South Africa. Learners use this model text to write facts about provinces in South Africa.

In phonics, the sounds **XX** are taught. On Friday there is an informal timed word reading activity.

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

Creative Arts activities are based on the theme. Learners begin to learn the words of the National Anthem.

Physical Education games and activities focus on collaboration and co-operation.
Shall we pretend we are going on a road trip around South Africa?

**PREPARATION**

**Flashcards**

- pretend
- interesting
- natural beauty
- museum
- ancient

**Sentence strip**

- Shall we pretend we are going on a road trip around South Africa?

**INDEPENDENT TASKS**

1. Paired Reading LAB page 22
2. Handwriting 1
3. Handwriting 2 [Versioners to provide sentence]
4. Handwriting 3 Western Cape, Free State, Gauteng, Mpumalanga, North-West
5. DBE Home Language Page ??
6. DBE Home Language Page ??
7. DBE Life Skills Page 35
8. Dictionary

**EQUIPMENT FOR ACTIVITIES**

- Map of South Africa for Read Aloud
- Paint, crayons, paper
- Equipment required for selected Physical Education activities
All around the country

If we visited each province in South Africa, what interesting things could we see?

Let’s imagine starting in the Western Cape. It is in the south of the country and has many interesting things to see. It is well known for its natural beauty and for the large number of different plants that grow there.

One of the most famous natural places is Table Mountain in Cape Town. It is famous all over the world.

Northern Cape is very big. One very famous place we could visit is the Big Hole in Kimberley. 150 years ago, diamonds were found in Kimberley. People came from all over the world and started digging for diamonds. It took 40 years to dig all the diamonds out. Now all that is left is a huge hole in the ground with a museum around it.

North West Province is east of Northern Cape. There are many beautiful places to visit. The Hartbeespoort Dam was built in in 1896. Nowadays it is very popular for holidays. You can do water sports like water ski and jetski.

In the north of Limpopo, near the Zimbabwe border, there is a place called Mapungubwe where we can learn about people who lived in South Africa nearly 1 000 years ago. A great city was built there. Nowadays we can only see a few ruins.

The most famous thing found in the ruins was a golden rhino. It is now in a museum.
In Mpumalanga you can visit the Kruger National Park, the biggest **wildlife park** in South Africa. The park has 147 different kinds of animals, including the Big Five (lion, leopard, elephant, buffalo, rhino) as well as other animals like buck, giraffe, hippo, zebra and many smaller animals and birds.

Gauteng is the smallest province but it has the most people. The water towers in Soweto used to be a power station. When the power station closed down, an artist painted huge pictures on them. If you are brave, you can **bungee jump** from the towers.

Free State is completely surrounded by other provinces. In the eastern part of Free State you could visit the Golden Gate National Park. The mountains are made from a yellowish rock called sandstone. They shine like gold in the sun.

KwaZulu-Natal is on the East Coast of South Africa and has beautiful beaches. Near Howick there is a special **sculpture** of our first president, Nelson Mandela. It is made from big metal posts and you can see Madiba’s face if you stand in the right place.

The Eastern Cape has a lot of interesting history. Many famous South Africans were born in Eastern Cape. There are also many places of natural beauty. The beaches at Gqeberha are a good place to relax.

And back to the Western Cape. We can learn more about South Africa’s history by visiting Robben Island. Before 1990, **political prisoners**, like Nelson Mandela, were kept prisoner on the island. Today it is a museum.

**wildlife park** – a place where wild animals are able to live freely because they have a fence around the outside of a large piece of land

**bungee jump** – jump from a high place with a stretch rope tied around your waist to stop you from hitting the bottom

**sculpture** – 3D art that can be made of stone, wood, plastic, etc. Some sculptures are very large.

**political prisoners** – people who were put in jail because they did not agree with the government
MONDAY

BEGINNING KNOWLEDGE

Let's learn about South Africa

Prior knowledge
• Have you ever seen the National Coat of Arms of South Africa?
  Read about it in your Life Skills workbook on page 39.

New knowledge
• The poster about South Africa gives information in short points and pictures.
• Information about: provinces, capitals and other important cities, languages, what we produce, climate.
• Discuss the eleven official languages of South Africa. Let learners help you list them.

Read page to and with the learners

ABC

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

READING

All around the country

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 3 point to the word that tells us that people know about Table Mountain.

• On page 4 point to the words that tell us that people lived in Mapungubwe very, very long ago.
• Which words tell how long ago it happened?
• On page 5 point to the words that tell us the water towers in Soweto are no longer used to make electricity.

• How many provinces are there in South Africa?
• Which of the places in the story would you like to visit? Why?
• How long do you think it would take to visit all the places in the story? Could you do it in one day?
**Discuss**
- Name the colours of the rainbow in order: violet (purple), indigo (dark blue), blue, green, yellow, orange, red.
- Talk about how Archbishop Desmond Tutu called South Africa the “Rainbow Nation” because there are so many different kinds of people but we all love our country.

**Make fingerprints**
- Cut out the map on page 179.
- Provide paint in the seven colours of the rainbow.
- Learners dip fingertips in the paint and make fingerprints of different colours in each stripe on the map.
- Display the maps in the classroom.

**Self-assess**
- Complete the rubric on LAB page 13 (items 1-3).

---

**HANDWRITING**  
Model and practice

**Patterns and letters**
- Model the pattern and the letters on the board.
- Learners write the pattern and letters.
- Give feedback on shape, spacing, size and placement of letters on the line.

**Sentence**
- Learners copy the sentence for 1 minute (teacher times).
- They count the number of letters they wrote.

**Check spacing**
- With a coloured pencil, learners write 000s in the spaces between the words.
- Are the spaces between words the same size?

---

**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**  
Rainbow Nation map

**Discuss**
- Name the colours of the rainbow in order: violet (purple), indigo (dark blue), blue, green, yellow, orange, red.
- Talk about how Archbishop Desmond Tutu called South Africa the “Rainbow Nation” because there are so many different kinds of people but we all love our country.

**Make fingerprints**
- Cut out the map on page 179.
- Provide paint in the seven colours of the rainbow.
- Learners dip fingertips in the paint and make fingerprints of different colours in each stripe on the map.
- Display the maps in the classroom.

**Self-assess**
- Complete the rubric on LAB page 13 (items 1-3).

---

**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 practise breathing to make themselves calm.
- They breathe in to a count of five and out to a count of five.
- Repeat.
- They open their eyes and tell each other how they feel.
- Ask if any of them have tried this when they are feeling upset.

**BEGINNING KNOWLEDGE**

**South Africa is special**

**Link to yesterday’s lesson**

- Talk about what learners learnt about South Africa.
- Read all statements to and with learners and look at the pictures.

**Do activity**

- Match the pictures and the sentences.
- Complete the sentence at the bottom of the page.

**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 177).

**Read together**

- Why is there a question mark at the end of the sentence?

**Ask questions and cut off the words/word groups**

- Do what? Shall we pretend
- Who? we
- Do what? are going

- **Where? on a road trip**
- **Where? around South Africa?**

**Jumble and reconstruct the sentence**

**Stick the sentence** on LAB page 13.
**SHARED WRITING**

**A province of South Africa**

**Look at a model**
- Look at the BK text from Monday (LAB page 8).

**Show the writing frame**
- Facts about different aspects of provinces

**Brainstorm**
- Which province shall we write about? (Not your own province – make learners select a different province)
- What facts do we know?

**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**
- Introduce this week’s 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**

**Somewhere you want to visit in South Africa**

**Plan**
- Learners plan what to draw. They can select from the pictures in the Shared Reading text.

**Create**
- Learners draw and colour a picture.

**Display**

**Self-assess**
- Complete the rubric on LAB page 13 (Item 4).

---

**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**
- How do I feel about my country?

**Pairs**
- Discuss the question.
- Note that some learners may share about a different country.

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

**BEGINNING KNOWLEDGE**

Compasses

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?
- 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**

All around the country

**Read together**
- Read the first three pages of All around the country 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**

My province

Review the recount format
- Facts on different aspects the province.
- Re-read the Shared writing text.

Brainstorm vocabulary
- Name, towns, languages, produce, weather.

Write
- Complete the writing frame.
- Draw pictures.

**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: 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**

Let’s dance

Warm up
- Play Freeze! with the class.

Teach a dance
- Teach a traditional South African Dance – select steps that your class can do.
- Help learners to learn the movements.

Groups
- Learners practise a set of movements for the dance you have selected.

**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
ORAL  
**Sing/recite**

I love my country!
I love my country!
It’s like our flag.
Blue like the oceans and the sky.
Green like the crops and forests.
Yellow like the minerals from our mines.
Red, black and white like the courage of our people,
Moving forward in unity.

BEGINNING KNOWLEDGE  
**My country**

**Prior knowledge**
- Repeat the poem from the Oral lesson.

**Read the page**
- Read and point to the words as you say the poem.

**Do the activity**
- Answer the questions in writing.

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 words shows that this is happening now? (are going)
- Look at the word pretend. What verb could we use instead? (say, imagine, play, act)
THURSDAY

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: sunny can be replaced with bright, clear skies, 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
- Introduce this week’s 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 practise the dance they developed the day before.
Perform
- Groups perform their dance for the class.
- Affirm and comment.

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**  Compases

Some province names include compass directions, e.g., Eastern Cape, Western Cape, Northern Cape and North-West. Explain that the direction North West is in between North and West.

The sun always rises in the East and always sets in the West no matter where you are in the world.

**BEGINNING KNOWLEDGE**  Compases

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 two paragraphs of at least three sentences each.
**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 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**
- Send each group to an activity station.
- They do the activity.
- Teacher observes and advises.

**Cool down**
This week the focus remains on South Africa. Learners listen to a historical text about the National Anthem. The Life Skills texts and activities look at advertisements for South Africa and at the South African flag and how it is similar and different from the flags of other African countries.

The learners continue to work with visual texts, and read and create an advertisement.

Learners continue with sentence and word work based on the Shared Reading story.

In phonics, the sounds XX are taught. On Friday there is an informal dictation test activity.

Creative Arts activities are based on national symbols like the flag and on the national anthem. Physical Education games and activities focus on collaboration and co-operation.
We can learn more about South Africa’s history by visiting Robben Island.

**PREPARATION**

Flashcards

- power station
- mountains
- sculpture
- relax
- history

**Sentence strip**

We can learn more about South Africa’s history by visiting Robben Island.

**INDEPENDENT TASKS**

1. Paired Reading LAB Page 38
2. Handwriting 1
3. Handwriting 2 [Versioners to provide sentence]
4. Handwriting 3 Limpopo, Eastern Cape, Northern Cape, KwaZulu-Natal
5. DBE Home Language Page ??
6. DBE Home Language Page ??
7. DBE Life Skills Page 36
8. Dictionary

**EQUIPMENT FOR ACTIVITIES**

- Large sheets of paper and paints or crayons for class flags
- Equipment required for selected Physical Education activities
We have all sung our national anthem many times. When you sing it do you wonder why countries have songs called anthems? Do you wonder why we have five different languages in our anthem? Do you wonder who wrote the words?

Here is the story of our national anthem.

A national anthem is a song of a country or a particular group of people. Anthems are songs of hope and praise about a country or its people.

People sing national anthems at times when they want to show their love for their country.

The first part of our national anthem comes from a song called Nkosi Sikelel’iAfrika. In English this is “Lord Bless Africa”.

This song was written by a young Xhosa man called Enoch Sontonga more than a hundred years ago. Sontonga grew up not far from the town that is now called Gqeberha. He trained as a teacher, and started teaching at a school near Johannesburg.
He saw that South African people were suffering, and wrote *Nkosi Sikelel’iAfrika* as a prayer. This prayer asks God to bless the people of Africa.

Later, Sontonga wrote music for this prayer, and it became a hymn. A hymn is a song that is sung to God.

As a teacher, Sontonga trained the school choir, and travelled with the choir to sing at different places. Wherever the choir went, they sang *Nkosi Sikelel’iAfrika*. Other choirs loved the hymn and started to sing it too.

It is sad that Sontonga died in 1905 when he was still a young man, before his hymn became famous.

By 1912, the song was so well known and loved that it was sung at the first meeting of the South African Native National Congress, which later became the African National Congress (ANC).

In 1923, a brilliant young Tswana man called Sol Plaatje managed to get *Nkosi Sikelel’iAfrika* recorded in London. A South African white woman called Sylvia Colenso played the piano for the recording.

Then in 1942 a Sesotho speaker, Moses Mphahlele developed a Sesotho version.

So we can see that even in those early years, the song brought the different peoples of South Africa together. It was written by a Xhosa man, sung in isiZulu, promoted by a Tswana man and accompanied by an English pianist, and translated by a Sotho man.

Four other African countries have used it as their national anthems.

In 1994 we needed an anthem for the new South Africa after the end of apartheid. Nelson Mandela was president then. He wanted to bring together parts of *Nkosi Sikelel’iAfrika* and parts of *Die Stem*, the old anthem of apartheid South Africa, in a new national anthem.

So now the first part of our national anthem comes from *Nkosi Sikelel’iAfrika* and is sung in isiXhosa, isiZulu and Sesotho, and the second part comes from *Die Stem*, and is sung in Afrikaans and English.

In 2017, our anthem was voted the best national anthem in the world.

**prayer** – a hope or wish to God

**hymn** – a religious song

**choir** – a group of singers who perform together

**brilliant** – very clever

**recorded** – saved so it can be listened to again

**accompanied** – play the piano while someone else sings

Zambia (same tune but different words), Tanzania (translated into Kiswahili), Zimbabwe (until 1994), Namibia (1994–1997)

**apartheid** – the government that separated white and black people

Do you like our National Anthem?
MONDAY

READ ALOUD

The story of South Africa’s National Anthem

Before reading
• Ask: Are there any children here who know a different National Anthem?

Reading
• Read the story aloud and ask the questions.

After reading
• Who wrote the first part of our National Anthem?
• Did he know his song would be famous?
• How many languages are in our anthem?
• How do you stand when you sing the anthem? Why?

BEGINNING KNOWLEDGE

Visit South Africa

Prior knowledge
• If you wanted to get someone from overseas to visit South Africa, what would you tell them?

Read the page
• Look at the advertisement and read the text.

Discuss the advertisement
• Who do you think the advertisement is for? People who live in South Africa or people who live somewhere else? Why?
• What does the advertisement make you want to do?
• How do you think overseas people will feel when they read the advertisement?

PHONICS

ABC

[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

READING

All around the country

Picture walk
• What 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 5 point to word that tells us that many people know about the Kruger National Park.
• On page 6 point to the words that tell us we are driving in the Free State.
• On page 7 point to the word that tells us that we are where we started.
**Handwriting**

**Patterns and letters**
- Model the pattern and the letters on the board.
- Learners write the pattern and letters.
- Give feedback on shape, spacing, size and placement of letters on the line.

**Sentence**
- Learners copy the sentence for 1 minute (teacher times).
- They count the number of letters they wrote.
- Then finish copying the sentence.

**Check spacing**
- With a coloured pencil, learners write 000s in the spaces between the words.
- Are the spaces between words the same size?

**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 class flag**

**Discuss**
- We are going to make a class flag.
- Ask learners what symbols they would like on their class flag, e.g. the grade number, what they like doing (soccer ball, crayons).
- What colours do they want to use and why?

**Groups: Plan**
- In groups, decide what you would like to have on a flag for your class.
- Groups decide on colours and shapes and design a flag.
- If the groups are small enough, each learner can make their own part of the flag.

**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 that laughing makes you feel better when you are sad.
- Learners work in pairs. They look right into each other’s eyes and try not to laugh.
- Ask learners if it was easy to keep a straight face.

### BEGINNING KNOWLEDGE

**Prior knowledge**
- Ask learners to describe the South African flag from memory.

**Read**
- Look at the flags together.
- Explain what horizontal and diagonal stripes mean. Help learners identify the pictures that are on the flags (bird, sun and hat).
- Ask which flags are different from the South African flag.

**Compare the flags**
- Discuss which flags are most different from the South African flag.
- Read the names of the listed flags to and with learners.

**Answer**
- Look at each flag and complete the table.
- Answer the question in a full sentence.

**Check**
- Check the answers with a partner.

### 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**

### READING

**Sentence making**
- Ask questions and cut off the words/word groups
  - Who? We
  - Do what? can learn
  - How much? more
  - Where? about South Africa’s
  - What? history
  - How? by visiting
  - Where? Robben Island.

**Jumble and reconstruct the sentence**

**Stick the sentence** Learners stick their sentence on LAB page 28.
Create
- Give each group a large piece of paper or stick A4 pages together to make a large page.
- Learners work together to draw and colour/paint the flag they planned the previous day.

Display
- Groups show and describe their flag to the rest of the class.

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

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 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 class flag (continued)

Write a travel advertisement

15 min

<table>
<thead>
<tr>
<th>Visit</th>
<th>Picture</th>
<th>Caption</th>
<th>Slogan</th>
</tr>
</thead>
</table>

Introduction
- Advertisements persuade people to buy or do something (see LAB page 23).

Show the writing frame
- Banner headline: tells you what the advert is about.
- Three reasons: need to be interesting and make people want to visit. Use descriptive words, e.g. **Adventurous** safaris, **Exciting** water sports, **Interesting** history, etc.

Brainstorm
- Which province shall we write about?
- What three things do we want people to go and see?
- What clever slogan can we have?

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

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**
- Is there another country you would like to visit?
- What would you like to see there?

**Pairs**
- Discuss the question.

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

---

**BEGINNING KNOWLEDGE** The Union Buildings

**Make a KWL chart about the Union Buildings**
- 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 answers at home?
- Learners to bring answers 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** All around the country

**Read together**
- Read the second half of All around the country 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**

**PHYSICAL EDUCATION**

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

**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.

**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**

**Sing the National Anthem**
- **Warm up**
  - Hum with closed lips and then open mouth to make louder sounds.
- **Teach**
  - Teach learners the words of the National Anthem.
  - Help learners memorise the words.

**WRITING**

**Make an advertisement**
- **Discuss**
  - Discuss what an advertisement is.
  - Remind learners about the travel advertisement you made in shared writing on Tuesday.
  - Learners will make their own travel advertisement for a different place.
- **Brainstorm vocabulary**
  - Brainstorm words to describe a tourist attraction (e.g. exciting, breathtaking, amazing)
- **Write**
  - Complete the writing frame.
THURSDAY

ORAL  Sing/recite

Tune of Where are you from?

Where are you from? (Hands extended)
Where are you from?
Where are you, where are you from?
I’m from Western Cape! (Point on map)
I’m from Eastern Cape! (Point on map)
I’m from Northern Cape! (Point on map)
I’m from North West! (Point on map)
I’m from Limpopo! (Point on map)
I’m from Mpumalanga! (Point on map)
I’m from Free State! (Point on map)
I’m from KZN! (Point on map)
I’m from Gauteng! (Point on map)
And we all love our provinces!

BEGINNING KNOWLEDGE  Our National Anthem

Prior knowledge
• Can you remember the words you have learnt so far of the National Anthem?

Read the page
• Read the words to and with the learners.

Do the activity
• Sing as much of the anthem as they can remember, pointing to the stanzas as they sing.

PHONICS  [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.

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 words tell us this is the present tense? (can)
• How could you say this in the past tense? (We could learn more about)
**PERFORMING ARTS**

**Sing the National Anthem**

**Perform**
- Groups perform the National Anthem.

**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**
The Union Buildings

The Union Buildings are in Pretoria. This is the official place where the government of South Africa meets. The offices of the president of South Africa are in the Union Buildings. Many important events have taken place here. If you look at the picture, you will see that the building is symmetrical – the left and the right of the building are the same but they are like mirror images.

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

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
- Discuss the topic. Think about what you will write.

Individuals
- Write two paragraphs of at least three sentences each.
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 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 look at writing as a form of communication. In the Shared Reading text we look at the development of writing over the centuries and begin to understand why written text is important.

To make this topic come alive, learners have an opportunity to write using ancient forms of writing and secret codes. We also look briefly at some non-written forms of communication like drum signals.

In Shared and Independent writing, learners write another letter, with special emphasis on writing an address.

In phonics, the sounds XX are taught. On Friday there is an informal dictation test/timed word reading activity.

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

In Visual Arts learners make a Chinese fan with Chinese symbols and in Performing Arts they learn to mime by playing Charades. Physical Education games and activities focus on collaboration and co-operation.
Before there was writing, people had to tell each other everything they needed to know. They also had to remember what they had heard.

### INDEPENDENT TASKS

1. Paired Reading LAB Page 60
2. Handwriting 1
3. Handwriting 2 [Versioners to provide sentence]
4. Handwriting 3 [List of words]
5. DBE Home Language Page ??
6. DBE Home Language Page ??
7. DBE Life Skills Page 44
8. Dictionary

### Equipment for Activities

- Thin paint in various colours and thick black paint
- A4 paper to paint on
- Equipment required for selected Physical Education activities
Why do we share ideas through writing? Can you guess some reasons why people write things down?

Before there was writing, people had to tell each other everything they needed to know. They also had to remember what they had heard. This meant that things often got passed on incorrectly and sometimes ideas and messages were changed.

Later, people drew pictures to help remember what had happened. We can still see some of these pictures in caves. The pictures often showed scenes of hunting. Pictures were painted using brushes made from sticks and hair and the paint was mud and squashed-up plants mixed with animal fat.

Drawing pictures took a long time, so people started to make simple symbols that stood for ideas. If they wanted to tell someone about heat or light, they might draw a quick picture of the sun. If they wanted to tell someone about water, they might use a sketch of a fish.

About 5 000 years ago, the rulers of Mesopotamia used a sharp stick to make marks on clay. The clay was formed into rectangular pieces called tablets. It was first used to count how many crops farmers brought to sell. They would draw a picture of wheat or barley and then put dots for how many baskets people brought.

The Ancient Egyptians started drawing symbols that stood for sounds in speech. There were symbols that stood for letters in the same way we use letters. This kind of writing was called hieroglyphics. They wrote on paper made from reeds, called papyrus.

QUESTIONS + VOCAB

incorrectly – getting it wrong

Have you ever played the game “Broken down telephones” where a message is whispered to you and you whisper what you think you heard to the person next to you? What happens to the message?

Some of these pictures can be found in mountain areas of South Africa.

symbols – a mark that stands for something else, like a letter stands for a sound

sketch – rough, simple picture

hieroglyphics – picture writing used in Ancient Egypt and other ancient civilisations
In China, people started writing thousands of years ago and they still use the same kind of writing today. They use symbols to stand for ideas. The Chinese write from the top to the bottom of the page. They use brushes and ink.

Arabic is another kind of writing that has not changed for thousands of years. It is written and read from right to left. Arabic writing has 28 letters which stand for sounds.

Many languages are written using the **alphabet** that was first used in Ancient Rome. There are 26 letters in this alphabet. Each letter stands for a sound. We read this alphabet from the top to the bottom of the page, from left to right.

This alphabet can be written in lots of different styles. Some people use printing, some use **cursive** writing while others join up their letters with little hooks. Computers show us many different kinds of writing. We call these different styles of writing **fonts**.

Writing is very important. People can read things that were written anywhere in the world. They can read things that were written hundreds of years ago. Writing also helps us to share our ideas and words with people who will come after us.


**WEEK 3 • KEEPING IN TOUCH**

**READ ALOUD**

The history of writing

**Before reading**
- Ask learners to say what they like to write.

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

**After reading**
- What happened before there was any writing?
- Name different types of writing you heard about in the text.
- Why is writing important?

**BEGINNING KNOWLEDGE**

Write like an Ancient Egyptian

**Prior knowledge**
- Do people still use this type of writing nowadays?

**Read page to and with the learners**
- Different symbols stand for different letters.
- Can you find the letters for the name of your school?

**Activity**
- Learners write their name using the pictures in the LAB.
- Share their hieroglyphic names with a partner.

**PHONICS**

(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.

**READING**

The history of writing

**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 time words, e.g. before, later
- On page 41 point to the word that means the same as a mark that stands for an idea.
- On page 42 point to the time word that tells us they didn’t know exactly when writing started in Mesopotamia (about).
Discuss
• Look at the Chinese artwork on the cut-out page. What do you see?
• Discuss how old Chinese art often depicted nature, and often included writing.
• The artist would have painted these characters using a paintbrush and ink.

Practise brush strokes
• On the cut-out page, copy the Chinese writing. Use paintbrushes if available, or crayons.

Display

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 Chinese Fan (part 1)

Discuss
• Look at the Chinese artwork on the cut-out page. What do you see?
• Discuss how old Chinese art often depicted nature, and often included writing.
• The artist would have painted these characters using a paintbrush and ink.

Practise brush strokes
• On the cut-out page, copy the Chinese writing. Use paintbrushes if available, or crayons.

Display

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 of the Chinese symbol for listen (LAB page 43).
- Say that when we listen, we can use not only our ears, but our eyes and our heart as well.
- In pairs, learners tell each other about their families.
- Ask them to listen with their ears but also to look at their friend and to think about how their friend feels.
- One or two learners share how it felt to listen like this.

BEGINNING KNOWLEDGE
Discuss
- Talk about why you might want to send a private message that only the person receiving it will understand.

Do activity
- Complete the table by numbering the blocks in sequence.
- Write coded messages using the numbers with the class, e.g. I am in Grade Two = 9 1_13 9_14 7_18 1_4_5 20_23_15

Secret messages
- Learners write a message using the code.

Pairs
- Share the message with a partner.
- Use the table to decode the message.

Read
- Read the text about other codes to and with the class.

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
- What is the time word in sentence 1?)
- Who are we talking about when we say they?

Ask questions and cut off the words/word groups
- When? Before
- What? there was writing, they
- Who? people
- Did what? had to tell
- Who? each other
- What? everything
- Who? they
- Did what? needed to know.
- Who? They
- Did what? also had to remember
- What? what they had heard.

Jumble and reconstruct the sentence
Stick the sentence on LAB page 51.
**Write a letter**

**Introduction**
- What do you remember about writing letters? (salutation at the beginning, greeting at the end)

**Show the writing frame**
- Address:
  - Address/street number
  - Town
  - Post code
  - Date
  - Greeting and ending

**Brainstorm**
- Who shall we write to?
- What have we learnt at school this week?
- Why did we enjoy it?

**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**
- Introduce this week’s 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 Chinese Fan (part 2)**

**Plan**
- With thin paint or crayons, learners draw mountains and trees on A4 paper.
- Learners copy one or more Chinese symbols onto the edge of the paper.

**Create**
- Fold the paper concertina style to make a fan.
- Staple the bottom end.

**Display**

**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**
- Who would I like to send a secret message to? Why should it be secret?

**Pairs**
- Discuss the question.

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

**BEGINNING KNOWLEDGE**  How writing has changed

**Make a KWL chart about how writing has changed**
- 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 answers 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**  The history of writing

**Read together**
- Read the first three pages of *The history of writing* 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**

**A letter**

Review the riddle format
- Address, greeting and ending.
- Punctuation.

Brainstorm vocabulary
- Name of school, address, postal code, vocabulary about codes/secret messages, why it was enjoyable.

Write
- Complete the writing frame.
- Add a secret message using one of the codes that they have learned.

**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.

**PERFORMING ARTS**

Demonstrate
- Explain how to play a game where you act out a word or phrase without talking, e.g. names of TV shows or movies.
  - First indicate the number of words by holding up fingers.
  - Act out each word, e.g. Frozen – hug yourself and shiver as if you are cold.
  - The audience guesses the title.
  - Demonstrate an example.

Pairs
- Learners work in pairs and make up their own mime.

**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

I can play the drums!  
I can play the drums!  
On my head – tap-tap!  
On my tummy – tap-tap!  
On my knees – tap-tap!  
On my bottom – tap-tap!  
I can play the drums!  
I can play the drums!

BEGINNING KNOWLEDGE Talking drums

Prior knowledge
- Review the rhyme about drums from the Oral lesson.

Read the page
- What does the picture show?
- What are the people doing?
- What message do you think the man is sending?

Do the activity
- Work with a partner.
- Make up drum beats to say something happy, sad, dangerous, etc.

**ABC**

[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 51.
- Which words show that this happened long ago? (had to, needed, heard)

- Is Before there was writing a proper sentence by itself? (No)
- Is people had to tell each other everything they needed to know a proper sentence by itself? (Yes, but you would need to use a capital letter at the beginning of the sentence)
- If you left out the words Before there was writing, would the sentence still make sense? (Yes, but we wouldn’t know when it happened).
THURSDAY

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 make it more interesting by adding an adjective before it, e.g. We learned about secret codes. My favourite part was the exciting and mysterious messages we wrote, 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 adding adjectives?

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 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 mimes

Perform
• Each pair performs the mime they practised the previous day for the class.
• The rest of the class tries to guess which TV show or movie they are acting out.

Evaluate
• Praise and applaud each pair.

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

BEGINNING KNOWLEDGE

How writing has changed

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 two paragraphs of at least three sentences each.
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 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
• 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
• Send each group to an activity station.
• They do the activity.
• Teacher observes and advises.

Cool down
This week the focus remains on Communication with the theme Keeping in touch with each other. The Life Skills texts and activities focus on directions – verbal, non-verbal and maps.

The Read Aloud story talks about sending messages using Morse Code – it would be useful to show learners a copy of Morse code letters. The focus of the story is on the SOS signal.

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

In phonics, the sounds XX are taught. On Friday there is an informal dictation test.

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

The Visual Arts activity revises what learners learnt last term about warm and cool colours and how these can depict different moods. The Performing Arts activity is based on the story. Physical Education games and activities focus on collaboration and co-operation.
Writing also helps us to share our ideas and words with people who will come after us.

**INDEPENDENT TASKS**

1. Paired Reading LAB Page 76
2. Handwriting 1
3. Handwriting 2 [Versioners to provide sentence]
4. Handwriting 3 [List of words]
5. DBE Home Language Page ??
6. DBE Home Language Page ??
7. DBE Life Skills Page 47
8. Dictionary

alarm  attendants  seat belts  giggle  sparkle

**EQUIPMENT FOR ACTIVITIES**

- Crayons OR paint for Visual Arts
- Equipment required for selected Physical Education activities
- Picture/chart of Morse Code (see previous page) for Read Aloud story
- In Week 5, learners need to bring an empty plastic jar. Ask them to find one at home that they can bring
“So what did you learn at school today?” asked the twins’ mother.
“Mrs Jantjies showed us how to send messages with a torch!”
Jennilee said. “Like a secret code!”

“That was so cool!” said Zane. “Let me show you, Ma.” He got a torch
and flashed it on and off.

“This is how you write my name with torch,” he said, “Z is dash dash
dot dot … you see, you do long flashes of the torch for dashes, and a
short flash for a dot.
… A is dot dash.
… N is dash dot.
… E is just dot.”

Their oupa came and watched. “Oh!” he said, “Morse Code! Do you
know what the most famous Morse Code signal is?”
“YES!” shouted the twins, “It’s SOS!”

“Mrs Jantjies said it means ‘Save Our Souls’ in English,” said Jennilee,
“Look.”

QUESTIONS + VOCAB

flashed – turned the torch on and off very quickly

One short flash stands for a dot, and a longer flash stands for a dash. You can also clap out the letters – short and long claps. There is a whole alphabet made up of dots and dashes.

oupa – grandfather

How do you think oupa knew it was called Morse Code?

SOS – people all over the world use this as a signal that they are in trouble. It is called a distress signal.
She took the torch and made three short flashes. "That’s S," she said. Then she made three long flashes. “That’s O," she said, and then she made three short flashes again.

“Yes,” said Zane, “SOS is a signal people use if they are stuck somewhere and desperately need help.”

“So,” said their mother, “it’s a way of shouting for help when no one can hear you.”

“Exactly,” said Oupa. “Clever!” said the twins’ mum, “I hope we don’t ever have to use it!” Everyone laughed.

A few days later, a strange thing happened. At the far end of their street the twins saw a light flashing from an old broken house.

“Hey!” said Zane, “It’s dot dot dot, dash dash dash, dot dot dot!”

“Ma!” they yelled together, “It’s SOS!”

“Someone needs help!” said their mother.

She called the police. Soon the twins saw two police cars going slowly along the street. The cars stopped. The twins watched. They saw some policemen go into the house where the light was flashing. They kept watching.

“It’s like a movie!” whispered Jennilee. Then the light stopped flashing.

That night a policeman called to thank the twins’ mum for calling them. “We must thank you secretly," he said, “because you saved someone from a serious crime. We don’t want the criminals to know who stopped them.”

He said that the son of a famous rugby player had been kidnapped and locked in the old broken house.

The boy found a tiny piece of a broken mirror. He remembered learning about Morse Code and SOS. Then he kept putting the piece of mirror in the sun and flashing SOS through a barred window, just hoping someone would see it.

The boy’s father bought the twins’ family tickets for a rugby game to thank them for saving his son. When he saw how much they all enjoyed watching, he bought them tickets for all the games for the whole rugby season.

No one was happier than Oupa. “A whole season of rugby tickets!” he said, “with my secret heroes! Go Stormers!”

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**desperately** – very worried or in trouble

**Practise clapping the SOS signal: xxx XXX xxx**

Who do you think was sending the signal?

**serious** – very bad

**criminals** – people breaking the law

Why didn’t the police want the bad people to know who reported them?

**kidnapped** – when someone is held captive

Do you think the boy was brave?

Who were the secret heroes?
MONDAY

READ ALOUD  Jennilee and Zane, secret heroes

Before reading
• Discuss what kind of communication the class learned about last week.
• Remind them about the drum messages.

Reading
• Read the story aloud and ask the questions.

After reading
• What does the SOS signal tell people?
• How would you feel if you saved someone because you remembered what you learned at school?
• Show the chart of the Morse Code letters on page 62.

BEGINNING KNOWLEDGE  Giving clear directions

Prior knowledge
• Have you ever had to tell someone how to find their way to a place? For example, someone asked you to tell them how to get to the Principal’s office?
• Was it easy to describe?

Read the page
Look at the examples of directions and read the text.

Discuss the pictures
• Demonstrate what each direction means.
• Learners move according to directions you give.
• Learners list other directions words and write them on 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  The history of writing

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 43 point to word that tells us where Chinese writing starts and the word that tells us where Arabic writing starts.
• On page 44 point to the word that tells us that a lot of languages use the same alphabet.
• On page 45 point to the words that tell us people who might not yet be born will be able to read our words.
**HANDWRITING**

**Model and practice**

**Patterns and letters**
- Model the pattern and the letters on the board.
- Learners write the pattern and letters.
- Give feedback on shape, spacing, size and placement of letters on the line.

**Sentence**
- Learners copy the sentence for 1 minute (teacher times).
- They count the number of letters they wrote.
- Then finish copying the sentence.

**Check positioning**
- With a coloured pencil, learners circle any place where the letter does not sit on the line.
- Are the letters sitting correctly on the line?

**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 mood picture**

**Discuss**
- Discuss how pictures can be used to communicate with others.
- Remind learners about warm and cool colours and how they can affect the mood of a picture:
  - Warm colours like yellows, oranges and reds can make us excited.
  - Cool colours like blues, greens and purples can make us feel calm or sad.

**Create**
- Learners fold their paper in half.
- On the left-hand side they draw a picture of something that makes them excited.
- They use mostly warm colours. (Black and white can be used in either picture.)
- Keep the page to complete on Tuesday.

**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

- Pairs sit facing each other.
- Learners take turns to use facial expressions to show different feelings, e.g. smile for happy, downturned mouth for sad, etc.
- The partner guesses the feeling.
- Choose a few learners to share their facial expressions.
- Talk about how we use expressions to communicate without words.

**BEGINNING KNOWLEDGE**  Understanding without words

**Read**
- Look at the picture together.
- Explain that people in the picture are communicating using body language.
- Learners practise the different signals, e.g. thumbs up.
- Read the text and the words around the picture.

**Answer**
- Learners match the words to the correct part of the picture.

**Check**
- Check the answers with a partner.

**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 do the words **us** and **our** tell us?
- What does the words **people** tell us?

**Ask questions and cut off the words/word groups**
- **What?** Writing
- **Does what?** helps

- **Who? us**
- **Do what?** share
- **What?** our ideas and words
- **Who?** with people
- **Which people?** who will come after us.

**Jumble and reconstruct the sentence**

**Stick the sentence**
- Learners stick their sentence on LAB page 66.
**SHARED WRITING**

**Write a poem**

- We write each letter of the word on a new line and write a word or short phrase describing an aspect of that name next to each letter.
- Example: Super, Cool, Happy, On time, Outdoor play, Love.

**Brainstorm** Words to describe SCHOOL starting with each letter.

**Shared writing** Write the poem on the board, using learners’ ideas.

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**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 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.

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**VISUAL ARTS**

**A mood picture**

**Create**

- Learners draw a picture on the right-hand side of the page using cool colours.
- The picture should depict something calm.

**Display**

- Display the pictures in the classroom.

**Self-assess**

- Complete the rubric on LAB page 66.

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**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
• Have you ever helped someone who was in trouble?
• Has someone helped you if you were in trouble?

Pairs
• Discuss the question.

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

BEGINNING KNOWLEDGE Maps

Make a KWL chart about maps
• 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 The history of writing

Read together
• Read the second half of The history of writing 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**

- Recap the story Jennilee and Zane, secret heroes

**Discuss**

- Who were the characters in the story?
- Who was a hero in the story? Who were the villains?
- How do you think the children looked and talked?
- How do you think their mother and Oupa looked and talked?
- How do you think the police officer looked and talked?

**GROUPS**

- Learners act out the story in groups.
- Everyone must have a turn.

---

**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: 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**

**Role play**

- Recap the story Jennilee and Zane, secret heroes

**Discuss**

- Who were the characters in the story?
- Who was a hero in the story? Who were the villains?
- How do you think the children looked and talked?
- How do you think their mother and Oupa looked and talked?
- How do you think the police officer looked and talked?

**Groups**

- Learners act out the story in groups.
- Everyone must have a turn.

---

**PHYSICAL EDUCATION**

**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 *Tune in English: Incy wincy spider*

Super-superheroes are here to save the day!
Super-superheroes are here to find a way!
Helping everybody who needs a helping hand
Super-superheroes, all across our land.

Super-superheroes are here to save the day!
Super-superheroes are here to find a way!
Are they all like Superman or Spiderman or Hulk?
No! Super-superheroes are sometimes just like us!

**BEGINNING KNOWLEDGE Directions**

Prior knowledge
- What phrases can we use when we give directions?

Read the page
- Read the list of directions.
- Look at the map.

Do the activity
- Learners work in pairs.
- Follow and give directions.

**PHONICS [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.

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.
- Which words show you are talking about more than one person? (us; our; people)
- We say this is the plural form. What is the plural for I? (We)
**WRITING**  Written comprehension

Read silently
- Learners look at the map on LAB page 70.

Answer the questions
- Learners should not do this from memory. They must look at the map 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
- Introduce this week’s 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.

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**PERFORMING ARTS**  Perform the role play

Perform
- Groups practise and perform the role play they started the previous day.

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
Modern maps on cell phones or computers are called digital maps. People use them to find their way around. Sometimes there is even a voice telling you where to go.

**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**

**Maps**

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

**ABC**

**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**

**Pairs**
- Discuss the topic. Think about what you will write.

**Individuals**
- Write two paragraphs of at least three sentences each.
INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting check
- Check some handwriting books and provide feedback.
- Remind learners to practice 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 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 focus on the LS theme **What happens at night**. We look at bakers who work at night and why they need to start work at night. This is because the yeast in bread takes a long time to work. This leads to an experiment using yeast. Learners need to predict, observe and then record what they see. A recipe using bread is the basis for Shared and Independent writing.

We read a narrative story about a dream, work with sentences and words, learn about and write recipes and news.

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

Creative Arts are based on the idea of dreams and wishes. Physical Education games and activities focus on collaboration and co-operation.
WEEK 5

Flashcards
strange  dream  special  appeared  gasped

Sentence strip
Sipho told granny, “The old man told me that I must watch Khumbul’ekhaya on TV with you.”

INDEPENDENT TASKS

1 Paired Reading LAB Page 98
2 Handwriting 1
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 58
8 Dictionary

strange  dream  special  appeared  gasped

EQUIPMENT FOR ACTIVITIES

• 500 ml water bottle, balloon, 2 tablespoons sugar, packet of instant yeast
• Learners to each bring a plastic jar (like a peanut butter jar)
• Paper (shiny or plain), scissors
• Equipment required for selected Physical Education activities
One night Sipho had a **strange dream**. He dreamed that he met an old man. In his dream the old man spoke to him. He couldn't stop thinking about the dream. His granny asked why he was so quiet. So Sipho told her about his dream.

Granny smiled at him. “Tell me what this old man looked like,” she said. So Sipho told her that the man had kind eyes and a **wide smile**.

She showed Sipho a photo. “Oh!” said Sipho. “That’s the man in my dream!”

“This is your grandfather Sipho,” she said, “I think this is a very special dream,” said Granny, “what did he say in the dream?”

Sipho tried to remember. He said, “The old man told me that I would need to look after this family when I am big. He said I should make my blood strong. And he told me to watch **Khumbul’ekhaya** on TV with you.”

Granny laughed. “Well!” she said, “Khumbul’ekhaya is on tonight. We will watch it.” And she laughed again, and said, “And I’ve been meaning to take you for a COVID vaccination.”

So that night Sipho and his granny watched Khumbul’ekhaya on TV. They saw how a man found his brother. They had not seen each other for many years. They were very glad to find one another. “It’s good to see people so happy,” said Granny.
Then an old lady **appeared** on the screen. “I'm looking for my brother, or maybe my brother's family,” she said. She showed a picture of a man.

Sipho's granny **gased**. “Hawu!” she said, “Could it be?” Sipho felt that something wonderful was happening.

He remembered how the man in his dream smiled at him. “Oh!” he shouted, “The lady on TV is like the man in my dream! She has the same smile! Do you know her, Gogo? Do you?”

“Listen! Listen!” said Granny, “We must hear what she says!”

The lady on TV was still talking. “I am Duduzile Gumede. My brother's name is Bheki Gumede. We lived in Eshowe. He was older than me. We **lost touch** long ago.”

The **announcer** from Khumbul'ekhaya came back on the TV. “If anyone can help Duduzile find her brother please call this number ...”

Granny sat with her hand over her mouth. “It's your grandfather's little sister,” she said, “I can't believe it!” She called the number right then.

The day the Khumbul'ekhaya TV crew came to the house was a wonderful day. A fancy car brought Duduzile to the house. All the neighbours came out to see what was going on.

Duduzile and Sipho's granny sat and talked and talked. “I'm so sorry that your brother is not in the world any more!” said Granny. “He would have loved to see you!” They cried and hugged each other and laughed and cried again.

Duduzile hugged Sipho and said he looked just like his grandfather. Sipho said, “He made us find you. In my dream.”

“Maybe he did,” said Granny and she smiled.
**MONDAY**

### READ ALOUD  
**Sipho’s dream**

**Before reading**
- Ask learners to talk about a dream they have had.

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

**After reading**
- Who did Sipho dream about?
- How do you think Granny and Sipho felt when they saw Duduzile on the screen?
- Do you think Kumbul’ekhaya is a good TV programme? Why?

### BEGINNING KNOWLEDGE  
**Making bread**

**Prior knowledge**
- Can you name some people who work at night? Why do they work when we are sleeping?

**New knowledge**
- Why do bakers have to work at night?
- Why does bread take such a long time to make?

**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**

### PHONICS

**READING**  
**Sipho’s dream**

**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 word that tells us what the old man said.
- On page 80 point to the words that tells us what Granny said.
- How do you know that Granny was surprised?
- How would you feel if you saw a picture of someone you knew on TV?
**HANDWRITING**

**Patterns and letters (5 min)**
- Model the pattern and the letters on the board.
- Learners write the pattern and letters.
- Give feedback on shape, spacing, size and placement of letters on the line.

**Sentence (5 min)**
- Learners copy the sentence for 1 minute (teacher times).

**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 dream jar**
- Talk about how dreams can be things you see in your sleep but can also be things you wish for.
- Pairs: Discuss what you dream/wish for.
- We are going to make a jar to keep our special dreams in.

**Make decorations**
- Demonstrate how to draw five-point stars and six-point stars.
- Learners draw about 6 suns, moons and stars.
- They colour the shapes carefully and cut them out. Keep them safe for the next lesson.
- Remind learners to bring an empty plastic jar (e.g. peanut butter bottle) tomorrow.

**PHYSICAL EDUCATION**

**Introduction**
- 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 think about a dream or wish they have for their families.
• They open their eyes and tell each other about their dream.
• Talk about how this activity can help them think about or plan their future.

BEGINNING KNOWLEDGE

Link to yesterday’s lesson
• Talk about how the yeast that bakers use makes bread get big and fluffy.
• Ask learners what they think will happen if we add yeast to warm water and sugar

Do experiment
• Put about 125 ml warm water and 2 tablespoons sugar in the bottle. Add yeast.

Yeast experiment
• Stretch the balloon and put it on top of the bottle.
• Wait for 10 minutes and observe what happens

Discuss
• Learners complete the page.
• Yeast needs warmth and food (sugar) to grow. As it grows, it lets off carbon dioxide gas, which blows up the balloon. This gas is what makes bread rise.

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

[Heading]

(Phonics activity heading from LAB)

READING

Sentence making

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

Read together
• Why are there speech marks around some of the words?
• Who is speaking – Sipho or Granny?

Ask questions and cut off the words/word groups
• Who? Sipho
• Did what? told
• Who? Granny
• Who? “The old man”
• Did what? told me that I must watch
• What? Khumbul’ekhaya
• Where? on TV
• With who? with you.

Jumble and reconstruct the sentence

Stick the sentence
• Learners stick their sentence on LAB page 89.
**SHARED WRITING**

**Write a recipe**

**Brainstorm**
- Brainstorm food we could make at school or at home, e.g. fruit salad, a sandwich, etc. Choose one to write the recipe.
- What do we need?
- What must we do?

**Shared writing**
- Use the correct format and learners’ ideas.
- Write short sentences starting with action verbs like measure, mix, cut.

**Introduction**
- What is a recipe?
- Where can we find recipes?

**Show the writing frame**
- List of ingredients: What you need and how much.
- List of instructions: What to do; in order.

**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**

**Dream jar**

**Plan**
- Learners plan how to use the shapes they have coloured and cut out to decorate their empty bottles.

**Create**
- Stick the shapes onto the bottle and let the glue dry.
- Write/draw some dreams/wishes on slips of paper and put them inside the bottle.

**Display**

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

**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
• What dreams do you have for when you are grown up?
Pairs
• Discuss the question
Share
• Select two learners to share (give everyone a chance over the term).

BEGINNING KNOWLEDGE  The sky above us
Make a KWL chart about the sky
• 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  [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  Sipho’s dream
Read together
• Read the first three pages of Sipho’s dream 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**  
**A recipe**  

Review the get-well card format  
- List of ingredients (What you need)  
- List of instructions (What to do)  

Brainstorm vocabulary  
- Ingredients and action verbs – cut, spread, slice, grate, etc.  
- Write on the board.

Write  
- Complete the card and draw a picture.

---

**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 lullaby**  

Warm up  
- Make loud sounds using an open mouth.  
- Make soft sounds using a closed mouth.  
- Hum softly and loudly.

Discuss  
- Talk about songs that are used to put babies to sleep. These are called lullabies  
- Discuss if these need to be loud or soft (dynamics).

Teach a lullaby  
- Select and teach a well-known lullaby, e.g. Hush little baby, don’t say a word.

---

**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: London’s Burning

15 min

Put the flour in, put the yeast in (x2)
Oil, oil! Salt, salt!
Pour on water (x2)
Mix the dough up, knead the dough up (x2)
Knead, knead! (x2)
Keep on kneading (x2)

Leave for rising, yeast is working (x2)
Rise, rise! (x2)
Time for baking (x2)
In the oven, bread is baking (x2)
Bake, bake! Cool, cool!
Time for eating (x2)

BEGINNING KNOWLEDGE  My hopes and dreams

Prior knowledge
- What have we said about dreams and wishes?

Read the page
- What could you write in each block?
- Pairs share ideas for what to write.

Do the activity

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 89.
- Which word shows that the old man told Sipho he had to do something? (must)
- What other words could we use for instructions? (could, should, had to, need to, ought to)
**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 (for example, add adjectives or descriptions; use interesting verbs).

**Read in pairs**
- Learners read a sentence from their writing from yesterday to a partner.

**Check and improve**
- Check the spelling and punctuation of the sentence.
- Can you make your sentence 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**  Perform a lullaby

**Discuss**
- Which parts of the song need to be very soft and which can be a bit louder.
- What hand signals can you use to show which dynamics you want the learners to use.

**Perform**
- The class performs the lullaby they learnt the previous day.
- Conduct them using the agreed-on hand signals.
- Allow one or two learners to conduct using hand signals.

**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**
The sun rising and setting gives us our day and night. This changes how the sky looks through the day and at night. The sun starts to appear on the horizon. It often looks red or orange. Throughout the morning, the sun climbs higher and higher in the sky until the middle of the day. The sun starts to go down through the afternoon until it sets in the evening.

The sky looks like it changes colour because the sun’s rays are shining through particles (bits of dust) in the atmosphere. The colours are stronger at sunrise and sunset because there are more particles the lower the sun is.

**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.

**ORAL**

The sky above us

**BEGINNING KNOWLEDGE**

Write and draw what you found out

- Write one 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
- Discuss the topic. Think about what you will write.

Individuals
- Write at least two paragraphs with three sentences each.
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
What happens at night

The focus remains on **What happens at night** but this week we take a more scientific slant and look at the night sky.

The BK texts and activities focus on things we can see in the night sky and about phases of the moon. The Read Aloud story is a fable from Australia about why the moon changes shape.

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.

**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, Beginning Knowledge, Writing, Reading and Comprehension (see the Formal Assessment schedule on page 3).
believe crew hugged laughed maybe

The two old ladies sat and talked and talked. They cried and hugged each other and laughed and cried again.

PREPARATION

Flashcards

believe crew hugged laughed maybe

Sentence strip

INDEPENDENT TASKS

1. Paired Reading LAB Page 114
2. Handwriting 1
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 55
8. Dictionary

believe crew hugged laughed maybe

EQUIPMENT FOR ACTIVITIES

- Black poster paper or paper painted black; white paper; newspaper; scissors; glue; white crayons or tippex for Visual Arts
- Equipment required for selected Physical Education activities
Different cultures tell stories about why natural things are the way they are.

The story we will listen to comes from Australia. The indigenous people of Australia believe that before there were people, there was a time called the “Dreamtime”. They tell this creation story about why the moon looks different during every month.

This story mixes up the people and the moon, so you need to listen very carefully to follow what is happening.

Once upon a time, in the Dreamtime, before the moon was a moon in the sky, the moon was a man. He had two wives and two sons. His name was Ngalindi.

Ngalindi was a big, round-bodied man. He was also very lazy and he did not look after his clan.

This part of the story explains that Ngalindi was the full moon and you could see him, round and bright, in the sky.
Ngalindi’s family got angry with him because he was so lazy. They decided to teach him a lesson by beating him with sticks. As they beat him, parts of his body disappeared and he got thinner and thinner.

*This part of the story explains that when we see the moon getting smaller in the sky it is because his family were hitting Ngalindi with sticks and making him thinner.*

Ngalindi climbed a tall tree to get away from his angry family. No one could see him in the thick branches and they thought he had disappeared.

*This part of the story explains that when we don’t see any moon in the sky, it is because Ngalindi is hiding up the tree and we can’t see him.*

But Ngalindi wanted to stay just the way he was: big, round and lazy. So, after three days, he started putting pieces of himself back.

*This part of the story explains that when a new moon, like a *sickle*, can be seen in the sky, it is because Ngalindi is putting himself together again.*

After about 2 weeks, he was himself again. He came down from the tree and went home.

*This part of the story explains that the moon gets bigger and bigger, and finally there is a full round moon, just like a fat Ngalindi, in the sky.*

For a while, his family was happy to see him. But soon Ngalindi started to irritate them again. They were not happy. So they began hitting him and taking pieces of him away all over again!

Ngalindi became very angry but he could not stop what was happening. He got thinner and thinner. He hid away so no one could see him, and then he started growing again. Ngalindi will forever keep slowly disappearing and reappearing across the sky.

*This part of the story explains that every month the moon gets smaller and disappears and then grows bigger until it is full and round again.*

---

**disappeared** – couldn’t be seen  
**sickle** – a sharp, curved knife with a handle that is used to cut grass  
**irritate** – make them cross  
**reappearing** – coming back
MONDAY

READ ALOUD  Ngalindi the Moon Man

Before reading
- Ask learners to describe how the moon looks this week.
- Have they seen the moon looking different?

Reading
- Read the story aloud.

After reading
- What country does this story come from?
- What does the story try to explain?
- Is it a true story? Why/why not?

BEGINNING KNOWLEDGE  The night sky

Prior knowledge
- What can you see in the sky during the day? During the night?

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

Discuss
- Which things reflect the light of the sun?
- Which things have their own light?
- Which are made by people?
- Which things have you seen yourself?

ABC

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  Sipho’s dream

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 82 point to the word that tells you more than one person from the TV station came to Sipho and Granny’s house.
- On page 83 point to the word that tells us Duduzile liked Sipho.
- Point to the word that tells us granny wasn’t sure that Sipho’s dream was true.
- Would you like to meet a relative you have never seen before?
MONDAY

HANDWRITING ASSESSMENT 1
Copy sentences
- Explain this is an assessment activity. You will look for correct shape, spacing, size and placement of letters on the line.
- Learners copy the sentences.
- Rule a line at the end.

| 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
A black and white picture
Discuss
- Talk about the colour of the night sky and how the moon and stars look white in the black sky.
- Look at newspaper and see how it is often black and white.
- Show the example on page 99. Talk about how the contrasting (opposite) colours of black and white are used.

Prepare
- On scrap paper, learners plan a black and white nightscape picture.
- They cut the shapes they need from newspaper and white paper.
- Save the shapes for the next day.

| Marking: | See page 159 |
| Marks:  | 5 |

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

LISTENING & SPEAKING ASSESSMENT 1
Sipho’s dream

- Give learners a piece of blank A4 paper.
- Ask them to draw a picture of the first part of the Sipho’s dream story and write a sentence.
- Call learners to your desk in groups of four to five. Ask both lower and higher order questions about the story Sipho’s dream.
- Assess one third of the class during the period. Complete on Wednesday and Thursday of Week 6.

Sample questions:
- Retell the story of Sipho’s dream in sequence.
- Who are the characters in the story?
- Who is the person they see on the TV programme?
- Who does Sipho think he saw in his dream? Do you think he really saw him? Why/why not?
- Does Duduzile find her brother? Why/why not?
- How do you know the two old ladies are happy to meet each other?

BEGINNING KNOWLEDGE ASSESSMENT 1

What’s in the night sky?

Tell learners this is an assessment activity

Link to yesterday’s lesson
- Remind learners what they learnt about the night sky.

Do activity
- Learners 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.

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 189).

Read together
- Who does “They” at the beginning of sentence 2 refer to?
- What could we say instead of “they”?

Ask questions and cut off the words/word groups
- Who? The two old ladies
- Did what x 2? sat and talked and talked
- Who? They
- Did what x 2? cried and hugged
- Who? each other
- Did what x 2? And laughed and cried
- When? again.

Jumble and reconstruct the sentence

Stick the sentence Learners stick their sentence on LAB page 104.
**TUESDAY**

**SHARED WRITING**

**Write a story**

**Introduction**
- Learners tell the story Sipho’s dream in their own words.

**Show the writing frame**
- Point out the three paragraphs, each for a different idea.

**Brainstorm**
- What strange thing could you dream about?
- What would you do the morning after you had the dream?
- What would you do about the dream?
- What happened in the end?

**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**

**A black and white picture**

**Create**
- Look at the plan made on Monday.
- Position the cut-out shapes to make a nightscape.
- Stick the shapes to the black paper.
- Add details with white crayons or cut-out shapes.

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

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

**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

LISTENING & SPEAKING ASSESSMENT 1

- Give learners a piece of blank A4 paper.
- Ask them to draw a picture of the second part of the Sipho’s dream story and write a sentence.
- Call learners to your desk in groups of four to five. Ask both lower and higher order questions about the story Sipho’s dream.
- Assess one third of the class during the period. Complete on Thursday of Week 6.

Sipho’s dream

Sample questions:
- Retell the story of Sipho’s dream in sequence.
- Who are the characters in the story?
- Who is the person they see on the TV programme?
- Who does Sipho think he saw in his dream? Do you think he really saw him? Why/why not?
- Does Duduzile find her brother? Why/why not?
- How do you know the two old ladies are happy to meet each other?

BEGINNING KNOWLEDGE

Look at the moon

Prior knowledge
- Ask learners to retell the Read Aloud story about Ngalindi.

Make a KWL chart about the moon
- 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 answers at home?
- Learners to bring answers 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

READING

Sipho’s dream

Read together
- Read LAB the second half of Sipho’s dream 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

My dream

Revise
• Reread the Shared Writing text from Tuesday.
• Remind learners about the ideas for a story about a strange dream and what you could do after dreaming it.
• Remind learners to write in the past tense.
• Remind them to write three paragraphs.

Write
• Tell learners this is an assessment.
• They write their own short story about a dream.

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

Introduction
• Remind learners about the lullabies they sang the previous week.

Discuss
• What songs can be sung loudly? Name some popular/traditional songs.
• What songs can be sung softly? Name some popular/traditional songs.

Singing loudly and softly
• Can you think of a song that has both loud and soft sections?

Groups
• Groups choose one of the songs named above.
• Learners practise a song that has both loud and soft dynamics.
• One group member can be appointed as the conductor.

PHYSICAL EDUCATION

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

Cool down
Activity stations
• 30 min
**BEGINNING KNOWLEDGE**

**Going to bed**

**Prior knowledge**
- What time should we go to bed at night?

**Read the page**
- Look at the pictures.
- What is happening in each picture?
- Which of these activities do you do each night at bedtime?

**Do the activity**
- In pairs, discuss which activities you do. Use the sequence words.
- Write one thing you do that is not illustrated (e.g. putting on pyjamas).

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**LISTENING & SPEAKING ASSESSMENT 1**

**Sipho’s dream**

**Sample questions:**
- Retell the story of Sipho’s dream in sequence.
- Who are the characters in the story?
- Who is the person they see on the TV programme?
- Who does Sipho think he saw in his dream? Do you think he really saw him? Why/why not?
- Does Duduzile find her brother? Why/why not?
- How do you know the two old ladies are happy to meet each other?

**Marking:** See page 150

**Marks:** 5

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**PHONICS**

**[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.

**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 104.
- How many times can you read the word and in these sentences? (5)
- What kind of word is and? (a joining word)
- Do you know any other joining words?
Performing Arts  
**Perform**
- Groups take turns to perform the song they practised.
- Choose a confident group to perform first.

**Evaluate**
- Praise and applaud each group.
- Commend the conductor of 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**
FRIDAY

ORAL  Look at the moon

The Moon reflects the Sun’s light. The part of the Moon that we see depends on where the Moon is when orbiting the Earth.

When there is a full moon we can see the whole moon because the Earth is between the Sun and the Earth.

When we see a new moon the Moon is between the Earth and the Sun. The Sun’s light is on the side of the Moon that is facing away from Earth, so we don’t see it.

In between the full and new moon we see less and less of the moon, and then more and more until full moon again.

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  Look at the moon

Write and draw what you found out

• Write one thing you learned.
• Draw a picture.

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

Individuals

• Tell learners this is an assessment and will be marked.
• First think about what you will write.
• Remind them to:
  • Write at least two paragraphs with three sentences each.
  • Write interesting ideas.
  • Check their writing before they hand it in.

Marking:
See page 154
Marks: 5
**INDEPENDENT WORK AND GROUP GUIDED READING**

- 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

Night animals

During these next two weeks the activities are focused on animals, birds and other creatures that come out at night. The Read aloud and Shared reading stories are focused on a fable about owls. In Beginning Knowledge, learners classify and compare different creatures, looking at different characteristics of these creatures.

Learners read a table and then write paragraphs using the information in the table.

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

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).
Once upon a time, long, long ago, a very old lady had come to the end of her life. Her life had been very happy.

**INDEPENDENT TASKS**

1. Paired Reading LAB Page 136
2. Handwriting 1
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 62
8. Dictionary

**EQUIPMENT FOR ACTIVITIES**

- Crayons and paper for visual arts
- Equipment for Physical Education activities
- Flashcards for PE assessment: run, jump, skip, hop, sit, walk, stand
- Music for the Performing Arts lesson, e.g.
  - *Peter and the Wolf* by Sergei Prokofiev
  - *Carnival of the Animals* by Camille Saint-Saens
  - *The Lion King* ‘The circle of life’
- African folk music
Once upon a time, long ago, in a village far away, a very, very old lady had reached the end of her happy life. Her life had been full of joy. She had made sure that her children were healthy and happy. She had wondered at the beauty in the world, and lived her life to the full.

At 95 years old, and she was tired and ready to leave the world. She told everyone in her family that she loved them, and that she was going to sleep, and she went to bed.

She lay in her bed and thought about her life. She thought of all the things she had seen, and all the people she had known. She thought of her children and grandchildren and great grandchildren. She had many happy memories. 

“There is just one thing I would like to hear before I say goodbye to the world,” she thought, “and that is to hear the call of my old friend the owl one last time. He has been such a good friend for so many years, keeping the rats away and letting me know that everything around me is peaceful.”
The owl, who was sitting on a branch just outside her house, immediately answered her wish and called to her “Woo, wooo! Woo wooo!” he said.

The old woman heard the call of the owl, smiled, and said goodbye to the world. The owl flew off to catch rats because that is his work in the world.

The next morning, the old woman’s son felt sad that his mother had died. He had loved his mother very much. He was not a young man, but he would miss her.

He thought about the last day he had spent with her. He remembered that after his mother had gone to bed he heard the owl calling. And he started to blame the owl for his mother’s death. He started to think that if the owl had not called outside the house, his mother would have gone on living. The more he thought, the more sure he was.

He told his neighbours that they should all chase owls away. He told them that if only he had chased the owl away his mother would not have died.

The neighbours knew his mother had died, so they believed him. They chased the owls away. The owls flew away from the village and went to hunt rats somewhere else.

The few rats in the village ran out from the holes where they had been hiding from the owls. They started to eat all the food in the village. They grew fat and had lots of babies. The snakes saw that in the village there were lots of fat rats to eat. So they came to eat the rats.

Even today, where people chase owls away, there are lots of rats that eat their food. And there are many snakes that come to eat the rats.
MONDAY

READ ALOUD

The owl story

Before reading
- Ask learners to talk about creatures they have heard in the night. Have they heard an owl calling? Ask how they feel when they hear the sound.

Reading
- Read the story aloud and ask the questions.

After reading
- What do owls eat?
- What do rats eat?
- Which creatures do you think harmed the village the most – the owls or the rats and snakes? Why?

BEGINNING KNOWLEDGE

Night creatures

Prior knowledge
- Think of The owl story. When does an owl hunt?

Read page to and with the learners
- Which creature do you think is the biggest?
- Which creatures eat meat? Plants? Both? Can you remember what we call each of these types of animals?
- How do each of these animals look? Move?

Learners answer the question at the end with their own idea.

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

READING

The owl story

Picture walk
- Who and 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 116 point to the word that tells us what kind of life the old lady had lived.
- On page 117 point to the words that tell us what her last wish was.
- Did she get her wish?
- On page 118 point to the word that tells us how the man felt when his mother died.
- How do you know he blamed the owl?
**MONDAY**

**HANDWRITING**

**Patterns and letters**
- Model the pattern and the letters on the board.
- Learners write the pattern and letters.
- Give feedback on shape, spacing, size and placement of letters on the line.

**Sentence**
- Learners copy the sentence for 1 minute (teacher times).
- They count the number of letters they wrote.
- Then finish copying the sentence.

**Check slant**
- With a coloured pencil, learners extend all the down lines of letters.
- Is the slant of the letters consistent?

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent 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 night creature picture**

**Discuss**
- Look at the shapes of the night creatures in the BK activity.
- Discuss other nocturnal animals and/or look at pictures.

**Prepare**
- Use old wax crayons and cover a piece of art paper with a thick layer of different colours. There must be no gaps in the crayon.
- Begin to cover the colourful layer with a thick layer of black crayon.

**PHYSICAL EDUCATION**

**Introduction**

NB: The following activity will be assessed this week and must be included as one of the four activities:
- **Spatial orientation.** Follow verbal directions:
  - Walk 6 steps forward, 10 steps backward and 3 steps to the left. Stop.
  - Walk sideways crossing legs.
  - Hop 6 times on one leg and 9 times on the other leg.
- **Perceptual motor:** Respond to flashcards of actions – run, jump, skip, hop, sit, walk, stand

**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*
- 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 sounds at night sometimes seem louder because people are making less noise, there are fewer cars, etc.

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**BEGINNING KNOWLEDGE/PSWB ASSESSMENT 1**  
*More about night creatures*
Tell learners this is an assessment activity.  
**Link to yesterday’s lesson**  
- Remind learners what they learnt about night creatures.

**Do activity**  
- Look at the pictures and read the words.
- Draw a line from the word to the correct creature. A creature may have more than one word that describes it and some labels apply to more than one creature.

**MARKING:**  
See page 158  
**Marks:** 10

---

**PHONICS**  
*(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 191).

**Read together**  
- Can you find the words that tell us that this story happened long ago? (Once upon a time)
- When do often hear this phrase? (at the beginning of stories)

**Ask questions and cut off the words/word groups**  
- **When?** Once upon a time
- **Who?** A very old lady
- **Did what?** had come to the end
- **Of what?** of her life
- **What?** Her life
- **Been what?** had been
- **How?** very happy

**Jumble and reconstruct the sentence**

**Stick the sentence**  
- Learners stick their sentence on LAB page 127.
**Paragraphs about a night creature**

**Introduction**
- Choose one of the night creatures the class has learnt about.

**Show the writing frame**
- **Title:** the name of the animal
- **Paragraph 1:** 2 or more sentences about appearance
- **Paragraph 2:** 2 or more sentences about the way it moves around

**Brainstorm**
- Words that can describe each of these characteristics.
- Make a list of vocabulary, e.g., food, prey, night, it looks ..., size, it moves ... .

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

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent 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 night creature picture**

**Complete preparation**
- Learners complete the thick layer of black crayon on top of the coloured crayon.

**Create**
- Learners use a pencil and draw the outline of a nocturnal creature on the black paper.

- They use a sharp stick to scratch away the black crayon on the pencil outline to reveal the coloured layer.
- They add additional details as necessary.

**Display**
- Self-assess
  - Complete the rubric on LAB page 127.

**PHYSICAL EDUCATION ASSESSMENT 1**

**Spatial orientation and perceptual motor skills**

**Warm up**

**Activity stations**
- Send each group to an activity station.

**Assess Group 1**

- **Spatial orientation:** Follow verbal directions:
  - Walk 6 steps forward, 10 steps backward and 3 steps to the left. Stop.
  - Walk sideways crossing legs.
  - Hop 6 times on one leg and 9 times on the other leg.
- **Perceptual motor:** Respond to flashcards of actions – run, jump, skip, hop, sit, walk, stand

**Cool down**
**WEDNESDAY**

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

**Question**
- How do I feel when I am safe in my house at night? Why?

**Pairs**
- Discuss the question.

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

**BEGINNING KNOWLEDGE**  Owls

**Make a KWL chart about owls**
- 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 answers at home?
- Learners to bring answers on Friday. Warn them that they will be assessed on their answers on Friday.

**ABC**

**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**  The owl story

**Read together**
- Read the first three pages of The owl story 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**  
**Night creatures**

Review the Shared Writing from Tuesday
- **Title**
- Three paragraphs each with a different idea

**Brainstorm vocabulary about night creatures** (draw on the BK texts, the SR text and general knowledge).
- Appearance, food and how it gets it, how it moves.

**Write**
- Tell learners that this writing will be assessed.
- Learners select a different creature from the one used in Shared Writing.
- Complete the writing on the lines.

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent 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**  
**Improvise and interpret**

**Prepare**
- Select a short piece of instrumental music that could represent animals moving.

**Discuss**
- Tell learners that music can create pictures in the mind. For example, loud music might make you think of lions roaring, fast music might make you think of horses galloping, etc.

**Listen**
- Play the selected piece of music to the learners.
- In pairs, talk about what animal they think it is. Share ideas with the class.

**Move**
- Play the music again and ask learners to move to the music.

**PHYSICAL EDUCATION ASSESSMENT 1**

**Improvise and interpret**

**Spatial orientation and perceptual motor skills**

**Warm up**
- **Activity stations**
  - Send each group to an activity station.

**Assess Group 2**
- **Spatial orientation**: Follow verbal directions:
  - Walk 6 steps forward, 10 steps backward and 3 steps to the left. Stop.
  - Walk sideways crossing legs.
  - Hop 6 times on one leg and 9 times on the other leg.
- **Perceptual motor**: Respond to flashcards of actions – run, jump, skip, hop, sit, walk, stand

**Cool down**
THURSDAY

ORAL  Sing/recite

Tune: At night (The English words go with Incy wincy spider)

Stars shine in the sky (Flutter fingers) Leopards climb up trees (Pretend to climb)
Owls flap their wings and say “Whoo-whoo” (Flap arms) Porcupines run across the grass (Run in place)
Bats fly and swoop through the air (Swoop hands through air) Hyenas laugh and howl (Howl)
Cats jump and pounce and hunt (Jump) And I lie in my bed to sleep (Place hands to the side of your head)

NB: You can use this poem or another well-known rhyme for the Performing Arts assessment in Week 8, so make sure that the learners practise this a number of times over the next few days.

BEGINNING KNOWLEDGE  Day or night?

Prior knowledge
- Discuss farm and domestic animals that learners know.

Read the page
- What do the pictures show?
- What creatures do you see?

Do the activity
- Match the pictures of creatures and the day and night pictures.

Review
- In 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.

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 words that tell you more about the lady. (very; old) What do you call this sort of word? (adjectives/describing words)
- What other words could you use to describe her? (ancient; elderly; extremely old; etc.)
- In the second sentence, instead of “very happy” think of some antonyms/opposites. (sad, lonely, miserable, unhappy)
**THURSDAY**

**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 (e.g. ran can be replaced with scuttled, galloped, charged 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 some handwriting books and provide feedback.
- Remind learners to practise consistent 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**

Move to music

Introduction
- Remind learners about the music they listened to the previous day.
- Ask them to talk about how they moved to the music.

Prepare
- Play a different piece of music and ask learners to think about which animal this makes them think of.

Perform
- Learners move to the music, depicting the animal they chose.
- They must use a range of different movements.
- Observe and make notes on the performance of individuals.

**PHYSICAL EDUCATION ASSESSMENT 1**

Spatial orientation and perceptual motor skills

Warm up
Activity stations
- Send each group to an activity station.

Assess Group 3
- Spatial orientation:
   - Follow verbal directions:
     - Walk 6 steps forward, 10 steps backward and 3 steps to the left. Stop.

Marking:
- See page 160
- Marks: 5

Perform
- Walk sideways crossing legs.
- Hop 6 times on one leg and 9 times on the other leg.
- **Perceptual motor:** Respond to flashcards of actions – run, jump, skip, hop, sit, walk, stand

Cool down
LISTENING & SPEAKING ASSESSMENT 2

Owls

There are 12 different types of owls in South Africa. The largest is the Eagle Owl and the smallest is the Scops Owl.

Owls help people by hunting and eating rats and other small creatures that eat crops and stored food. Rats can also make people sick by bringing germs or fleas that carry diseases into houses, or by biting people. Snakes also come into houses to look for rats. So owls keep snakes away as well.

Call groups of about six learners

• Each learner tells you one thing about owls.
• Continue with this assessment in the next lesson.
• Other learners write their answers on LAB page 133.

BEGINNING KNOWLEDGE

Owls

Continue with Listening and Speaking Assessment 2

Learners write and draw

• Write one 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 two paragraphs of at least three sentences each.
INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting check
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent 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

Spatial orientation and perceptual motor skills

Warm up

Activity stations
- Send each group to an activity station.

Assess Group 4
- Spatial orientation:
  - Follow verbal directions:
    - Walk 6 steps forward, 10 steps backward and 3 steps to the left. Stop.
    - Walk sideways crossing legs.
    - Hop 6 times on one leg and 9 times on the other leg.
- Perceptual motor: Respond to flashcards of actions – run, jump, skip, hop, sit, walk, stand

Cool down
WEEK OVERVIEW

This week the focus remains on Night animals. The Life Skills texts and activities focus on creatures who can see at night and what happens to our eyes in the dark and in the light.

The Read Aloud story is another fable about a night creature – this time a “creation fable” about how the porcupine got its quills. This is a model for the shared and independent writing activities. Learners work with traditional story starters and closers such as “Once upon a time ...” and “In the end ...”.

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

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

Fin this week, conduct formal assessment in Reading and Comprehension, Visual Arts, Phonics, Physical Education and Beginning Knowledge (see the Formal Assessment schedule on page 3).
That is why, where people chase owls away, there are lots of rats that eat their food. And there are many snakes that come to eat the rats.
Once upon a time, when the world was young, porcupines had no quills. They had smooth black coats and long, sharp claws. The lion, the hyena and the eagle all chased Porcupine because they wanted to eat him for dinner.

Poor Porcupine! He tried eating at night and hiding during the day, but still the other creatures chased him.

One evening, a lion came strolling through the veld. He saw porcupine and said, “Ah! Dinner!” Porcupine was very frightened. He scrabbled with his long, sharp claws, and buried himself under a big thorn bush.

Lion was too lazy to follow him, but when Porcupine crept out from under the thorn bush, the long white thorns on the bush pricked him on his soft skin. “Ouch!” he shouted. “This bush protects itself with its long thorns!” But then he had a good idea.

He broke off some of the branches of the thorn bush and put them on his back. Then he went and sat out in the open veld to see if something would try and catch him.

QUESTIONS + VOCAB

What kind of story starts with “Once upon a time …”? quills – sharp prickles on the porcupine’s back

strolling – walking slowly
scrabbled – dug on the surface
protects – keeps safe

What do you think porcupine’s idea was?
When an owl came **swooping** down from the sky to catch Porcupine, he just curled himself up in a ball. Owl’s beak and soft chest bashed into the thorns and Owl flew away, because the thorns pricked him too much.

Hyena came slinking through the grass, looking for food. “Mmm, nice juicy porcupine!” he muttered. But as he got close, porcupine curled up and the sharp thorns pricked Hyena’s lips. “Ow! Ow! Ow!” howled Hyena as he ran away.

The next day, Porcupine collected a lot of sharp white thorns. He put clay all over his back and stuck the thorns to the clay. When the animals saw his sharp, spiky skin they kept far away because they were afraid of the sharp thorns.

In the end, all porcupines started growing long quills that were sharp like thorns on their backs. They protect themselves from other animals that want to attack them.

And that is why all porcupines have quills today!

---

When an owl came **swooping** down from the sky to catch Porcupine, he just curled himself up in a ball. Owl’s beak and soft chest bashed into the thorns and Owl flew away, because the thorns pricked him too much.

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In the end, all porcupines started growing long quills that were sharp like thorns on their backs. They protect themselves from other animals that want to attack them.

And that is why all porcupines have quills today!
WEEK 8 • NIGHT ANIMALS

READ ALOUD  How porcupine got quills

Before reading
• What type of stories start with "Once upon a time ..."?
• Name some of the stories you have heard that start this way.

Reading
• Read the story aloud and ask the questions.

After reading
• What did porcupines look like before they had quills?
• How did porcupine protect himself?
• Why did the other animals keep away from him?
• Is this a true story? Why/why not?

BEGINNING KNOWLEDGE  Seeing in the dark

Prior knowledge
• What night animals can you remember?

Read the page
• Look at the pictures and read the text to and with the learners.

Respond
• Learners answer the questions on the page.

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

READING  The owl story

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 word that shows us how many rats lived in the village when the owl was there.
• On page 121 point to the words that tell us two things that the rats did after the owls left.
• Can you find the phrase that tells us the reason that rats eat people’s food.
**MONDAY**

**HANDWRITING**

**Model and practice**

**Patterns and letters**
- Model the pattern and the letters on the board.
- Learners write the pattern and letters.
- Give feedback on shape, spacing, size and placement of letters on the line.

**Sentence**
- Learners copy the sentence for 1 minute (teacher times).
- They count the number of letters they wrote.
- Then finish copying the sentence.

**Check slant**
- With a coloured pencil, learners extend all the down lines of letters.
- Is the slant of the letters consistent?

---

**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 ASSESSMENT 2**

**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.

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**VISUAL ARTS ASSESSMENT 2 PART 1**

**Make a porcupine**

**Discuss**
- What do porcupines look like? What colour are they? What shape are they?
- What do they have on their backs?

**Create**
- Learners create quills from sticks, matchsticks or toothpicks.
- They paint the sticks to look like porcupine quills.
- Keep these safe to complete on Tuesday.

**Phyiscal education**

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

**Whole class activity**
- Play a game such as Cat and Mouse or a ball game like mini cricket, mini soccer or rounders, etc.
**WELLBEING**  
**Mindful me**  
- Learners sit with legs crossed and eyes shut.  
- Tell them to imagine they are sitting around a fire. Tell them to imagine the flames.  
- In pairs learners tell each other what they “saw” in the flames?  
- One or two learners share with the group.

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**BEGINNING KNOWLEDGE**  
**Eyes**  
**Read**  
- Look at the diagram of the eye. Name the parts.

**Activity**  
- Read the instructions in the LAB.  
- In pairs, learners do the investigation in the sun. Remind them NEVER to look directly into the sun.

**Answer**  
- Learners complete the answers in the LAB.

**Check**  
- Check answers with the class.

---

**ABC**  
**Fill in the sounds**  
**Dictate the sounds**  
Learners write sounds in the boxes as you say them.  
1.  
2.  
3.  
4.  
5.  
**Dictate the words**  
1.  
2.  
3.  
4.  
5.  
**Take in books to mark**

---

**READING**  
**Sentence making**  
**Cut out**  
- Learners cut out the sentence strip (page 193).

**Read together**  
- Why are there commas (,) on either side of the words where people chase owls away?

**Ask questions and cut off the words/word groups**  
- **Why?** This is why  
- **Who?** when people  
- **Do what?** chase  
- **What?** owls  
- **Where?** away  
- **How many?** there are lots  
- **What?** of rats  
- **Do what?** that eat their food.  
- **Joining word** And  
- **How many?** there are many  
- **What?** snakes  
- **Do what?** that come to eat  
- **What?** the rats

**Jumble and reconstruct the sentence**  
**Stick the sentence**  
- Learners stick their sentence on LAB page 142.
**SHARED WRITING**

**Write a fable**

**Introduction**
- Recap the two fables about the porcupine and the zebra.

**Show the writing frame**
- Focus on “Once upon a time…” “In the end…” “And that is why…”.

**Brainstorm**
- What creature will they write about?
- What problem might the creature have?
- What solution could they have to the problem?

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting check**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent 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 2**

**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 ASSESSMENT 2 PART 2**

**Make a porcupine**
- Learners create the shape of a porcupine from clay or plasticine or playdough.
- Add features such as legs/feet, tail, eyes and a nose.
- Push the quills they created the previous day into the clay.
- Leave to dry.

**Display**
- Display the models in the classroom.

**Self-assess**
- Complete the rubric on LAB page 142.

**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**

---

**Once upon a time**

**(Problem)**

**(Solution)**

**In the end**

**And that is why**
**WEDNESDAY**

**WELLBEING** I think, I feel …

Questions
- How do I feel when I am outside at night?

Pairs
- Discuss the question.

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

**BEGINNING KNOWLEDGE** Starry Night

Prior knowledge
- Ask learners if they remember the “Sunflowers” painting from Term 3. Can they remember the name of the famous artist?

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

Talk about the question
- How will you find out the answer?
- What else would you like to know about the topic?
- 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** The owl story

Read together
- Read the second half of The owl story 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**

**An animal fable**

**Review**
- Review the shared writing fable from the previous day.

**Brainstorm vocabulary**
- Brainstorm words about different animal fables.

**Write**
- Learners choose their own fable and write it.
- They could publish these in a class book in Week 10.

**INDEPENDENT WORK AND GROUP GUIDED READING**

**Handwriting check**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent 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 2**

**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 PREPARATION**

**Recite and perform**
- Discuss posture when you recite:
  - Look straight at the audience.
  - Stand up straight.
  - Use a lot of expression.
- Discuss different actions for each line.
- Discuss what sort of “voice” to use for each line – loud, soft, high, low, fast, slow.
- Discuss posture when you recite:
  - Look straight at the audience.
  - Stand up straight.
  - Use a lot of expression.
- Practise performing the poem together.
- Groups will be assessed the following day.

**PHYSICAL EDUCATION ASSESSMENT 2 SESSION 1**

**Choose a game** Select a game like Cat and Mouse or a ball game like Mini Cricket, Mini Soccer or Rounders.

**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.
THURSDAY

ORAL

Sing/recite

Tune for English words: *The wheels on the bus*

All night long!
All night long!
(Create other verses about different night creatures.)

READING

Facts about porcupines

Prepare
- Tell learners that they need to read this text on their own.
- They will answer the questions on LAB page 147 as an assessment activity.

Read
- Learners read the text independently.
- Allow them to discuss what they have read with a partner.

BEGINNING KNOWLEDGE ASSESSMENT 3

Comprehension

Introduction
- Tell the learners this is an assessment.

Revision
- Learners re-read the text on LAB page 146.

Answer the questions
- Learners work individually to answer the comprehension questions based on the text.

Marking:
See page 158
Marks: 10

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
**Thursday**

**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.

- If you leave out the words between the commas (where people chase owls away) does the sentence still make sense? (Yes)
- Read the sentence aloud without the clause.
- Think of another clause you could use (e.g. in places where there are no owls OR where there is lots of food, etc.)

**Independent work and group guided reading**

**Handwriting check**
- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter 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 2 - Group D**

**Marking:** See page 152
**Marks:** 10

- 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**

**Group work**
- Learners have a few minutes to practise their poem as a group.
- Remind learners to stand up straight, recite clearly and perform actions.

**Assess**
- Call each group to perform for the class.
- Observe individual learners in the group.
- Ask confident groups to perform first.

**Evaluate**
- Praise and affirm learners.

**Phyiscal 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 8 • NIGHT ANIMALS**

**ORAL**

**Starry Night**

Vincent van Gogh painted “Starry Night” after he had been in hospital for a long time. The colours are mostly dark and are cool colours. He was very sad when he painted this picture. Some people think that he knew he was going to die soon and that is why the picture looks sad.

**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**

**Starry Night**

**Write and draw what you found out**
- Write one thing 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.

**WRITING**

**My news**

**Pairs**
- Discuss the topic. Think about what you will write.

**Individuals**
- Write two paragraphs with at least three sentences each.
Choose a game
Select a game like Cat and Mouse or a ball game like Mini Cricket, Mini Soccer or Rounders. Choose a different game from the game you chose on Wednesday.

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 **Special Days**. We look at some religious holidays and then we focus on weddings, which are celebrations in all cultures.

We read a story about a wedding that will happen in the future and write reports of school and family celebrations, using the future tense.

In phonics, the sounds **XX** are taught. On Friday there is an informal dictation test/timed word reading activity.

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

In Visual Arts learners make puppets which they then use in Performing Arts. Physical Education games and activities focus on collaboration and co-operation.
Dora’s mother told her that her aunt was getting married in the December holidays and that she wanted Dora to be a flower girl at the wedding.

INDEPENDENT TASKS

1 Paired Reading LAB Page 175
2 Handwriting 1  
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 64
8 Dictionary

EQUIPMENT FOR ACTIVITIES

- Paper, crayons/kokis, scissors, glue and sucker sticks (or any other flat sticks) for Visual Arts
- Scraps of fabric and wool, coloured paper, pages of magazines, etc. for decorating the puppets
- Pictures of weddings
- Equipment required for selected Physical Education activities
One day Dora’s mum came home from town. Dora and her granny were happy to see her.

“I have exciting news, Dora,” said Dora’s mother, “My sister wants you to be a flower girl at her wedding.”

Dora’s eyes got very big. “Hawu, Ma!” she said, “Me, a flower girl? At Auntie’s wedding?”

Her mother laughed. “Yes,” she said, “in a few months’ time. It will be in KZN during the Christmas holidays.”

Dora felt very happy. She danced around and her mother and granny laughed. But then she stopped.

“What does a flower girl do? What will I wear? What will happen?”

“Well,” said her mother, “first, we must get you a beautiful white dress, because you must look like a little bride. You will wear flowers in your hair, and you will carry flowers.”

QUESTIONS + VOCAB

Have you ever been to a wedding? What did you see there?

flower girl – someone who accompanies a bride at a wedding

How do you think Dora felt?

bride – the woman getting married
Dora imagined how she would look. imagined – thought about, made a picture in her mind

“Will I be by myself?” asked Dora.

“No,” said her mother, “there will be two of you. Your cousin Zandile will also be a flower girl.”

“What will we do?” asked Dora.

“You will have so much fun,” said her granny, “and you will look so pretty, you and Zandile.”

“First, we will get you and Zandile beautifully dressed,” said her mother.

“Then when the bride is ready, we will drive to the church. At the church, the groom will be waiting inside. groom – the man who is getting married

You and Zandile will walk into the church in front of the bride. You will need to walk slowly because it is a special moment.”

Her mother went on “Then there will be the wedding ceremony in the church. You and Zandile will need to be very quiet. After that, you will walk out of the church behind the bride. Then we will all go to the reception and have a wonderful party.” reception – the party that many people have after a wedding

“What is a reception?” asked Dora. Granny explained. “It’s a party for the wedding,” she said. “There will be a big white tent, and there will be lots of music and dancing. And there will be lots of photos!”

“And lots of good food to eat,” said her mother. “You and Zandile will sit at the bride’s table and I am sure you will dance and have a lot of fun.”

Then Granny told Dora that this wasn’t all that was going to happen. She said, “Your Auntie is marrying a Zulu man and so she will have two weddings. The first one is the church wedding and the second one is the traditional wedding.” traditional – something that is done because of the customs of the group

She said it would be the next day and the guests would all go to the groom’s home. People would bring presents of blankets and things for the couple’s home.

“We will all wear traditional clothes,” she said. “I’m going to get you some special clothes and you will wear beads in your hair and around your neck. You will even do some traditional dancing with all the other girls.”

“Oh, I think it will be the best weekend of my life!” said Dora. “I can’t wait!”

Why do you think Dora and Zandile had to keep quiet in the church?

Would you like to be part of a wedding? What would be the best part for you?
MONDAY

READ ALOUD  Dora the flower girl

Before reading
- Ask learners to name special events they have been to with their families.

Reading
- Read the story aloud and ask the questions.

After reading
- How many weddings will Dora’s auntie have?
- Has this happened already or is it still coming? How do you know?
- What part of this story did you enjoy the most?

BEGINNING KNOWLEDGE  Find out about festivals

Prior knowledge
- Have you celebrated a festival like Christmas or Eid? What was the best part?

New knowledge
- What festivals do different religions celebrate?
- What are special parts of these festivals?

Read page to and with the learners

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

READING  Dora the flower girl

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 154 point to the words that tell us when Dora’s auntie was getting married.
- On page 155 point to the words that tell us Dora was excited.
- How many questions did she ask her mother?
- On page 158 point to the words that tell us what comes after the church wedding.
- On page 159 point to the word that tells us there is a different sort of wedding after the church wedding.
HANDWRITING

Patterns and letters
- Model the pattern and the letters on the board.
- Learners write the pattern and letters.
- Give feedback on shape, spacing, size and placement of letters on the line.

Sentence
- Learners copy the sentence for 1 minute (teacher times)
- They count the number of letters they wrote.

Check slant
- With a coloured pencil, learners extend all the down lines of letters.
- Is the slant of the letters consistent?

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

Discuss
- Talk about different attire that people can wear at weddings.

Groups
- Learners work in groups of four. Each chooses one character from a wedding party, e.g. the bride, bridesmaid, groom, best man etc.
- Discuss what kind of wedding it will be.

Draw
- Learners draw their character on a piece of A4 paper, and colour it.
- Keep the drawings safe to complete and decorate on Tuesday.

PHYSICAL EDUCATION

Introduction
- 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**  
- Ask learners which of the relaxation techniques they have learnt during the year were most helpful.  
- Practise a breathing exercise.  
- Practise a laughing exercise.  
- Remind learners that they can use these techniques at any time, even when they aren’t at school.

**BEGINNING KNOWLEDGE**  
**Special festivals**  
*Link to yesterday’s lesson*  
- Remind learners about the different festivals they read about.  

*Do activity*  
- Read the headings.  
- Complete the table.  

*Pairs: check work*  
- 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*

**READING**  
**Sentence making**  
- Learners cut out the sentence strip (page 195).  

*Read together*  
- Find the apostrophe in the sentence. What does it stand for?  
- How many words can you find that talk about women and girls?  

*Ask questions and cut off the words/word groups*  
- Who? Dora’s mother  
- Did what? told her  
- What? that her aunts

*Do what? would be getting married  
*When? in the December holidays  
*Joining words and that  
*Do what? she wanted  
*Who? Dora  
*Do what? to be  
*What? a flower girl  
*Where? at the wedding

*Jumble and reconstruct the sentence*  

*Stick the sentence* on LAB page 165.
**SHARED WRITING**

**A dialogue**

**Introduction**

**Brainstorm**
- What celebration shall we write about?
- When do we celebrate it?
- Who comes? What do we do, wear, eat, etc.?

**Show the writing frame**
- Three paragraphs each with one main idea
- Questions to help focus on the ideas

**Shared writing**
- Use the correct format and learners’ ideas.
- Write in the future tense, e.g. In May next year we will celebrate World Book Day at school.

**Paragraph 1:**
What celebration? When?

**Paragraph 2:**
Who will be there? Where will it be?

**Paragraph 3:**
What will we do?

---

**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 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**

**Create**
- Use scraps of fabric or wool, coloured paper, pages from magazines, etc, to decorate the drawings in wedding attire.

**Construct**
- Cut out the characters and paste onto card.
- Attach each to a stick to make a puppet.

**Self-assess**
- Complete the rubric on LAB page 165.

---

**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**
- 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** Wedding traditions

**Make a KWL chart about wedding traditions**
- 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 answers at home?
- Learners to bring answers on Friday

---

**PHONICS** [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 the flower girl

**Read together**
- Read the first three pages of *Dora the flower girl* 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**  
**My family's celebration**

*Review the format*
- Three paragraphs of at least two sentences.
- Each paragraph contains one main idea.

*Brainstorm vocabulary*
- Different celebrations; names of family members, e.g. grandparents, cousins, etc; venues; possible activities
- Remind learners to use the future tense (the celebration is still coming), e.g. In December we **will** celebrate Christmas. We **will** all go to my granny's house.

*Write*
- 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*
- Introduce this week’s 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**

*Warm up*
- Sing a celebration song.

*Groups*
- Use puppets made in VA and work out a short play about a wedding.

*Perform*
- Share the play with another 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

**ORAL**  Sing/recite

*Note: If this is a song, indicate the tune to use*

Wave your hands in the air – Celebrate!
Clap your hands together twice – Celebrate!
Raise your two thumbs up – Celebrate!
Do a happy, happy dance – Celebrate!

Stand up straight and give a loud cheer! Celebrate!
Let’s celebrate the end of a happy school year!

*OR*
Select a song about a religious festival or celebration appropriate to the culture of your learners.

---

**BEGINNING KNOWLEDGE**  What have I learnt?

*Prior knowledge*
- Remind learners of the different stories and themes they have learnt during the year.
- Ask learners what they enjoyed the most?

*Read the page*
- What are the pictures and words?

*Do the activity*
- Read the words.
- Discuss each of the themes and what they learnt as a class.

---

**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 165.
- Look at the words her and she. These are pronouns. Who does the first “her” talk about? (Dora)
- Who does the second “her” talk about? (also Dora)
- Who does “she” talk about? (Dora’s aunt)
- Do “she” and “her” refer to women or men? (women)
- What pronouns would you use for men? (him, he)
**WRITING**  
**Written comprehension**
- Read silently
  - Learners re-read the story *Dora the flower girl*.
- 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
  - Introduce this week’s 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**  
**Mime**
- **Discuss**
  - Remind learners how to mime (act out an event or activity without using any words).
- **Groups**
  - In groups learners select a celebration, e.g. a birthday party.
  - They work out actions to depict the celebration.
- **Perform**
  - Each group performs their mime for the class.
  - The rest of the groups try to guess what celebration it is.
- **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**
Different cultures and groups of people have different wedding traditions. Some cultures have a religious ceremony in a church, mosque or temple. Others have traditional ceremonies at the homes of the bride or groom. Some have both. In some cultures the bridegroom pays a dowry for the bride. In most cultures guests give the bride and groom presents.

Weddings usually involve both a ceremony and a celebration. There are often beautiful clothes and a party in a tent, a hall or hotel, or at home. People serve delicious food. Whether the wedding is traditional, religious or simple, a wedding is always a time for families to celebrate with the new couple.

**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**

**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 two paragraphs of at least three sentences each.
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 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 staff or community who has recently got married to come and tell the class about their wedding.
- Learn seasonal songs if appropriate, e.g. Christmas and New Year songs.
- Sing the National Anthem.

**REVISION ACTIVITIES FOR READING**

- Reread stories in the LAB that the learners have particularly enjoyed this term.
- Swap 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.
ACTIVITIES FOR VISUAL ARTS

- 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.
- Do seasonal arts and crafts where appropriate, e.g. Christmas crafts.

ACTIVITIES FOR PERFORMING ARTS

- Use the puppets learners made to make up more puppet shows.

ACTIVITIES FOR PHYSICAL EDUCATION

- Play traditional games.
- Have a sports day, where teams compete against each other. Do activities from the term.

REVISION ACTIVITIES FOR WRITING

- Learners edit and rewrite their fables (Week 8) neatly. Make a class book. Design a cover for the book.
- Provide lined paper for learners to write a story of their choice.
- Tell them 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.

REVISION ACTIVITIES FOR BEGINNING KNOWLEDGE/PSWB

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.
**HOME LANGUAGE: PLANNING FOR CONTINUOUS AND FORMAL ASSESSMENT TERM 4**

- **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

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<td>1</td>
<td>Listens for the detail in stories and answers open-ended questions. For example, “Do you think he was right to …?”</td>
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<td>2</td>
<td>Listens and responds to a speaker the child cannot see</td>
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<td>3</td>
<td>Expresses feelings about a text and gives reasons, e.g. “It made me angry because …”</td>
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<td>4</td>
<td>Answers open-ended questions and justifies answer, e.g. “Why do you say that?”</td>
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<td>5</td>
<td>Talks about personal experiences and more general news. For example, tells news using descriptive language</td>
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<td>6</td>
<td>Listens without interrupting showing respect for the speaker, asking questions for clarification and commenting on what was heard</td>
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<td>7</td>
<td>Participates in playing word games such as “I spy …”</td>
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<td>8</td>
<td>Listens to a complex sequence of instructions and responds appropriately</td>
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<td>9</td>
<td>Participates in discussions suggesting topics for discussion and asking questions for information and reporting back on the group’s work</td>
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<td>10</td>
<td>Tells jokes and riddles using appropriate volume and intonation</td>
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## PHONICS

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<tr>
<td>1</td>
<td>Learns new sounds</td>
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<td>Builds words using phonics taught</td>
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<td>Develops fluency in reading common words</td>
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<td>4</td>
<td>Demonstrates knowledge of sounds in dictation</td>
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## READING AND COMPREHENSION

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<td>1</td>
<td>Reads fiction and non-fiction books as a whole class with teacher</td>
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<td>2</td>
<td>Reads book as a whole class with teacher, identifying the sequence of events and the setting</td>
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<td>3</td>
<td>Reads poems and songs as a whole class with teacher and discusses the different formats and the poet’s choice of words</td>
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### READING AND COMPREHENSION

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<td>4</td>
<td>Answers higher order questions based on the passage read, e.g. &quot;In your opinion...?&quot;</td>
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<td>5</td>
<td>Expresses whether a story was liked and is able to justify the response, e.g. &quot;I didn’t enjoy the story because...&quot;</td>
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<td>6</td>
<td>Expresses a personal response to print media images such as newspaper and magazine pictures, posters, advertisements, e.g. &quot;I preferred that magazine picture because this advert made me...&quot;</td>
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<td>7</td>
<td>Uses sight words, phonics, contextual and structural analysis decoding skills when reading</td>
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<td>8</td>
<td>Uses self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud</td>
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<td>9</td>
<td>Monitors self when reading, both word recognition and comprehension</td>
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### HANDWRITING

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<tbody>
<tr>
<td>1</td>
<td>Forms upper and lower case letters correctly and with greater speed and accuracy</td>
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<td>2</td>
<td>Copies and writes writing patterns in joined script</td>
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<tr>
<td>3</td>
<td>Copies and writes one paragraph of between 3 – 4 lines from a printed text</td>
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<tr>
<td>4</td>
<td>Copies and writes different formats of writing</td>
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</table>

### WRITING

<table>
<thead>
<tr>
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<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>
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<tr>
<td>2</td>
<td>Writes a simple poem or song</td>
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<tr>
<td>3</td>
<td>Drafts, writes and publishes own story of at least two paragraphs, using language such as &quot;once upon a time&quot; and &quot;in the end&quot;</td>
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<td>4</td>
<td>Writes at least two paragraphs (ten sentences) on personal experiences or events such as a family celebration</td>
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<tr>
<td>5</td>
<td>Drafts, writes and publishes own story of at least six sentences and adds a suitable title</td>
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<tr>
<td>6</td>
<td>Organises information in a chart or table</td>
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<tr>
<td>7</td>
<td>Uses informational structures when writing such as writing recipes and factual texts</td>
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<tr>
<td>8</td>
<td>Uses past, present and future tenses correctly</td>
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<tr>
<td>9</td>
<td>Sequences text by using words like “first”, “next” and “finally”</td>
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<tr>
<td>10</td>
<td>Uses correct spelling and punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written</td>
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</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

<table>
<thead>
<tr>
<th>The learner:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Retells the story of Sipho’s dream in sequence with beginning, middle and end</td>
</tr>
<tr>
<td>2. Answers lower order questions correctly</td>
</tr>
<tr>
<td>3. Answers higher order questions with reasons</td>
</tr>
<tr>
<td>4. Answers questions about the story that is read or told</td>
</tr>
<tr>
<td>5. Gives own opinion about stories</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The learner’s performance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Struggles to retell the story in sequence and struggles to answer lower order questions correctly</td>
</tr>
<tr>
<td>Retells the beginning of the story and answers one or two of the questions</td>
</tr>
<tr>
<td>Retells the beginning and middle of the story in sequence and answers all lower order questions</td>
</tr>
<tr>
<td>Retells the beginning, middle and ending of the story and answers all lower order and some higher order questions</td>
</tr>
<tr>
<td>Retells the whole story in sequence with beginning, middle and end and answers both lower and higher order questions confidently</td>
</tr>
</tbody>
</table>

### LISTENING AND SPEAKING Formal Assessment Activity 2: Share a Find Out fact
(Week 7 Friday) LAB pg 128, TG pg 116

<table>
<thead>
<tr>
<th>The learner:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Presents 2–3 sentences about owls (Find out activity)</td>
</tr>
<tr>
<td>2. Posture – stands up straight and looks at the audience</td>
</tr>
<tr>
<td>3. Voice projection – clear and audible</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The learner’s performance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talks about the topic in only 2–3 words. Posture and voice projection are poor.</td>
</tr>
<tr>
<td>Talks about the topic in 1 sentence. Posture and voice projection are weak.</td>
</tr>
<tr>
<td>Talks about the topic in 2 sentences. Posture and voice projection are adequate.</td>
</tr>
<tr>
<td>Talks about the topic in 3 sentences. Posture and voice projection are good.</td>
</tr>
<tr>
<td>Talks about the topic in 3 excellent sentences. Posture and voice projection are excellent.</td>
</tr>
</tbody>
</table>

### CLASSROOM OBSERVATION (Weeks 1–9)

The learner:

<table>
<thead>
<tr>
<th>The learner:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listens to stories and participates with enjoyment</td>
</tr>
<tr>
<td>2. Retells stories that are read or told in sequence</td>
</tr>
<tr>
<td>3. Tells own stories confidently</td>
</tr>
<tr>
<td>4. Answers questions about the story that is read or told</td>
</tr>
<tr>
<td>5. Gives own opinion about stories</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The learner’s performance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulfils 1 criterion</td>
</tr>
<tr>
<td>Fulfils 2 criteria</td>
</tr>
<tr>
<td>Fulfils 3 criteria</td>
</tr>
<tr>
<td>Fulfils 4 criteria</td>
</tr>
<tr>
<td>Fulfils all 5 criteria</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The learner:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participates actively in class discussions and takes turns</td>
</tr>
<tr>
<td>2. Comments on others’ contributions</td>
</tr>
<tr>
<td>3. Listens attentively to complex instructions</td>
</tr>
<tr>
<td>4. Asks for clarification if s/he doesn’t understand</td>
</tr>
<tr>
<td>5. Follows instructions accurately</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The learner’s performance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulfils 1 criterion</td>
</tr>
<tr>
<td>Fulfils 2 criteria</td>
</tr>
<tr>
<td>Fulfils 3 criteria</td>
</tr>
<tr>
<td>Fulfils 4 criteria</td>
</tr>
<tr>
<td>Fulfils all 5 criteria</td>
</tr>
</tbody>
</table>

**Total 20 marks**
### PHONICS Assessment Rubrics and Checklists

#### ASSESSMENT

**PHONICS Formal Assessment Activity 1: Write sounds**

(Week 8 Tuesday) LAB page 141, TG page 124 10 marks

1 mark for each correct answer:

<table>
<thead>
<tr>
<th></th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words</td>
<td></td>
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</tbody>
</table>

[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:

<table>
<thead>
<tr>
<th></th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words</td>
<td></td>
<td></td>
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</tbody>
</table>

[Versioners insert the 5 words you will test. Numbered 1-5.]

**CLASSROOM OBSERVATION (Weeks 1–9) 5 marks**

The learner:

1. Builds words using phonics taught (LAB activities)
2. Reads words using phonics taught
3. Uses invented spelling in writing
4. Spells words correctly in dictation activities
5. Shows increasing fluency (accuracy and speed) in timed word reading

<table>
<thead>
<tr>
<th></th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fulfils 1 or 0 criteria</td>
<td>Fulfils 1 criteria</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
</tr>
</tbody>
</table>

Fulfils all 5 criteria

Total 20 marks
### READING AND COMPREHENSION Formal Assessment Activity 1: Written comprehension

(Week 6 Thursday) LAB page 110, TG page 101  
10 marks

1. strange (1 mark)  
2. watch TV (1 mark)  
3. Sipho’s grandfather’s sister (1 mark)  
4. 2 – A lady was looking for her brother.  
   3 – Sipho and Granny met the lady.  
   1 – Granny called the number on the TV.  
5. Two feelings, e.g. happy, excited, nervous, pleased, sad, etc. (2 marks) + a reason e.g. he met someone new, it was his grandfather’s sister, etc (1 mark)

### READING AND COMPREHENSION Formal Assessment Activity 2: Reading aloud and answering questions

(Week 8 Monday to Friday) LAB page 148, TG pages 123, 125, 127, 129, 131  
10 marks

<table>
<thead>
<tr>
<th>Oral Reading (GRR)</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reads aloud to teacher for 3-5 minutes</td>
<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>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>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>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>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>
</tr>
</tbody>
</table>

### 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>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>Identifies words/word groups during Sentence Making and is able to cut the correct words out</td>
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<td>Is able to re-assemble the sentence correctly without assistance</td>
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<tr>
<td>Reads the story in small groups and independently</td>
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<tr>
<td>Records vocabulary from the story in the personal dictionary</td>
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</table>

Total 25 marks
### HANDWRITING Assessment Rubrics and Checklists

#### HANDWRITING Formal Assessment Activity 1

**LAB page 101, TG page 95**

<table>
<thead>
<tr>
<th>5 marks</th>
<th>4 marks</th>
<th>3 marks</th>
<th>2 marks</th>
<th>1 mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**The learner:**

1. **Needs support**
   - To write 1 short sentence with punctuation
2. **Writes 1 short sentence with punctuation but correct letter formation, spacing between words and size of letters are not observed**
3. **Writes 1 short sentence with punctuation paying attention to letter formation but spacing between words is not observed**
4. **Writes 2 short sentences with punctuation paying careful attention to correct letter formation and observing spacing between words**
5. **Writes 3 and more short sentences with punctuation paying careful attention to correct letter formation, size and observing spacing between words**

#### CLASSROOM OBSERVATION (Weeks 1–9)

<table>
<thead>
<tr>
<th>5 marks</th>
<th>4 marks</th>
<th>3 marks</th>
<th>2 marks</th>
<th>1 mark</th>
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<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

**The learner:**

1. **Forms all lower and upper case letters correctly**
2. **Forms all lower and upper case letters correctly**
3. **Forms all lower and upper case letters correctly**
4. **Forms all lower and upper case letters correctly**
5. **Rules a straight line with a ruler**

**Total 10 marks**
## WRITING Assessment Rubrics and Checklists

### WRITING Formal Assessment Activity 1: Write a story
(Week 6 Wednesday) LAB page 107, TG page 99 10 marks

<table>
<thead>
<tr>
<th>The learner:</th>
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<th>4</th>
<th>6</th>
<th>8</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Writes an original story using the theme vocabulary and writing frame</td>
<td>Struggles to complete the</td>
<td>Attempts to complete the</td>
<td>Completes the writing frame</td>
<td>Completes the writing frame</td>
<td>Completes the writing frame</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>writing frame and does not use the theme vocabulary. Does not use punctuation correctly. Drawing does not relate to the story.</td>
<td>but vocabulary but does not use original ideas or vocabulary. Uses some correct punctuation. Drawing relates partially to the story.</td>
<td>but vocabulary is limited. Uses some punctuation correctly. Drawing relates to the story.</td>
<td>adequately, but vocabulary is limited. Uses most punctuation correctly. Drawing relates to the story.</td>
<td>using original ideas and rich vocabulary, correct punctuation and an appropriate drawing.</td>
</tr>
<tr>
<td>• Illustrates the story with an appropriate drawing</td>
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<tr>
<td>• Uses past tense</td>
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</tbody>
</table>

### WRITING Formal Assessment Activity 2: Write news
(Week 6 Friday) LAB page 113, TG page 102 5 marks

<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>• Writes at least two paragraphs (at least two sentences each) on personal experiences or an event</td>
<td>Struggles to write 1 sentence of own news and does not use any punctuation</td>
<td>Attempts to write 1 paragraph of own news but uses capital letters incorrectly</td>
<td>Writes 1 paragraph of own news using capital letters and full stops</td>
<td>Writes 2 paragraphs of own news using capital letters, full stops and correct grammar and spelling</td>
<td>Writes more than 2 paragraphs of own news using capital letters, full stops and correct grammar and spelling</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>
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</tbody>
</table>

### WRITING Formal Assessment Activity 3: Write 3 paragraphs about a night creature
(Week 7 Wednesday) LAB page 130, TG page 113 10 marks

<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>• Writes three paragraphs using theme vocabulary</td>
<td>Struggles to complete the writing independently. The text is not related to the topic. Theme vocabulary is not used. No or inappropriate illustration.</td>
<td>Attempts to complete the writing. The text is partially related to the topic. Some theme vocabulary is used. Illustration lacks details.</td>
<td>Completes the writing and the text is mostly related to the topic. Theme vocabulary is correctly used. Illustration is adequate.</td>
<td>Completes the writing adequately, using interesting vocabulary. The text is related to the topic. Theme vocabulary is correctly used. Illustration is accurate.</td>
<td>Completes the writing using original ideas and rich vocabulary. The text is related to the topic and theme vocabulary is used correctly. Illustration is detailed and accurate.</td>
</tr>
<tr>
<td>• Gives the text a title</td>
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<tr>
<td>• Writes 3 paragraphs of at least 2 sentences giving information about the selected creature</td>
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<tr>
<td>• Illustrates the text with an accurate picture</td>
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</tbody>
</table>

**Total** 25 marks
## Home Language Term 4 Marksheet

<table>
<thead>
<tr>
<th></th>
<th>Listening and Speaking</th>
<th>Phonics</th>
<th>Reading and Comprehension</th>
<th>Handwriting</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20%</td>
<td>20%</td>
<td>25%</td>
<td>10%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>LISTENING AND SPEAKING 1:</strong> RUBRIC p.150</td>
<td>Retell a story, sequence events, answer lower and higher order question</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LISTENING AND SPEAKING 2:</strong> RUBRIC p.150</td>
<td>Present information about the Find Out</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CLASSROOM OBSERVATION:</strong> CHECKLIST p.150</td>
<td>Stories, discussions and instructions</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>PHONICS 1:</strong> RUBRIC p.151</td>
<td>Writes sounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PHONICS 2:</strong> RUBRIC p.151</td>
<td>Dictation</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>READING AND COMPREHENSION 1:</strong> RUBRIC p.152</td>
<td>Answer written comprehension questions</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>READING AND COMPREHENSION 2:</strong> RUBRIC p.152</td>
<td>Individual reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CLASSROOM OBSERVATION:</strong> CHECKLIST p.152</td>
<td>All handwriting pages in exercise book</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HANDWRITING 1:</strong> RUBRIC p.154</td>
<td>Punctuation, letter formation and spacing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WRITING 1:</strong> RUBRIC p.154</td>
<td>Creative writing – imaginative story</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WRITING 2:</strong> RUBRIC p.154</td>
<td>Personal writing – news</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WRITING 3:</strong> RUBRIC p.154</td>
<td>Three paragraphs</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**TG p.96, 98, 100**

<table>
<thead>
<tr>
<th></th>
<th>LAB pg 128</th>
<th>TG pg 116</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 6</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td></td>
<td></td>
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**Weeks 1-9**

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<th>LAB pg 141</th>
<th>LAB pg 150</th>
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<td><strong>Week 6</strong></td>
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**Max mark**

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LIFE SKILLS: PLANNING FOR CONTINUOUS AND FORMAL ASSESSMENT
TERM 4

- **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.

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<th>BEGINNING KNOWLEDGE AND PSWB</th>
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<td>1. Discuss personal ideas and feelings about theme topics</td>
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<td>2. Discuss holidays and other special days</td>
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<td>5. Life at night</td>
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<td>6. Celebrations and special days</td>
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<tr>
<td>1. Social science concepts: conservation (week 1), cause and effect (week 4, 5), adaptation (week 5–8), place (week 1, 2, 3, 4), relationships and interdependence (week 9), diversity and individuality (week 3, 4, 9), change (week 3, 4)</td>
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<td>2. Natural Science concepts: life and living (week 5–8), energy and change (week 4), planet earth and beyond (week 1, 2, 5, 6, 7, 8)</td>
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<td>3. Scientific process skills: the process of enquiry which involves observing (week 4), comparing (week 2, 4, 5, 6, 7, 8), classifying (week 6, 7, 8), measuring (week 4), experimenting (week 4), and communicating (week 4, 8)</td>
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<td>4. Technological process skills: investigate (week 4), design (week 4), make, (week 4) evaluate (week 4), communicate (week 4)</td>
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<td>2. Relationships with others</td>
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<td>3. Relationship with the environment</td>
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<td>4. Values and attitudes</td>
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<td>1. Make paintings or drawings relevant to the term’s topics</td>
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<td>2. Discuss colour, tone, texture, contrast, shape</td>
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<td>3. Look at and discuss famous artworks</td>
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<td>4. Construct a model using clay; discuss shape, texture, develop craft skills</td>
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<td>5. Discuss pattern and line</td>
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<td>6. Make puppets</td>
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<td>Creative games and skills</td>
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<td>1. Listening to music and identifying moods such as ‘sad’, ‘happy’, ‘calm’ and ‘excited’</td>
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<td>2. Warming up the body using circles, angles, curves and zig-zags</td>
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<td>3. Warming up the voice: using songs and rhymes focusing on high and low notes and fast and slow tempo</td>
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**PERFORMING ARTS**

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<td>4</td>
<td>Singing songs to improve the ability to sing in tune</td>
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<td>5</td>
<td>Composing soundscapes, using dynamics, pitch, timbre and tempo to express character, feelings and mood such as: “grandfather = loud, low pitch, slow”, “bird = quiet, high pitch, fast”, etc.</td>
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<td>6</td>
<td>Simple mime: imitating everyday activities focusing on weight, shape and space such as “crouching in a narrow cave”, “kicking a ball on a big soccer field”, etc.</td>
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<td>7</td>
<td>Locomotor and non-locomotor movements: twisting combined with galloping on their own and with a partner</td>
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<td>8</td>
<td>Cooling down the body and relaxation: moving to slow soothing music</td>
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**Improvise and interpret**

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<td>9</td>
<td>Listening to music and identifying how dynamics, pitch, timbre and tempo combine to tell a story such as Peter and the Wolf, etc.</td>
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<td>10</td>
<td>Improvising appropriate movements and characters using axial, locomotor and levels to interpret a story such as Peter and the Wolf, etc.</td>
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<td>11</td>
<td>Developing a puppet performance by focusing on a conversation between puppets</td>
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<td>12</td>
<td>Exploring attitude, status and relationships of characters such as the villain, animal characters, the witch, the princess, etc.</td>
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**PHYSICAL EDUCATION**

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<td>• Jump high; walk with big steps; walk with small steps; skip; hop</td>
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<td>• Athletics – sprinting</td>
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<td>• Athletics – relay running</td>
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<td>• Flashcards with different action words on them – jump, run, skip, hop, sit, walk, stand.</td>
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<td>• Tennis and cricket activities or other bat and ball games</td>
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<td>• Step up and down on steps or balancing forms – 10 times</td>
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<td>• Swimming, breathing exercises using buckets of water</td>
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<td>• Swimming exercises – lie on back and kick legs; lie on stomach; kick legs and move arms in a swimming action</td>
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<td>• Athletics – long jump build-up activities</td>
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<td>• Athletics – high jump build-up activities</td>
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<td>Spatial orientation</td>
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<td>• Following verbal directions, e.g. “Walk 6 steps forward, 10 steps backward and 3 steps to the left” etc.</td>
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<td>• Skipping around play area alone and with a partner</td>
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<td>• Stretching, up and sideways</td>
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<td>Sports and games</td>
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<td>• Play various games</td>
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<td>• Swimming exercises – breathing exercises. Practise blowing bubbles through a straw in water.</td>
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<td>• Learners put faces into water and blow bubbles</td>
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**ASSESSMENT**
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<tr>
<th>BK/PSWB Formal Assessment Activity 1: What's in the night sky? (Week 6 Tuesday) LAB page 102, TG page 96</th>
<th>10 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 mark for each correct answer:</td>
<td></td>
</tr>
<tr>
<td>1: True (1), True (1); 2. Gives off light: Sun, Milky Way, stars (3); Reflects Sun’s light: Space station, satellites (2); 3. Picture 1 – satellites (1), Picture 2 – ball of glowing gas (1), Picture 3 – galaxy (1)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BK/PSWB Formal Assessment Activity 2: Match pictures and labels (Week 7 Tuesday) LAB page 125, TG page 110</th>
<th>10 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 mark for each correct answer:</td>
<td></td>
</tr>
<tr>
<td>biggest – aardvark (1); softest – owl (1); sharpest – porcupine or aardvark (1); fastest – owl (1); eats only meat – owl and aardvark (2); eats meat and plants – jackal (1); eats only plants – porcupine (1)</td>
<td></td>
</tr>
<tr>
<td>For 2 marks: Moths come out at night; owls are night creatures (2)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BK/PSWB Formal Assessment Activity 3: Comprehension questions (Week 8 Thursday) LAB page 147, TG page 128</th>
<th>10 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 mark for each correct answer:</td>
<td></td>
</tr>
<tr>
<td>1. hair (1); 2.T: Stamping their feet (1), Shaking their quills (1), Running into the other animal (1); F: Biting other animals (1); 3. No (1) Their quills are too soft. (1); 4. About 30 000 (1); 5. No (1) They grow new quills when some fall out. (1)</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>1</td>
</tr>
<tr>
<td>1. Listens attentively during lessons</td>
<td>Fulfils 1 criteria</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>
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</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>1</td>
</tr>
<tr>
<td>1. Follows instructions</td>
<td>Fulfils 1 criteria</td>
</tr>
<tr>
<td>2. Uses initiative when completing activities</td>
<td></td>
</tr>
<tr>
<td>3. Contributes own ideas to discussions</td>
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<tr>
<td>4. Gives an opinion on the theme topics, e.g. Why are class rules important?</td>
<td></td>
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<tr>
<td>5. Shows evidence of research in the Find Out activities</td>
<td></td>
</tr>
</tbody>
</table>

| Total | 40 marks |
### VISUAL ARTS Formal Assessment Activity 1: A black and white picture
(Week 6 Monday/Tuesday) TG pages 95, 97  
**5 marks**

<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>• Plan a nightscape picture in rough</td>
<td>Plan not done or poorly executed. Shapes were not recognisable. Composition was poor. No additional details added.</td>
<td>Poor plan. Shapes recognisable but untidily cut out. Composition did not fill the page well. No additional details added.</td>
<td>Adequate plan. Shapes recognisable and reasonably tidy. Composition lacked interest. A few additional details added.</td>
<td>Good plan. Shapes well cut out. Composition not very creative. Some additional details added.</td>
<td>Excellent plan. Shapes well designed and cut out. Composition creative and visually pleasing. Many additional details added.</td>
</tr>
<tr>
<td>• Cut shapes of buildings and other objects from newspaper and white paper</td>
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<tr>
<td>• Compose an interesting picture that fills most of the page</td>
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<tr>
<td>• Add additional details to complete the picture</td>
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</tbody>
</table>

### VISUAL ARTS Formal Assessment Activity 2: Make a model porcupine
(Week 8 Monday/Tuesday) TG pages 123, 125  
**5 marks**

<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>• Model a porcupine shape from clay or a similar medium</td>
<td>The shape does not look like a porcupine and the quills are not realistic. No additional features added.</td>
<td>The shape is simple but looks like an animal. Quills are not correctly placed. No additional features added.</td>
<td>The shape is reasonably realistic and some quills have been painted and placed. Few or no additional features added.</td>
<td>The shape of the animal is clear and some additional features have been added. The quills are painted and adequately placed.</td>
<td>The model looks realistic and has a number of additional features.</td>
</tr>
<tr>
<td>• Create realistic looking quills from sticks or similar materials</td>
<td></td>
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<tr>
<td>• Put the “quills” in the clay so the animal looks realistic</td>
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<tr>
<td>• Add additional features to the animal</td>
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</tbody>
</table>

### CLASSROOM OBSERVATION (Weeks 1–9)  
**5 marks**

<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>
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<tr>
<td>2. Show evidence of planning before executing the activities</td>
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<tr>
<td>3. Successfully use tools – scissors, paintbrushes, crayons, kokis, glue, clay, etc.</td>
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<tr>
<td>4. Follow instructions</td>
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<tr>
<td>5. Show evidence of enjoyment and creativity</td>
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</tbody>
</table>

**Total** 15 marks
## PERFORMING ARTS Formal Assessment Activity 1: Improvise and interpret – move to music
### (Week 7 Thursday) TG pg 115

<table>
<thead>
<tr>
<th>The learner is able to:</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listen attentively to instrumental music</td>
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<tr>
<td>• Move in time to the music</td>
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<tr>
<td>• Demonstrate fast and slow movements</td>
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<tr>
<td>• Perform locomotor and non-locomotor movements, e.g. run, gallop, skip, swoop</td>
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<tr>
<td>• Clearly demonstrate which animal they are depicting</td>
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</tbody>
</table>

- Does not listen to the music. Is unable to move in time or use different movements. It is not clear which animal they are depicting.
- Listens to the music. Does not move in time and uses a small number of movements. It is not clear which animal they are depicting.
- Listens to the music. Moves in time but uses limited movements. There is some evidence that they are depicting an animal.
- Listens attentively. Moves in time with a reasonable range of movements. It is clear which animal they are depicting.
- Listens attentively. Moves in time with a wide range of movements. It is clear which animal they are depicting.

## PERFORMING ARTS Formal Assessment Activity 2: Recite a poem
### (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>• Remember the words of the rhyme</td>
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<tr>
<td>• Remember the actions for each line</td>
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<tr>
<td>• Use expression and different dynamics for each line</td>
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<tr>
<td>• Stand up straight and look at the audience</td>
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<tr>
<td>• Repeat the poem in unison with the group</td>
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</tr>
</tbody>
</table>

- Does not work with the group. Is unable to remember the words of the rhyme or do the actions. No variation in dynamics. No connection with the audience.
- Is not always in unison with the group. Remembers some of the words and actions. Little variation in dynamics. No connection with the audience.
- Recites with the rest of the group. Remembers most of the words and actions. Some variation in dynamics. Some connection with the audience.
- Recites with the rest of the group. Remembers all the words and actions. Some variation in dynamics. Good connection with the audience.
- Recites with the rest of the group. Remembers all the words and actions. Excellent connection with the audience.

## 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></td>
<td></td>
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</tr>
<tr>
<td>2. Work in a group – taking turns, sharing ideas</td>
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<tr>
<td>3. Perform songs and rhymes with actions</td>
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<tr>
<td>4. Participate confidently in role play and storytelling</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>5. Move and dance with co-ordination and confidence</td>
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</tr>
</tbody>
</table>

- 1 criterion fulfilled successfully
- 2 criteria fulfilled successfully
- 3 criteria fulfilled successfully
- 4 criteria fulfilled successfully
- All 5 criteria fulfilled successfully

**Total** 15 marks
### PHYSICAL EDUCATION Formal Assessment Activity 1: Spatial Orientation and Perceptual Motor
(Week 7 Tuesday–Friday) TG pages 111, 113, 115, 117  

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>
| **Spatial orientation**  
  - Follow verbal directions:  
    - Walk 6 steps forward, 10 steps backward and 3 steps to the left. Stop.  
    - Walk sideways crossing legs.  
    - Hop 6 times on one leg and 9 times on the other leg.  
  - Respond to flashcards of actions: run, jump, skip, hop, sit, walk, stand.  
| Does not follow either verbal or written instructions. Unable to move in different directions. Unable to perform different actions. | Attempts to follow verbal and written instructions. Does not always change direction correctly. Can perform only some of the actions. | Follows verbal and written instructions most of the time. Able to change direction. Can perform actions about half of the time. | Follows both verbal and written instructions well. Changes direction and performs the actions most of the time. | Follows both verbal and written instructions well. Changes direction and performs the actions accurately throughout the activity. |
| **Perceptual motor**  
  - Respond to flashcards of actions: run, jump, skip, hop, sit, walk, stand.  
| Does not follow either verbal or written instructions. Unable to move in different directions. Unable to perform different actions. | Attempts to follow verbal and written instructions. Does not always change direction correctly. Can perform only some of the actions. | Follows verbal and written instructions most of the time. Able to change direction. Can perform actions about half of the time. | Follows both verbal and written instructions well. Changes direction and performs the actions most of the time. | Follows both verbal and written instructions well. Changes direction and performs the actions accurately throughout the activity. |

### PHYSICAL EDUCATION Formal Assessment Activity 2: Sports and games
(Week 8 Tuesday–Friday) TG pages 125, 127, 129, 131  

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>
| **Spatial orientation**  
  - Follow verbal directions:  
    - Walk 6 steps forward, 10 steps backward and 3 steps to the left. Stop.  
    - Walk sideways crossing legs.  
    - Hop 6 times on one leg and 9 times on the other leg.  
  - Respond to flashcards of actions: run, jump, skip, hop, sit, walk, stand.  
| Does not follow either verbal or written instructions. Unable to move in different directions. Unable to perform different actions. | Attempts to follow verbal and written instructions. Does not always change direction correctly. Can perform only some of the actions. | Follows verbal and written instructions most of the time. Able to change direction. Can perform actions about half of the time. | Follows both verbal and written instructions well. Changes direction and performs the actions most of the time. | Follows both verbal and written instructions well. Changes direction and performs the actions accurately throughout the activity. |
| **Perceptual motor**  
  - Respond to flashcards of actions: run, jump, skip, hop, sit, walk, stand.  
| Does not follow either verbal or written instructions. Unable to move in different directions. Unable to perform different actions. | Attempts to follow verbal and written instructions. Does not always change direction correctly. Can perform only some of the actions. | Follows verbal and written instructions most of the time. Able to change direction. Can perform actions about half of the time. | Follows both verbal and written instructions well. Changes direction and performs the actions most of the time. | Follows both verbal and written instructions well. Changes direction and performs the actions accurately throughout the activity. |

### CLASSROOM OBSERVATION (Weeks 1–9)  

1 mark = 1 criterion  

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>
| 1. Follow instructions  
  2. Take turns  
  3. Work in a team  
  4. Warm up and cool down  
  5. Balance on one leg  
  6. Balance on ropes or equipment  
  7. Walk with big steps; walk with small steps; skip; hop as in long jump  
  8. Jump high as in high jump  
  9. Step up and down to a rhythm  
  10. Stretch up and sideways  
  11. Throw and catch a tennis ball  
  12. Play bat and ball games like Mini Cricket, tennis and rounders  
  13. Play a traditional game  
  14. Follow rules in other games  
  15. Participate in swimming/water exercises  
  16. Practise breathing exercises for swimming  
  17. Participate in team races, e.g. relay race  
  18. Skip, run and sprint alone and with a partner  
  19. React quickly to commands in reaction drills  
  20. Participate in perception games like following verbal instructions |

**Total**  

<p>| 30 marks |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Assessment</th>
<th>Rubric Page</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-9</td>
<td>BK/PSWB ASSESSMENT 1: RUBRIC pg 158</td>
<td>The Night sky</td>
<td>BEGINNING KNOWLEDGE AND PSWB</td>
</tr>
<tr>
<td>1-9</td>
<td>BK/PSWB ASSESSMENT 2: RUBRIC pg 158</td>
<td>Night creatures</td>
<td></td>
</tr>
<tr>
<td>1-9</td>
<td>BK/PSWB ASSESSMENT 3: RUBRIC pg 158</td>
<td>Comprehension question</td>
<td></td>
</tr>
<tr>
<td>1-9</td>
<td>PSWB CLASSROOM OBSERVATIONS CHECKLIST pg 158</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-9</td>
<td>BK CLASSROOM OBSERVATION CHECKLIST pg 158</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>VISUAL ARTS ASSESSMENT 1: RUBRIC pg 159</td>
<td>2D black and white picture</td>
<td>VISUAL ARTS</td>
</tr>
<tr>
<td>6</td>
<td>VISUAL ARTS ASSESSMENT 2: RUBRIC pg 159</td>
<td>3D clay model</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>VISUAL ARTS ASSESSMENT 3: RUBRIC pg 159</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>CLASSROOM OBSERVATIONS CHECKLIST pg 159</td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>PERFORMING ARTS ASSESSMENT 1: RUBRIC pg 160</td>
<td>Move to music</td>
<td>PERFORMING ARTS</td>
</tr>
<tr>
<td>7</td>
<td>PERFORMING ARTS ASSESSMENT 2: RUBRIC pg 160</td>
<td>Recite and perform</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>PERFORMING ARTS ASSESSMENT 3: RUBRIC pg 160</td>
<td></td>
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<tr>
<td>7</td>
<td>CLASSROOM OBSERVATIONS CHECKLIST pg 160</td>
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<td></td>
</tr>
<tr>
<td>8</td>
<td>PE ASSESSMENT 1: RUBRIC pg 161</td>
<td>Spatial Orientation and perceptual motor</td>
<td>PHYSICAL EDUCATION</td>
</tr>
<tr>
<td>8</td>
<td>PE ASSESSMENT 2: RUBRIC pg 161</td>
<td>Sports and games</td>
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<tr>
<td>8</td>
<td>CLASSROOM OBSERVATIONS CHECKLIST pg 161</td>
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</tbody>
</table>
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