Home Language and Life Skills

Teacher’s Guide
Acknowledgements
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- Page 81 (Helping blind people), Page 96 (Guide dogs),
- Page 119 (Playing outside), Page 134 (Dora’s healthy day),
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<td>Writing</td>
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<td>Group guided reading</td>
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<td>Handwriting and Independent work</td>
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### Icons used in LAB
- Write
- Colour in or draw
- Cut out

### Abbreviations used
- Teacher’s Guide – TG
- Learner’s Activity Book – LAB
- Group guided reading – GGR
- Personal and social wellbeing – PSWB
- Beginning knowledge – BK
- Home Language – HL
- Paired Reading – PR
- Independent Work – IW
- Rainbow Workbooks – DBE
**Weekly timetable, Term 1**

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<td>1 hour 30 min</td>
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<td><strong>Maths Block</strong></td>
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<tr>
<td>30 min</td>
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<tr>
<td><strong>Life Skills Block</strong></td>
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<tr>
<td>Oral (HL)</td>
<td>Oral (PSWB)</td>
<td>Oral (PSWB)</td>
<td>Oral (PSWB)</td>
<td>Oral (HL)</td>
<td></td>
</tr>
<tr>
<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>
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<tr>
<td>1 hour 20 min</td>
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<td><em><em>Reading and Writing Block (6 page story every 2 weeks</em>)</em>*</td>
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<td>Phonics</td>
<td>Phonics</td>
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<td>Phonics</td>
<td>Dictation/Timed Word Reading *</td>
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<td>New sound *</td>
<td>Activity *</td>
<td>New sound *</td>
<td>Activity *</td>
<td>Activity *</td>
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<td>Shared Writing</td>
<td>Writing 2 *</td>
<td>Written Comprehension</td>
<td>Writing 3 *</td>
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<tr>
<td>News *</td>
<td></td>
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<tr>
<td>Introduction to Handwriting and Independent work activities</td>
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<tr>
<td>10 min</td>
<td>Extra HL per day for max time</td>
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<td>25 min</td>
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<td><strong>EFAL</strong></td>
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<tr>
<td>Break</td>
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<tr>
<td>30 min</td>
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<td><strong>Creative Arts Block</strong></td>
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<td>Visual</td>
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<td>Performing</td>
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<td></td>
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<td>30 min</td>
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<td><strong>Physical Education Block</strong></td>
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*Indicates page in the LAB
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<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Read aloud story</th>
<th>Shared reading story</th>
<th>Phonics</th>
<th>Comprehension</th>
<th>Writing</th>
<th>Life Skills info text</th>
<th>BK and PSWB</th>
<th>Creative Arts</th>
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<tr>
<td>1</td>
<td>I am special</td>
<td>A: Revision of single sounds Sand X: Orientation and assessment</td>
<td>MCQs – Sipho goes to school</td>
<td>News</td>
<td>Class rules</td>
<td>Breath</td>
<td>I am special</td>
<td>Sipho goes to school</td>
<td>A: -ee; -oo</td>
<td>S: a e i o u</td>
</tr>
<tr>
<td>2</td>
<td>Everyone is special</td>
<td>The waterhole</td>
<td>The waterhole</td>
<td>A: -aa; -uu</td>
<td>S: l, b, n, m X: rt, ntw</td>
<td>News</td>
<td>SW: Friendly letter</td>
<td>IW: Qualities of a friend</td>
<td>We are different, we are the same</td>
<td>Similarities and differences</td>
</tr>
<tr>
<td>3</td>
<td>Everyone is special</td>
<td>The new boy and the bully</td>
<td>The waterhole</td>
<td>A: -ie</td>
<td>S: k, t, s, p X: nk, nkw</td>
<td>MCQs – The Waterhole</td>
<td>News</td>
<td>SW: New story</td>
<td>IW: Describe similarities and differences</td>
<td>We are different, we are the same</td>
</tr>
<tr>
<td>4</td>
<td>Everyone is special</td>
<td>The new boy and the bully</td>
<td>The waterhole</td>
<td>A: -oo</td>
<td>S: a e i o u X: kh, khw</td>
<td>News</td>
<td>SW: Retell a story</td>
<td>IW: Superhero ID card</td>
<td>We are different, we are the same</td>
<td>Unique you!</td>
</tr>
<tr>
<td>5</td>
<td>We are different, we are the same</td>
<td>Sipho's new eyes</td>
<td>Sipho's new eyes</td>
<td>A: -ou</td>
<td>S: h, w, j, y X: nx, nkw</td>
<td>News</td>
<td>SW: A visit to the doctor</td>
<td>IW: Sentences about lenses</td>
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<td>We are different, we are the same</td>
<td>I can't find my glasses</td>
<td>Sipho's new eyes</td>
<td>A: -ei</td>
<td>S: ng, ny X: hl, hiw</td>
<td>News</td>
<td>SW: List of favourite foods</td>
<td>IW: Menu of favourite foods, Favourite foods list</td>
<td>We are different, we are the same</td>
<td>Sun safety Laughter</td>
</tr>
<tr>
<td>7</td>
<td>What we need to live</td>
<td>What do we need to be healthy?</td>
<td>What do we need to be healthy?</td>
<td>A: -ui</td>
<td>S: š, s, ts, tš X: gc, gcw</td>
<td>News</td>
<td>SW: List of favourite foods</td>
<td>IW: Menu of favourite foods, Favourite foods list</td>
<td>Keeping food and water safe</td>
<td>Keeping food and water safe</td>
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<td>8</td>
<td>What we need to live</td>
<td>Dora's healthy day</td>
<td>What do we need to be healthy?</td>
<td>A: -ei</td>
<td>S: ng, ny X: hl, hiw</td>
<td>MCQs – What do we need to keep healthy</td>
<td>News</td>
<td>SW: Sentences about being healthy</td>
<td>IW: A healthy day</td>
<td>Habits for healthy living</td>
</tr>
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<td>9</td>
<td>Healthy living</td>
<td>A party at school</td>
<td>A party at school</td>
<td>A: -e</td>
<td>S: Revision: ng, ny, ts, tš X: mb, ty</td>
<td>MCQs – A party at school</td>
<td>News</td>
<td>SW: Writing a story</td>
<td>IW: Party invitation, story about party at school</td>
<td>Keeping food and water safe</td>
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Assessment Plan, Term 1

- Suggested written tasks for formal assessment are in the Learner’s Activity Book, mostly in weeks 6–8.
- Oral tasks for formal assessment are in the Teacher’s Guide mostly in weeks 6–8.
- 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.

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<td>Writing Assessment 2: Write a story</td>
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<td>BK/PSWB Assessment 2: Classify foods</td>
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<td>Visual Arts Assessment 1: 2D</td>
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<td>Physical Education Assessment 1: Use equipment</td>
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<tr>
<td>Performing Arts Assessment 1: Singing</td>
</tr>
<tr>
<td>Physical Education Assessment 2: Movement</td>
</tr>
<tr>
<td>Writing Assessment 3: Paragraph with commas</td>
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<tr>
<td><strong>Week 8</strong></td>
</tr>
<tr>
<td>Reading and Comprehension Assessment 1: Oral reading</td>
</tr>
<tr>
<td>BK/PSWB Assessment 3: Classify healthy habits</td>
</tr>
<tr>
<td>Reading and Comprehension Assessment 2: Completion of sentence</td>
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<tr>
<td>Reading and Comprehension Assessment 3: Written comprehension activity</td>
</tr>
<tr>
<td>Phonics Assessment 1: Write sounds</td>
</tr>
<tr>
<td>Phonics Assessment 2: Dictation</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 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.

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

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

Timed word reading (Friday, weeks 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, Oral-Life Skills period)

Why?

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

How?

Before reading

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

Read the story

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

After reading

- Ask questions to explore the theme.

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)
**SHARED READING**  
*(Monday)*

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

**How?**

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

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

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

(Tuesday)

Why?

- Intensive reading of one or two sentences
- Developing comprehension skills by identifying what Why? 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 and 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
- 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

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 eg 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.
- Learners mark the words/word parts that demonstrate the language convention with a vertical line, e.g. Sy / het ge/praat.
- Ask questions that help the learners to use this language convention in other contexts.
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?

Handwriting and Independent Work

• Write the week’s tasks on the board and explain them at the start of the week.
• Each day, teach handwriting briefly (see page 8).
• Settle the class to work on Independent tasks.
• 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: QR code
• For activities for the Early Fluent Reading Level, click here: QR code
<table>
<thead>
<tr>
<th>Level</th>
<th>Stage</th>
<th>Reading Star</th>
<th>Can</th>
<th>Need</th>
</tr>
</thead>
</table>
| 5     | Early fluent reader | 5 Reading star | I can **read longer texts**  
- 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  
- I need more things to read.  
- Practise reading in GGR and by myself. |
| 4     | Early fluent reader | 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. |
| 3     | 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. |
| 2     | Early reader | 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. |
| 1     | 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 coordination 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?

- In this programme, Handwriting is practised during GGR/Independent work time.
- Handwriting tasks are done in exercise books.
- At the start of the week, write the handwriting tasks on the board, together with other Independent tasks.
- On the Monday, demonstrate the handwriting tasks on the board.
- 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 spacing cat)
  - Spacing between letters in the rows and in the words
  - Pressure of pencil on page
  - Slant (consistent)
- Learners copy the pattern/letters/words/sentences from the board. They continue to do this for 15 minutes.
- Teach them 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**

Writing news (Monday) →
Shared writing (Tuesday) →
Independent writing (Wednesday) →
Written comprehension (Thursday, weeks 2, 4, 6, 8) →
Creative writing (Friday)

---

**WRITING NEWS**

**(Monday)**

**Why?**

- Developing personal writing
- Giving learners a framework for writing a recount by asking themselves the questions *when*, *who*, *where*, *what happened* and *how they felt*.
- Developing oral skills when sharing news

**How?**

- Briefly explain the icons for the question words and ask learners to think of answers.
- Learners share news briefly with a partner.
- They write their news, either using the framework or writing using their own format.
- Learners illustrate their news.

---

**SHARED WRITING**

**(Tuesday)**

**Why?**

- Giving learners a model of how to write a text (the teacher is the scribe while learners supply ideas)
- 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 theme, using vocabulary that is already familiar
- Introducing different text types (genres)
- Focusing on sentence structure

How?

- The text type varies from week to week.
- 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

(Thursday, weeks 3, 5, 7, 9)

Why?

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

How?

- Select either News or the Independent Writing exercise from the week.
- Explain the language or text feature for the week identified in the TG, e.g. punctuation, add adjectives, use pronouns, etc.
- 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.
- They write the new draft of their text in their exercise books.
WRITTEN COMPREHENSION
(Thursday, weeks 2,4,6,8)

Why?
- Teaching learners to find answers in the text
- Introducing learners to different types of question formats that they may encounter in external or standardised tests, e.g. 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.
  - **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.
- Model and practise some examples on the board.
- Learners find the answers in the text and complete the written comprehension exercise in the LAB.
- If there is time, mark the activity with the class, explaining why particular answers are correct.

CREATIVE WRITING
(Friday)

Why?
- Encouraging learners to use their imaginations and create new ideas
- Supporting learners to write texts in different genres
- Encouraging learners to use both recycled and new vocabulary in their writing

How?
In weeks 3,5,7,9
- Read the instructions for the activity to and with the class.
- Learners complete the text using the cues provided.

In weeks 2,4,6,8
- Write the writing frame from the Shared Writing activity (Tuesday) on the board.
- Re-read the shared writing text from Tuesday’s lesson.
- Remind the learners of the brainstorm exercise and the many ideas generated.
- Learners select their own ideas and copy the writing frame with their ideas into their LAB.
- They illustrate their own story.
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)

TEACHING 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, dramatizing.

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?**

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

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

**CREATIVE ARTS**

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

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

Monday

- Prepare
- 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 below for activity ideas.
- Teacher moves from group to group, observing and advising.

Cool down

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

Choose four activities per week, focusing on different skills.

1. Locomotor
   - Play traditional games, e.g. upuca, red rover, tag.
   - Potato races
   - Egg-and-spoon races – balance a small ball on a large spoon

2. Perceptual motor
   - Throw bean bags up in the air and catch them.
   - Throw and hit balls in pairs.

3. Rhythm
   - Jump rope, while saying rhyme.
   - Clap hands in pairs, while saying rhyme.
   - Hop-scotch
   - Jump over ropes that are placed parallel to one another – repeat and move ropes further apart.

4. Laterality
   - Hop on left and right legs (follow the leader).
   - Throw ball into a bucket with left and right hands.
   - Dodge and walk in different directions, with instructions given by leader.

5. Balance
   - Work in pairs, face one another with legs stretched out and feet touching, holding hands, pull and push forwards and backwards, soles of feet together.
   - Repeat standing up, using hands to push against one another with feet flat on the ground.
   - Balance a bean bag on different parts of the body while walking on a straight line.

6. Co-ordination
   - Throw ball at a target with dominant/non-dominant hands. Count your successes.
   - Kick ball at a target with dominant and non-dominant legs. Count your successes.
   - Throw/catch bean bag with a partner.
   - Pass ball under legs with learners standing one behind the other.
   - Pass ball backwards over head with learners standing one behind the other.

7. Sport and games
   - Play simple traditional games. Discuss the rules first.
   - Follow the leader.
   - Race on tip-toe/backwards/hopping/’wheelbarrow’/’crab walking’.
   - Movement games – cover the concepts of size, distance, space and quantity.

8. Spatial orientation
   - Stretch and curl: Make body as tall and as small as possible, as long and as short as possible.
   - Obstacle course: Jump over/move under obstacles, crawling, climbing, jumping, etc.
   - Run in different directions without bumping into others using all available space.
The first week of the year is usually short and often disrupted. Therefore, the workbook and the teacher’s guide suggest a few activities which can be done at any stage. These activities revise grade 1 work. Additional activities from the DBE workbooks can be done as well.

Suggested activities for week 1

**ESTABLISH ROUTINES**

Establish routines for classroom management such as moving to the mat, turning and talking with a partner, going to the toilet, lining up, feeding scheme, keeping the room clean and tidy, handing out books, sharpening pencils etc.

**LEARNER ACTIVITY BOOK ACTIVITIES**

These activities can be done at any stage during the week.

- **Who am I?**
- **I know my alphabet**
- **I am special**
WEEK 1

DBE WORKBOOK ACTIVITIES

Learners can do activities from the Home Language and Life Skills DBE workbooks at any stage during the week.

READING AND PHONICS

- Practise rapid letter naming with whole class and individuals. Point at the letters on the alphabet chart or flash cards. Learners must give the sound. Keep the pace up. Notice which learners are struggling to identify which sounds.
- Conduct EGRA tests with individual learners as per departmental instructions. Use this information to group learners into small groups of similar abilities for Guided Reading.
- Allow learners to read books from the reading corner or library.

PHYSICAL EDUCATION

Give learners the opportunity to move and to do outside activities. See page 18-19 for ideas.
The theme for the first two weeks is “I am special”. The learners learn about being kind and co-operating with others. They read a story about going to school in new clothes that are too big and then coping with a bully. They read and make class rules and write a class story.

Creative arts lessons focus on kind words. Performing arts give learners the opportunity to retell and dramatise a story. In phonics lessons, learners revise sounds from Grade 1.
Sipho’s granny got him new clothes for Grade 2.

**EQUIPMENT FOR ACTIVITIES**

- Examples or pictures of people in traditional/cultural dress
- Soft ball/crumpled paper or plastic bags
- Scissors and crayons
- Equipment required for selected Physical Education activities
Sipho went to school in his new clothes. He took his new pencil, his new pen and his lunch in his school bag. Everyone stared at him.

Sipho saw Sihle at school. Amos’s shirt was too small. His pants were too short. His shoes were too small.

Sipho said, “You look funny!”

Sihle said, “You look funny too!”

“Ha ha!” they said, “we don’t care. We are friends!”

They played together the whole day.

At break Sipho and Sihle opened their school bags. Sihle had no pen.

A big boy called Jakob saw Sipho’s new pen. “I want that pen,” said Jakob. He took the pen.

Sipho ran after the big boy. It was difficult to run in his big shoes. Sihle ran with him. “Give back the pen!” they shouted, “Give it back! Give it back!”

Some big girls saw the big boy take the pen. “Jakob!” they said, “Stop being such a bully! Give that pen back!”

**QUESTIONS + VOCAB**

- **stare** – look directly at something for long time
- **funny** – something that is strange or unusual; can also mean it makes you
- **What do you think they could have played?**
- **Why do you think Jakob took the pen?**
- **What two things did Sipho do to try and get his pen back?**
- **What is a bully? (someone who tries to hurt or intimidate someone smaller or weaker)**
Jakob gave the pen back. “Sorry,” he said.

Sipho was relieved. Granny would be very cross if he lost his new pen on the first day.

The big girls said, “Oh look at this boy! So small in his big shirt! He’s so sweet!”

Sipho felt very shy. He tucked in his shirt and tied his shoelaces. “Thank you for helping me,” he said.
Sipho's new clothes

Before reading Introduce the idea of bullying.

Reading Read the story aloud and ask the questions.

After reading
- Did Sipho’s clothes fit? Why?
- How did Sipho feel when he went to school?
- Who did Sipho make friends with?
- Why did Jakob take the pen?
- Who got Sipho’s pen back?
- How can you stop bullies from taking your things?

BEGINNING KNOWLEDGE

Prior knowledge Do you play games that have rules? Why do we need rules?

New knowledge
- How do we make sure we have a happy classroom?
- What can we do to show we respect each other?

Read page to and with the learners.

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. (not for Afrikaans)

READING

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 5 point to the word that tells us who bought Sipho’s clothes.
- On page 7 point to the word that tells us who Sipho’s friend was?
- What clue helped you to find the word quickly (capital letter)?
- What did they say to each other? What clue helped you find the words? (speech marks)
- How would you feel if someone took your new things?
**WRITING**  
My holiday news

**Talk in pairs** Use the picture prompts to share news quickly.

**Individual writing** Use the writing frame to write news.

---

**HANDWRITING AND INDEPENDENT WORK**

- Introduce this week's Independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.
- Remind them to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

---

**GROUP GUIDED READING**  
Groups A + B

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

---

**VISUAL ARTS**  
Draw hands

**Hand out** paper and crayons.

**Demonstrate** the task on the board.

**Draw and colour**
- Learners draw around their hands.
- Draw wavy lines to divide the page into six parts.
- Colour the blocks brightly.

---

**PHYSICAL EDUCATION**  
Introduction

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

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

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

**Mindful me**

**Introduce**
- Explain that it is important to take time to relax every day.
- Breathing deeply is a good relaxation technique.

**Practice deep breathing**
- Learners close their eyes and breathe in deeply to a count of five. They then breathe out to a count of five.
- Repeat several times.

**Discuss in pairs**
Open eyes and tell a partner how you feel.

---

**BEGINNING KNOWLEDGE**

**Classroom rules**

**Link to yesterday's lesson** Learners recount the classroom rules.

**Do activity** Match the pictures to the rules.

**Pairs: check work**
- Did you both match the pictures and rules in the same way?
- Check against LAB page 11.

---

**PHONICS**

**Practice activity**

*(Versioners: Language specific)*

**Letter naming practice**
- Point randomly to a letter on the alphabet frieze.
- Learners say sound of the letter.
- Repeat. Keep pace up.

**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 169).

**Read together**
- Put your finger under the words as you read.
- Ask questions about sentence structure.
- Why is there a capital letter at the beginning of the sentence? Why?
- What do we find at the end of the sentence? Why?

**Ask questions and cut off the words/word groups**
- **Who?** Sipho’s granny
- **Did what?** got
- **Who?** him (Sipho)
- **What?** new clothes

**Jumble and reconstruct the sentence**

**Stick the sentence** Learners stick their sentence on LAB page 16.
**WRITING**

**Write a letter**

**Introduction** Learn to play the story *Sipho goes to school* in their own words.

**Show the writing frame**

**Brainstorm** Learners give ideas for a new story about a child who gets new clothes. Choose:
- A new title
- The name of the child
- Who buys the clothes

- What items were bought
- Did they fit?

**Shared writing**

Write the new story on the board, using learners’ ideas, e.g. *Auntie bought new clothes for Anele. She bought a skirt, jersey, shoes, T-shirt. They were just right.*

**Read the story together**

---

**HANDWRITING AND INDEPENDENT WORK**

- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

**GROUP GUIDED READING**

**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 chatterbox**

**Equipment:** Give learners a square piece of paper.
- **Demonstrate** how to make a chatterbox.
- **Learners follow** your instructions.

**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...
Give a sentence starter I feel special when I...
Pairs Each complete the sentence.
Share Select learners to share their answers with the class.

BEGINNING KNOWLEDGE  Traditional clothes
Prior knowledge Show learners pictures/examples of traditional clothes and let them say what they know about them.
Read the page Discuss 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  New sound
(isiXhosa and Sepedi only)
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.

Versioners: There is different text to Afrikaans Phonics on a Wednesday.

READING  Sipho goes to school
Read together Read pages 5–10 of Sipho goes to school to and with the class.
Read in pairs In pairs, take turns to read one page each.
Read alone Whisper-read the first four pages of the story.
**Writing**

**Our class rules**

**Discuss** What are rules for?

**Brainstorm ideas for class rules**
- What are some positive rules? *(e.g. We must keep our books clean.)*
- What are some negative rules? *(e.g. We mustn’t run in the classroom.)*

**Write** Learners complete the writing frame.

---

**Handwriting and Independent Work**

- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

---

**Group Guided Reading**

**Groups E and A**

**First reading for Group E**
- 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.

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

---

**Performing Arts**

**Prepare a play**

**Whole class**
- Review the part of Sipho goes to school where Sipho is bullied by Jakob.
- Learners name the characters and describe what they do.

**Groups of four: Prepare a play about the bully**
- Allocate parts.
- Make up dialogue.
- Practice the play.

---

**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

Teach the song with actions. Can be sung to the tune *I hear thunder.*

I am special, I am special *(Point to self)*

Look and see, look and see, *(Point to eyes)*

Someone very special, someone very special. *(“Jazz hands”)*

It is me! It is me! *(Point to self again)*

**BEGINNING KNOWLEDGE** Kind or unkind?

Discuss the pictures of kind and unkind children.

Read the stories

**Tick the correct column**  Count the ticks and answer the questions.

**Story 1** Zola is skipping with her friends. She sees Babalwa sitting by herself. She says to her friends, “I’m going to ask Babalwa to play with us.” Babalwa is happy. She skips with the others.

**Story 2** Zuko is playing soccer with his friends. Themba is a new boy. He asks if he can play too. Zuko says, “No, we have a full team already. Go and play with someone else.”

**Story 3** Zuko is walking home with his friend. His small sister, Sne, calls him to wait. His friend says, “Pretend you didn’t hear her. We don’t want a small girl to walk with us.” Zuko stops and waits for his sister. “Come, Sne,” he says. “You can walk with me.”

**PHONICS** as per LAB *(Versioners: Language specific)*

Quick letter naming practice

- Point randomly to letter on the alphabet frieze.
- Learners say sound of letter.
- Repeat. Keep pace up.

**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 xx.*
- Which word tells us this story happened in the past (got)
- What other words could we use instead of got? (bought, made, borrowed, etc.)
WRITING  Comprehension
Revision  Re-read Sipho’s new clothes together.

Answer the questions  Look at the picture. Tick the correct answer

Check/mark

HANDWRITING AND INDEPENDENT WORK
• Settle the class to do independent tasks written on board.
• Look at some learners’ handwriting books.
• Provide feedback and additional instruction as needed.

GROUP GUIDED READING  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  Present plays

Perform
• Groups present their plays about Sipho and the bully.
• Choose the strongest group to perform first.

Evaluate  Praise and applaud each group.

PHYSICAL EDUCATION  Activity stations

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

Cool down
**ORAL**

**Traditional clothes**

Pairs Tell about traditional clothes in your family.

**Share and categorise**
- What traditional clothes do we wear for religious events?
- What traditional clothes do we wear on celebration days?
- What traditional clothes do we wear every day?

**BEGINNING KNOWLEDGE**

**Traditional clothes**

**Write and draw about what you Found Out**
- Write one thing you learned.
- Use a full sentence and best handwriting.
- 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**

**Similies: I am ...**

**Discuss good qualities**
- Write the words happy, brave, strong on the board.
- Discuss why these are good qualities.

**Brainstorm similies** Brainstorm ways to describe the qualities using similies, e.g. happy as a baby goat, happy as sunshine, etc.

**Write** Learners think of their own similes and complete the writing frame.
HANDWRITING AND INDEPENDENT WORK
- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

GROUP GUIDED READING  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
During this week, we continue focus on the LS Theme – Everyone is special. We look at similarities and differences between people, what makes a good friend, and how to protect our friends from a bully.

We read a folk tale with a moral, work with sentences and words, learn about and write letters and news.

**Versioners add Phonics info**

Creative Arts are based on the story. Physical Education games and activities focus on collaboration and co-operation.
Flashcards

elephant  lion  tortoise  zebra  giraffe

Sentence strip

One year, the rains didn’t come.

INDEPENDENT TASKS

1. Paired Reading Lab Page 48
2. Handwriting 1 Language Specific
3. Handwriting 2 Language Specific
4. Handwriting 3 Language Specific
5. DBE Home Language Page
6. DBE Home Language Page
7. DBE Life Skills Page
8. Dictionary

elephant  lion  tortoise  zebra  giraffe

EQUIPMENT FOR ACTIVITIES

- Paint
- Paper to paint on
- Equipment required for selected Physical Education activities
One year the rains didn’t come. It was very dry. The **waterhole** was nearly empty.

The animals came to the waterhole but there was only a **puddle** of water in the middle. There were many animals and not enough water. Soon everyone was thirsty.

The tortoise sat under the tree and watched. The crows sat in the tree and watched. Tortoise said to the crows, “We need to share this water!”

Elephant came to the waterhole. He was big and strong. He liked to splash in the water. He liked to drink the water. He looked at the small puddle. “Hmm” he said. There is not much water for me to splash and drink. What shall I do?”

Then he had an idea. “I am the biggest animal,” he said. “I will have all the water! The water is mine! I will chase the other animals away.”

When the impala and the zebra came to drink, elephant said, “This is my water! Go away!” He **trumpeted** loudly. He stamped his feet. He flapped his ears and chased the impala and the zebra away.

They were very frightened of the big elephant.

---

**QUESTIONS + VOCAB**

What do we call it when there is not enough water?

- **waterhole** – a place where animals drink
- **puddle** – a small amount of water

Do you think this was a kind thing to do?

- **trumpet** – a loud noise elephants make with their trunks

Why do you think they ran away?
Later, the giraffe and the hyena came to drink. Giraffe walked slowly on his long, thin legs.

Hyena slunk along, laughing to himself.

When they tried to drink, the elephant trumpeted. He stamped his feet. He flapped his ears. “This is my water!” he said. “Go away!”

Giraffe ran away. Hyena stopped laughing. He ran away.

Elephant even chased the lion and the leopard away from the water.

“I am the biggest animal,” he said. “I will have all the water! The water is mine!”

At the end of the day, the animals were very thirsty. They had a meeting under the thorn tree.

“We must stop this elephant!” said the impala, the zebra and the giraffe.

“Yes, he is a bully!” said the hyena, the lion and the leopard.

Then the tortoise walked into the middle of the circle. “I have a plan,” he said. “Come and listen to me.”

The other animals came closer to the tortoise so they could hear his soft voice.

Tortoise said, “The elephant is very big and he can chase us if we come to drink one at a time. But if we work together we can stop him from bullying us. This is my plan.”

He said to the crows, “When I stamp my feet twice, make a loud noise. Fly around elephant’s head. This will confuse him.”

Then he said to the other animals, “When elephant is busy, everyone must run to the waterhole. Shout at the elephant. Shout loudly. Tell him to share the water.”

Tortoise gave the signal.

All the crows flew out of the tree at once. They started to caw loudly and fly around the elephant’s head. The elephant was confused. He did not know what to do.

Then all the animals ran as fast as they could to the waterhole. They shouted together. “Stop being a bully! Share the water!” They made a loud noise.

Elephant looked at all the animals. He listened to what they said. He was ashamed.

He went away and let the other animals drink.

“Thank you, Tortoise,” said the lion. “That was a good plan.”
**MONDAY**

**READ ALOUD**

**The waterhole**

*Before reading* Ask learners to name wild animals.

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

*After reading*
- What happened when the animals worked together?
- How is this the same as in the story about Jakob and the pen?
- What can we learn from this story?

---

**BEGINNING KNOWLEDGE**

**We are different, We are the same**

*Prior knowledge* Do you think we are all the same?

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

*Discuss the questions*
- How are we different? (read or play? soccer or running? town or country, girl or boy? etc.)
- How are we the same?

---

**PHONICS**

**New Sound** *(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 waterhole**

*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 pages 28–30*
- On page 28 point to the word that tells us what the weather was like.
- On page 29 point to the words that tell us what elephant says.
- How do you know these are speaking words?
- On page 30 point to the word that tells us what the elephant did.
- How would you feel if an elephant shouted at you?
**MONDAY**

**WRITING** My news

*Pairs* Use the picture prompts to share news quickly.

*Individuals* Use the writing frame to write news.

**HANDWRITING AND INDEPENDENT WORK**

- Introduce this week’s Independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.
- Remind them to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**GROUP GUIDED READING** 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** Fingerprint animals

**Discuss**
- Learners look at their unique fingerprints.
- Compare fingerprints with a partner.

**Make fingerprints**
- Learners dip fingertips in paint and print several fingerprints on a piece of paper.
- Wait for the paint to dry. Keep the page safe to complete on Tuesday.

**PHYSICAL EDUCATION** Introduction

**Prepare**
- Choose four different activities from page 18 to 19 for the week.
- Prepare the equipment.
- Divide the class into four groups for the week.

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

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

**Mindful me**
- Learners sit comfortably and close their eyes.
- 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.
- Talk about how this activity can help them relax or calm down.

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**BEGINNING KNOWLEDGE**

**My friends and me**

- **Read** Read all statements to and with learners.
- **Answer** Fill in √ or x.
- **Draw** Draw a picture comparing self and a friend.

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**PHONICS** *(Versioners: Language specific)*

**Quick letter naming practice**
- Point randomly to a letter on the alphabet frieze.
- Learners say sound of the letter.
- Repeat. Keep pace up.

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

**Check/mark the activity**

---

**READING**

**Sentence making**

- **Cut out** the sentence strip *(page 169).*
- **Read together**
  - Why is there a capital letter at the beginning of the sentence?
  - What do we find at the end of the sentence?
- **Ask questions and cut off the words/word groups**
  - **When?** One year
  - **What?** the rains
  - **What happened?** didn’t come
- **Jumble and reconstruct the sentence**
- **Stick the sentence** Learners stick their sentence on LAB page 39.
**WRITING**  
**Write a letter**

**Introduction** What types of letters can we write?  
(Examples: thank you, invite them to an event, say sorry)

**Show the writing frame**
- Greeting
- Ending

**Brainstorm**
- What kind of letter shall we write?
- Who shall we write to?
- What shall we say/ask?

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

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**HANDWRITING AND INDEPENDENT WORK**

- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

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**GROUP GUIDED READING**  
**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**  
**Fingerprint animals**

**Plan** Learners plan how to turn their fingerprints from Monday into animals.

**Create** Add features like a head, eyes, legs, shell, etc.

**Display**

**Self-assess** Complete rubric on LAB page 39

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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**

---

**Dear [Name]**

[Your friend,]

---

**Dear [Name]**

[Your friend,]
WEDNESDAY

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

*Question* How does a good friend make you feel?
*Pairs* Discuss the question.
*Share* Select two learners to share (give everyone a chance over the term).

**BEGINNING KNOWLEDGE**  Unique you!

*Prior knowledge* Ask learners if they have a passport or if they have seen a family member’s passport.

*Read the page* Discuss 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**  New Sound

*(Versioners: Language specific)*

*Introduce*  
- Listen to and say the sound.
- Read the example word.

*Build words*  
- Build some words with the sound and say them.

*On your own and pairs*  
- Learners build more rhyming words.
- Learners say all the rhyming words to their partner.
- Learners can provide more words.

*Versioners: There is different text to Afrikaans Phonics on a Wednesday*

**READING**  The waterhole

*Read together* Read pages 1–3 of *The waterhole* 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 letter  
Review the letter format  
- Greeting and ending  
- Punctuation  
Brainstorm vocabulary  
- Name of school, school subjects, games played at school  
Write  
Complete the writing frame  

**HANDWRITING AND INDEPENDENT WORK**  
- Settle the class to do independent tasks written on board.  
- Look at some learners’ handwriting books.  
- Provide feedback and additional instruction as needed.  

**GROUP GUIDED READING**  
Groups E and A  
First reading for Group E  
- 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.  
Second reading for Group A  
- Re-read the story together, aloud.  
- Learners read the story with a partner.  
- Teacher listens to learners reading.  

**PERFORMING ARTS**  
A song about animals  
Warm up  
Make the sounds of different wild animals, e.g. roar like a lion, caw like a crow, neigh like a zebra, etc.  
Teach a song  
Select and teach a well-known song about a wild animal, e.g. Five little elephants.  
Versioners: Add a suitable HL song  
Groups  
Learners practise the song, adding actions.  

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

BEGINNING KNOWLEDGE  Friends

Prior knowledge: What do friends do?

Read the page

- What does the picture show?
- What are the children doing?
- Who is being kind?

Do the activity

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

PHONICS (Versioners: Language specific)

Quick letter naming practice

- Point randomly to letter on the alphabet frieze.
- Learners say sound of letter.
- Repeat. Keep pace up.

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 39.
- Which word shows that this happened long ago? (didn’t)
- What could we say instead? (did not)
**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  
  *(Example: add adjectives or descriptions; use interesting verbs)*.

**Read** 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?

**Swap and repeat for each partner**

---

**HANDWRITING AND INDEPENDENT WORK**

- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

---

**GROUP GUIDED READING**

**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**

**Concert time**

**Perform**
- Each group performs the song they practised
the previous day for the class.
- Choose the strongest group to perform first.

**Evaluate** Praise and applaud each group.

---

**PHYSICAL EDUCATION**

**Activity stations**

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

**Cool down**
**FRI**DAY

**ORAL** Unique you!

Nobody in the world has an eye or fingerprints like yours. Your fingerprints and your eye are unique. Home Affairs takes your fingerprints and a photo when you apply for a passport, so that they can prove that you are you when you come into or leave the country. We call this Biometrics.

Pairs Tell what you found out.

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

---

**BEGINNING KNOWLEDGE** Unique you!

Write and draw about the Find Out
- Write one thing you learned.
- Draw a picture.

---

**PHONICS** Timed word reading

Pairs read the words
- Learner reads to partner for 1 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** What friends do

Brainstorm What are good qualities of a friend? (Examples: kind, listens, shares, helps, laughs, plays).

Read Read the sentence starters with the learners.

Write Learners choose words from the list and complete the writing frame.
Handwriting and Independent Work
- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

Group Guided Reading
Groups D and E
Second reading
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

Reading
Checking and feedback
Read
In pairs, learners read their news to each other.

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

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

Cool down
This week the focus is *Everyone is special – People are similar* and people are different. The Life Skills texts and activities focus on similarities and differences between learners, and the similarities and differences between countries in Africa.

The Read Aloud story touches on bullying children who are different. The focus on how to stop bullying is developed further.

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.

**Versioners add Phonics info**
**PREPARATION**

**Flashcards**

- rain
- dry
- thirsty
- water
- drink

**Sentence strip**

“Stop being a bully! Share the water!”

**INDEPENDENT TASKS**

1. **Paired Reading** Lab Page 64
2. **Handwriting 1** Language Specific
3. **Handwriting 2** Language Specific
4. **Handwriting 3** Language Specific
5. **DBE Home Language** Page
6. **DBE Home Language** Page
7. **DBE Life Skills** Page
8. **Dictionary**

   - rain
   - dry
   - thirsty
   - water
   - drink

**EQUIPMENT FOR ACTIVITIES**

- Paint
- Paper to paint on
- Equipment required for selected Physical Education activities
Sipho was a new boy in Grade 2. Amos was also a new boy in Grade 2. There were other new boys and girls too.

Thami was a new boy. He was from Durban. Dora was a new girl. She was from Ulundi. Ayanda was a new girl. She was from Qwa Qwa.

Samson was a new boy. He was from Malawi.

Sipho and Amos sat at one desk. Ayanda and Dora sat at one desk. Samson sat alone. The children all did sums.

After school Jakob stopped Samson at the school gate.

“Are you Samson?” he said.

“Yes,” said Samson.

QUESTIONS + VOCAB

Is anyone new at school this year?

Can you find Malawi on a map of Africa?

-alone – without anyone else

Why do you think Samson sat on his own?

How do you feel when you are alone?

Did Jakob want to be Samson’s friend?

Sipho went home. He was sad.

“What’s wrong?” said granny.

Sipho told granny about Jakob. He told granny about Samson. He told his granny how Jakob flung the book in the mud. He told his granny what Jakob said.

“Is it true, granny?” he asked, “Are people from other places dirty?”

“No,” said granny. “Samson is just a small boy. Samson is a small boy like you.”

“How can I help him?” said Sipho. “If I tell the teacher Jakob will hit me. He is such a bully.”

“Yes. That is true,” said granny. “Let us make a plan.”

So Sipho and granny made a plan to help Samson.

Sipho told Amos about granny’s plan. “That is a good plan,” said Amos.

Amos told Ayanda about granny’s plan. “That is a very good plan,” said Ayanda.

Ayanda told Dora about granny’s plan. “That is an excellent plan,” said Dora.

At break Jakob went to Samson. “Your book is dirty!” he said, “You are dirty too! You are just rubbish!”


Jakob left Samson. He ran to Sipho.


The teacher came out. “What is going on?” she said.

“Nothing,” said the children. But they all looked at Jakob.

The teacher looked at Jakob. “What is going on Jakob?” she said.

“Nothing,” said Jakob.

But he left Samson alone.

“You are okay, Samson,” said Sipho. “Let’s be friends.”
MONDAY

READ ALOUD

The new boy and the bully

**Before reading**
- Discuss the picture on page 58 of the LAB. Ask learners what they think will happen.
- Ask: Have you ever been bullied?

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

**After reading**
- What did Jakob say about people from other countries?
- What happened when the children made a big noise?
- Is it better to work together or work alone?

BEGINNING KNOWLEDGE

**The countries of Southern Africa**

Prior knowledge Have you ever met people who come from another country?

**Read the page** Look at the map and read the text.

**Discuss the map**
- Point to different countries on the map.
- Find the names of the capital cities.
- Which countries are the biggest? Which are the smallest?

PHONICS

**New Sound**

*(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 waterhole**

**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 pages 31–33**
- On page 31 point to word that tells us that the tortoise knows what to do.
- On page 32 point to the words that say more than one person is part of the plan.
- On page 33 point to the word that tells us what tortoise did.
- How do you think the elephant’s face looked?
Discuss How could Samson have come to South Africa from Malawi (e.g. plane, bus, taxi, car)?

Plan
- In groups, decide what vehicle to make.
- Learners collect the materials and plan and draw their vehicle.
**TUESDAY**

**WELLBEING**  
Mindful me  
- Pairs sit facing each other.  
- Learners take turns to pull funny faces at each other and make their partner laugh.  
- Ask one or two learners to show the class their funny face.  
- Talk about how laughing can help us to relax.

**BEGINNING KNOWLEDGE**  
Capital cities  
**Read**  
- Look at the map together.  
- Explain that a capital city is where the government meets.  
- Read the names of the listed countries to and with learners.  
**Answer**  
- Find the countries on the map.  
- Fill in the name of each country’s capital city.  
**Check**  
Check the answers with a partner.

**PHONICS**  
(Versioners: Language specific)  
Quick letter naming practice  
- Point randomly to a letter on the alphabet frieze.  
- Learners say sound of the letter.  
- Repeat. Keep pace up.  
**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 xx).  
**Read together**  
- Why is there a capital letter at the beginning of the sentence?  
- What do we find at the end of the sentence?  
**Ask questions and cut off the words/word groups**  
- When? One year  
- What? the rains  
- What happened? didn’t come  
**Jumble and reconstruct the sentence**  
**Stick the sentence**  
Learners stick their sentence on LAB page 20.
**READING**

**Introduce**
Learners tell the story “The waterhole” in their own words.

**Show the writing frame**

**Brainstorm**
- What should the title be?
- Who was the bully and what did he not want to share?
- Who had a clever plan?
- What did the animals do?
- How did the bully feel?

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

**HANDWRITING AND INDEPENDENT WORK**
- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

**GROUP GUIDED READING**

**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 vehicle from boxes**

**Create**
Learners make the vehicle they planned on Monday.

**Display**
Groups show and describe their vehicle to the rest of the class.

**Self-assess**
Complete rubric on LAB page 54.

**PHYSICAL EDUCATION**

**Activity stations**

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

**Cool down**

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**The animals at**

The____ was a bully.

____ wouldn’t share

The____ had a plan.

____ told ______

_____ and ______ what
to do.

The animals____.

The bully was____.
WEDNESDAY

WELLBEING

I think, I feel...

Questions
- How are we different and the same in my family? (e.g. Who is the oldest/youngest? How do family members look?)
- How do I feel about my family?

Pairs Discuss the question.

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

BEGINNING KNOWLEDGE

Lake Malawi

Prior knowledge Ask learners to name the African countries they know.

Read the page Discuss 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

New Sound
(Versioners: Language specific)

Introduce
- Listen to and say the sound.
- Read the example word.

Build words
- Build some words with the sound and say them.

On your own and pairs
- Learners build more rhyming words.
- Learners say all the rhyming words to their partner.
- Learners can provide more words.

Versioners: There is different text to Afrikaans Phonics on a Wednesday

READING

The waterhole

Read together
Read pages 31–33 of The waterhole 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.
**INTRODUCTION**
Recap the story “The new boy and the bully”.

**DISCUSS**
- Who were the characters in the story?
- How do you think Jakob looked and talked?
- How do you think Samson looked and talked?
- How do you think Sipho looked and talked?

**GROUPS**
- Learners improvise a short scene about a bully and how they are stopped.
- Everyone must have a turn. Remind learners no one can be hurt!

**HANDWRITING AND INDEPENDENT WORK**
- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

**WRITING**
My friend and me

Discuss Discuss what same and different mean.

Brainstorm vocabulary Brainstorm words to describe your friend.

Write Complete the writing frame.

**GROUP GUIDED READING**
Groups E and A

First reading for Group E
- 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.

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

**PERFORMING ARTS**
Improvise

Introduction Recap the story “The new boy and the bully”.

Discuss
- Who were the characters in the story?
- How do you think Jakob looked and talked?
- How do you think Samson looked and talked?
- How do you think Sipho looked and talked?

Groups
- Learners improvise a short scene about a bully and how they are stopped.
- Everyone must have a turn. Remind learners no one can be hurt!

**PHYSICAL EDUCATION**
Activity stations

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

Cool down
THURSDAY

BEGINNING KNOWLEDGE

The bully

Prior knowledge
How do bullies make us feel?

Read the page
• Who do you see in the picture?
• Why are the children shouting?
• How can we stop someone from being a bully?

Do the activity
Write a sentence about how to stop a bully.

PHONICS

Quick letter naming practice
• Point randomly to letter on the alphabet frieze.
• Learners say sound of letter.
• Repeat. Keep pace up.

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 54.
• Which words tell the elephant what to do? (stop; share)
• When must the elephants stop and share? (Now)
**WRITING**

**Comprehension**

**Revision** Re-read the story The waterhole.

**Answer the questions**

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**HANDWRITING AND INDEPENDENT WORK**

- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

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**GROUP GUIDED READING**

**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**

**A traditional song**

**Prior knowledge**

- Talk about traditional songs from your area.
- Show how you clap and stamp when you sing.

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

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

**Evaluate** Praise and applaud each group.

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**PHYSICAL EDUCATION**

**Activity stations**

**Warm up**

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

**Cool down**
Lake Malawi

Lake Malawi is between Malawi, Mozambique and Tanzania. It is a freshwater lake. It is the third deepest freshwater lake in the world. 7% of the fresh water in the world is in this lake.

Pairs Tell what you found out.

BEGINNING KNOWLEDGE

Write and draw about the Find Out
- Write one thing you learned.
- Draw a picture.

PHONICS

Pairs read the words
- Learner reads to partner for 1 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

The bully

Brainstorm
- Reread the Shared Writing story from Tuesday.
- Learners select their own characters for a new story.

Read Read the sentence starters with the learners.

Write Learners complete the writing frame with their own story.
HANDWRITING AND INDEPENDENT WORK

- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

GROUP GUIDED READING  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  DBE workbook activities done in Independent work.

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
We are different, we are the same

This week we continue to focus on differences and similarities. Activities focus on people who are physically challenged, how they overcome their disabilities and how we can help people who are physically challenged. South African Sign Language is introduced.

Versioners add Phonics info

In Visual Arts, learners will make and decorate a pair of glasses. Both Performing Arts and Physical Education focus on co-operation and supporting one another.

English
Home Language and Life Skills

Overview and Week Outline
Sipho tried to read the numbers on the board.

**EQUIPMENT FOR ACTIVITIES**

- Scissors and glue
- Crayons, kokis or stickers
- For Find Out, make a collection of pictures of famous physically challenged people, e.g. blind singer Ray Charles, physically challenged athletes Ntando Mahlangu, Kgothatso Montjane
- Equipment required for selected Physical Education activities
Sipho sat with his close friends Amos and Samson in class. They sat at the back of the class.

They did sums. Sipho tried to read the numbers on the board.

“I see + 2,” he thought, “but is it 6 + 2 at the top? Or 5 + 2? Or 8 + 2 …”

“What is the number at the top?” his friend Amos asked him.

“Um, maybe it’s not a number, Amos. I think I see a flying pig!”

The class burst out laughing, and Sipho joined in the laughter. Everyone thought it was funny.

Okay, Sipho, the comedian! Please come and sit at your desk. You can sit with your friends at break time,” said the teacher.

Sipho stood up and went to sit at his desk. He was confused. Most days he could see the numbers even when he was sitting at the back. He would need to tell his grandmother, he thought to himself.

After school he ran straight home to tell his Gogo.

“Gogo, are you home,” said Sipho as he stormed into the kitchen.

Gogo was making vetkoeks for dinner.
“Gogo, Gogo, you should take me to town!” he shouted.

Gogo hugged Sipho as she laughed. “Why should I take you to town Sipho? Did you day-dream about going to town?” But Sipho looked sad.


“No, Gogo. Today in class I could not see the numbers properly on the board. I saw what looked like a flying pig!” said Sipho.

“A flying pig?” Gogo and Sipho laughed together.

Sipho told Gogo that he was serious. His eyes were not seeing properly like they used to.

“Tomorrow is Saturday, I will take you to the eye doctor in town. Happy now?”

Sipho nodded and smiled. When he thought Gogo was not watching, he slowly opened the bucket full of vetkoeks to take one. But like all Gogos, she had eyes at the back of her head.

“I’m watching you, young man!” Gogo said, without even turning to look at Sipho.

“It smells good, Gogo!” Sipho said as he ran out of the kitchen.

Gogo took Sipho to see a doctor who tests eyes. This kind of doctor is called an optometrist. The optometrist shone a bright light into Sipho’s eyes. She put things in front of his eyes and asked him what he could see. She said, “Oh! This boy really needs glasses!”

In a few days Sipho got his glasses. He put them on.

“Gogo!” he shouted, “I can see the picture on the wall clearly! There's you! There’s me!”

He ran outside. “I can see the buses on the road! I can see the cows on the hill! I can see the birds in the sky!” he shouted.

Sipho went to school with his new glasses. They had blue frames and clear lenses. Everyone was excited for him.

He sat at the back of the classroom and he could see the board and the numbers clearly.

When the teacher came into the classroom, Sipho stood up and started reading the numbers on the board, “8+2, 3+2, 4+2. I know all the answers, Teacher,” Sipho said, with a big smile on his face. Everyone in class was happy for Sipho.

“Beautiful Sipho! I’m very proud of you! No more flying pigs,” said the teacher, and everyone laughed.
MONDAY

READ ALOUD  Sipho’s new eyes

Before reading
• Do you know someone who wears glasses?
• Have you ever tried to look through their glasses?

Reading  Read the story aloud and ask the questions.

After reading
• Why couldn’t Sipho see the board?
• What did the teacher ask Sipho to do?
• How did Sipho feel when he got his new glasses?

BEGINNING KNOWLEDGE  Helping our friends

Prior knowledge
• If people need help to walk, what can they use?
• What problems may physically challenged people have?

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

Discuss the physical challenges  What extra help may people with different physical challenges need?

ABC  New Sound (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  Sipho’s new eyes

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 pages 66–71
• On page 1, point to the word that tells us where Sipho was sitting.
• On page 2, point to the words that tell us where the teacher wanted Sipho to sit.
• On page 3, find the word that tells us Sipho’s eyes were not working properly.
• How do you think Sipho felt?
MONDAY

**WRITING** My news

**Pairs** Use the picture prompts to share news quickly.

**Individuals** Use the writing frame to write news.

**HANDWRITING AND INDEPENDENT WORK**

- Introduce this week’s Independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.
- Remind them to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**GROUP GUIDED READING** Groups A and B

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

**VISUAL ARTS** Make a pair of glasses

**Plan and discuss**
- Discuss ways of making glasses like Sipho’s.
- Turn to page 175.
- Discuss what is needed to make these glasses.

**Make glasses**
- Learners cut out the glasses and stick the arms to the frame.
- Leave to dry. Keep the glasses safe to complete on Tuesday.

**PHYSICAL EDUCATION** Introduction

**Prepare**
- Choose four different activities from *pages 18 to 19* for the week.
- Prepare the equipment.
- Divide the class into four groups for the week.

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

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

WELLBEING

Mindful me

- Learners sit comfortably and close their eyes.
- They breathe in and out slowly to a count of eight. Repeat eight times.
- They open their eyes and tell each other how they feel.

BEGINNING KNOWLEDGE

Practise the signs

Prior knowledge Have you ever seen someone ‘talk’ with their hands?

New knowledge
- People who can’t hear sometimes make signs with their hands to ‘talk’ to others. We call this sign language.
- South African Sign Language is an official language in South Africa.

Read and practise
- Learners look at the pictures and guess what each sign means.
- They read the words that go with the signs.
- Learners work with a partner and practise the signs.

PHONICS

Quick letter naming practice
- Point randomly to a letter on the alphabet frieze.
- Learners say sound of the letter.
- Repeat. Keep pace up.

Do the activity Walk around and assist learners where needed.

Check/mark the activity

READING

Sentence making

Cut out the sentence strip (page 173).

Read together
- Why is there a capital letter at the beginning of the sentence?
- What do we find at the end of the sentence?

Ask questions and cut off the words/word groups
- Who? Sipho
- Did what? tried to read
- What? the numbers
- Where? on the board

Jumble and reconstruct the sentence

Stick the sentence Learners stick their sentence on LAB page 77.
**TUESDAY**

**WRITING** Write a story

**Introduction**
- Learners tell the story Sipho’s new eyes in their own words.
- We are going to write a similar story, about someone with a different physical challenge.

**Show the writing frame**

**Brainstorm**
- What should the title be?
- Who will the story be about?
- What physical challenge did he or she have, e.g. can’t hear, can’t walk?

**HANDWRITING AND INDEPENDENT WORK**

- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

**GROUP GUIDED READING** Groups C and D

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

**VISUAL ARTS** Decorate the glasses

**Plan** Learners plan how to decorate their glasses frames from Monday.

**Decorate** Learners draw on their frames or by sticking stickers, glitter, etc. onto them.

**Display** Learners do a fashion show wearing their glasses.

**Self-assess** Complete rubric on LAB page 77.

**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  Helping others
Question  Can I be a hero by helping others?
Pairs  Discuss the question.
Share  Select two learners to share (give everyone a chance over the term).

BEGINNING KNOWLEDGE  Someone with a physical challenge
Prior knowledge
- Ask learners if they have heard of Helen Keller.
- Ask them to imagine what it would be like to be deaf and blind.

Read the page  Discuss 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  New Sound
(introduce: Language specific)
Introduce
- Listen to and say the sound.
- Read the example word.

Build words
- Build some words with the sound and say them.

On your own and pairs
- Learners build more rhyming words.
- Learners say all the rhyming words to their partner.
- Learners can provide more words.

Versioners: There is different text to Afrikaans Phonics on a Wednesday

READING  Sipho’s new eyes
Read together  Read pages 66–68 of Sipho’s new eyes 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.
Discuss
• What are feelings?
• Learners use their faces to display different feelings, e.g. frustrated, embarrassed, lonely.

Listen and discuss feelings
Dora was sad. She had hurt her leg. She had to walk on crutches. Her friends went to play netball. They left her on her own. Dora felt lonely.

Phiwe sat next to Dora. She said, “Let’s sing together!” Dora felt happy. Phiwe felt happy. They sang all afternoon.

Groups
• Make up a short story about feelings.
• Act out the scene.

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

We are the same!
We are the same!
We are all the same.
I can't see, you can see \(\text{(Hands on/off eyes)}\)
But we are still the same.

... I can't hear, you can hear \(\text{(Hands on/off ears)}\)
... I can't walk, you can walk \(\text{(Hands on/off legs)}\)
... I can't speak, you can speak \(\text{(Hands on/off lips)}\)

BEGINNING KNOWLEDGE Helping blind people

Prior knowledge How can we help blind people?

Read the page
- Who can you see in the picture?
- Why is the little girl helping the lady with the stick and glasses?
- Can the lady hear the taxi coming? Why not? What things are making a noise?

Discussion What other things can you do to care for physically challenged people?

PHONICS (Versioners: Language specific)

Quick letter naming practice
- Point randomly to letter on the alphabet frieze.
- Learners say sound of letter.
- Repeat. Keep pace up.

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 77.
- Which word tells you that he couldn't read the numbers easily? \(\text{(tried)}\)
- Which letters in the word tried tell us that it happened in the past? \(\text{(ed)}\)
- What would we say if it was happening now? \(\text{(try)}\)

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

Discuss shared writing
- Read a sentence from Tuesday’s shared writing to learners.
- Show how to make the sentence more interesting (for example, add adjectives or descriptions; use interesting verbs).

Read 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?

Swap and repeat for each partner

**HANDWRITING AND INDEPENDENT WORK**

- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

**GROUP GUIDED READING** 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

Warm up
- Tell learners they will listen with their eyes.
- Mime: come to me, hold hands, make a circle, sit down.

Miming Tell learners actions to mime, e.g. open a book, write, clean the board, pour a cup of water, drink, etc.

Cool down Learners make up their own actions and ask others to guess what they are doing.

**PHYSICAL EDUCATION** Activity stations

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

Cool down
FRIDAY

ORAL Someone with a physical challenge
Learners might have found out about blind singer Ray Charles, or disabled athlete Ntando Mahlangu, or tennis player Kgothatso Montjane. Teacher should also be prepared to share what she found out.

Pairs Tell what you found out about a famous person with physical challenges.
Share
• Ask some learners to share what they found out.
• Talk about how they found this information.

BEGINNING KNOWLEDGE Someone with a physical challenge
Write and draw about the Find Out
• Write one thing you learned.
• Draw a picture.

PHONICS Timed word reading
Pairs read the words
• Teacher times 1 minute.
• Learner reads to partner for 1 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 Creative writing
Introduction
• Name some superheroes on TV (e.g. Superman, Black Panther, Wonderwoman).
• What do they do? (They save people from baddies.)
• How? (They have special powers, e.g. Superman can fly and is super-strong.)

Guide learners to create a superhero
• What is the name of the superhero?
• What does the superhero look like?
• What special power does the superhero have?
• How does the superhero help people?

Make an identity card for your superhero
FRIDAY

HANDWRITING AND INDEPENDENT WORK
- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

GROUP GUIDED READING Groups D and E
**Second reading**
- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

READING Checking and feedback
**Read** In pairs, learners read their news to each other.
**Mark Independent Work**
- Go through the DBE workbook activities together.
- Learners correct or complete.

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

**Cool down**
This week we continue with the theme of ‘Everyone is special’ and discover more about physically challenged people. Beginning Knowledge activities focus on scientific discoveries about lenses.

**Versioners add Phonics info**

In Visual Arts, learners will make a magnifying glass. Both Performing Arts and Physical Education focus on co-operation and supporting one another. During this week some of the activities can be used as Formal Assessment Tasks.
read see eyes light glasses

Flashcards

In a few days Sipho got his glasses.

Sentence strip

PREPARATION

Flashcards

read see eyes light glasses

Handwriting 1 Language Specific

Handwriting 2 Language Specific

Handwriting 3 Language Specific

DBE Home Language Page

DBE Home Language Page

DBE Life Skills Page

Dictionary

read see eyes light glasses

INDEPENDENT TASKS

1 Paired Reading Lab Page 102

2 Handwriting 1 Language Specific

3 Handwriting 2 Language Specific

4 Handwriting 3 Language Specific

5 DBE Home Language Page

6 DBE Home Language Page

7 DBE Life Skills Page

EQUIPMENT FOR ACTIVITIES

- Collect clear 2-litre plastic bottles for Monday – ask learners to bring bottles from home
- Scissors, kokis/crayons
- Blank paper for drawing
- Equipment required for selected Physical Education activities
I can’t find my glasses

• This story uses the teacher’s body and classroom items as props. Act out the story as described and allow for interaction.
• It is important to pretend you don’t hear the learners telling you the glasses are on your head to build the humour of the story.
• Add as many places, words to say ‘put’ and prepositions of place as you like.

NOTE TO VERSIONERS - This uses prepositions of place and different ways of saying “put” - if these don’t work in the HL that doesn’t really matter. It’s a fun listening activity anyway.

Put your glasses or sunglasses on top of your head.
Pick up a book.
Good morning children! Today I want to read you a story.

Touch your face, look puzzled.
Now, where did I put my glasses?

Look on table. Ignore learners when they tell you where the glasses are.
Did I put them on the table?

Shake head.
No, they aren’t on the table!

Look under books.
Did I leave them under my books?

Shake head.
No, they aren’t under my books!

Look inside the cupboard.
Did I place them inside the cupboard?

Shake head.
No, they aren’t inside the cupboard!
Look between papers.
Did I hide them between my piles of paper?

Shake head.
No, they aren’t between my piles of paper!

Stand up and look behind chair.
Did I stow them behind my chair?

Shake head.
No, they aren’t behind my chair!

Look next to bag.
Did I drop them beside my bag?

Shake head.
No, they aren’t beside my bag!

Pat ground or desk in front of learner.
Did I lay them in front of **. (Use the name of a learner near the front)

Shake head.
No, they aren’t in front of **.

Look on the chalk shelf.
Did I prop them next to the board?

Shake head.
No, they aren’t next to the board!

Ask learners to tell you. Touch the top of your head. Look surprised. Put glasses on.
Where do you think I could have put them?

Oh my goodness, here they are! I should have asked you to tell me where they were!
I can’t find my glasses

Before reading
- Ask: Have you ever had to help your granny (or another family member) find something?
- What was it? Where did you find it?

Reading Read the story aloud or tell it with actions.

After reading
- What places did I look for my glasses?
- Show me what between means. Repeat for other prepositions.

Lenses help us see

Prior knowledge
- Sipho got glasses to help him see more clearly. What is the see-through part of his glasses called?
- What other kinds of lenses do you know about?

Look at the photographs Can you name any of the objects that have lenses?

Read the text to and with the learners Repeat the words: glasses, telescope, magnifying glass, microscope

New Sound

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.

Sipho’s new eyes

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 pages 69–71
- On page 5, describe all the things you can see in the doctor’s office.
- On page 6, point to the words that tell us what Sipho got to help him see.
- On page 7, find the word that tells us the teacher was pleased.
- On page 6, how do you think Sipho felt. How would you feel?
**MONDAY**

**WRITING ASSESSMENT 1** My news

**Pairs** Use the picture prompts to share news quickly.

**Learners write their own news**
- Tell learners this is an assessment and will be marked.

**Remind them to:**
- Check their punctuation and spelling.
- Write interesting ideas.
- Check their writing before they hand it in.

**HANDWRITING AND INDEPENDENT WORK**

- Introduce this week’s independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.
- Remind them to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

**GROUP GUIDED READING** Groups A and B

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

**VISUAL ARTS** Make a magnifying glass

**Experiment** Show learners a magnifying glass – allow them to experiment briefly.

**Make a magnifying glass**
Learners work in pairs to make a magnifying glass, following teacher’s instructions [instructions in block?]

**Materials:**
- A clear plastic 2-litre bottle
- A crayon or koki
- Scissors

**Method:**
1. Draw a circle on the curved part of the bottle.
2. Cut out the circle.
3. Pour some water into the disc. This is now a lens.
4. Carefully hold the lens over some writing to make the letters look bigger.

**Self-assess**
- Complete the rubric on LAB page 92

**PHYSICAL EDUCATION** Introduction

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

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

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

Sipho’s new eyes

15 min

Draw and write
Give learners a piece of blank A4 paper.
Ask them to draw a picture of the first part of the Sipho’s new eyes story and write a sentence.

Listen and speak
Call learners to your desk in groups of four to five to talk about the story Sipho’s new eyes.
Call one third of the class during the period. Complete on Wednesday and Thursday of Week 6.
Ask two to three questions.

BEGINNING KNOWLEDGE/PSWB ASSESSMENT 1

Lenses that we use
Read
Tell the learners that this is an assessment.
Read the words in the box.

Learners use picture and word clues to answer questions
Match the words in the box with the pictures.
Complete the sentences using the correct word.

Answers: 1. lens; 2. glasses; 3. telescope; 4. magnifying glass; 5. microscope

PHONICS (Versioners: Language specific)

Quick letter naming practice
Point randomly to a letter on the alphabet frieze.
Learners say sound of the letter.
Repeat. Keep pace up.

Do the activity Walk around and assist learners where needed.

CHECK/MARK THE ACTIVITY

READING Sentence making

Review
Review the story orally.
Read along pages 69-71 of the story.

Cut out Learners cut out the sentence strip (page 173).

Read together
Why is there a capital letter at the beginning of Sipho’s name?
What other words have capital letters? Give examples.

Ask questions and cut off the words/word groups
When? In a few days
Who? Sipho
Did what? got
What? his glasses

Jumble and reconstruct the sentence
Stick the sentence Learners stick their sentence on LAB page 28.
If you did not complete the activity of Making a magnifying class on Tuesday, continue with that. Alternatively, do the following activity.

**INTRODUCTION**
People are like donuts, we are basically the same, but each of us is different.
- Using chalk on the board, demonstrate briefly how shading, pattern and pressure produces different visual effects.

**DECOORATE AND COLOUR**
- Cut out the page of donut shapes on page 175.
- Each learner must have a pencil.
- Using a pencil only, learners decorate the donuts so that each one looks different. They use shading, pattern and different pressures on the pencil.

**GROUP GUIDED READING**
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.

**HANDWRITING AND INDEPENDENT WORK**
- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

**VISUAL ARTS**
Different but the same

**PHYSICAL EDUCATION**
Activity stations

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

Cool down
LISTENING & SPEAKING ASSESSMENT 1

Marking:
See page 140
Marks: 5

Sipho's new eyes 15 min

Draw and write
- Give learners a piece of blank A4 paper.
- Ask them to draw a picture of the second part of the Sipho's new eyes story and write a sentence.

Listen and speak
- Call learners to your desk in groups of four to five to talk about the story Sipho's new eyes.
- Call one third of the class during the period. Complete on Thursday of Week 6.
- Ask two to three questions. Use both lower and higher order questions.

BEGINNING KNOWLEDGE

Prior knowledge Ask learners if they have ever seen or used a telescope.

Read the page Discuss 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.

Telescopes

PHONICS

New Sound

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

Sipho's new eyes

Read together Read pages 69–71 of Sipho's new eyes 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.

Examples:
1. Retell the story of Sipho's new eyes in sequence.
2. Who helped Sipho to see better? How?
3. Do you know anyone who wears glasses, a hearing aid, etc. How can you help them?
**Introduction**
Discuss that music can be loud or soft, and that this gives feeling and expression to music.

**Discuss a well-known song, e.g. I hear thunder**
- Write the words on the board.
- Which lines are loud? (the ones about thunder)
- Which are soft? (the ones about rain)
- What actions go with each part? (clap hands, move fingers like rain)

**Sing the song with actions**
- Sing loudly when singing about thunder.
- Sing softly when singing about rain.

---

**WRITING**

**Make sentences about lenses**

**Discuss and read** Copy the substitution table onto the board and read the words in each column.

**Make sentences**
- Explain how to make a sentence using words from each column, e.g. *The lenses in glasses make things look clearer.*
- Learners make sentences orally.

**Write** Learners write sentences in the LAB.

**HANDWRITING AND INDEPENDENT WORK**

Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

**GROUP GUIDED READING**

**Groups E and A**

**First reading for Group E**
- 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.

**Second reading for Group A**
- 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 a song**

**Introduction** Discuss that music can be loud or soft, and that this gives feeling and expression to music.

**Discuss a well-known song, e.g. I hear thunder**
- Write the words on the board.
- Which lines are loud? (the ones about thunder)
- Which are soft? (the ones about rain)
- What actions go with each part? (clap hands, move fingers like rain)

**Sing the song with actions**
- Sing loudly when singing about thunder.
- Sing softly when singing about rain.

---

**PHYSICAL EDUCATION**

**Activity stations**

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

**Cool down**
THURSDAY

LISTENING & SPEAKING ASSESSMENT 1
Sipho’s new eyes

15 min

Draw and write
- Give learners a piece of blank A4 paper.
- Ask them to draw a picture of the third part of the Sipho’s new eyes story and write a sentence.

Listen and speak
- Call learners to your desk in groups of four to five to talk about the story Sipho’s new eyes.
- Call one third of the class during the period.
- Complete on Thursday of Week 6.
- Ask two to three questions.
- Use both lower and higher order questions.

Examples:
1. Retell the story of Sipho’s new eyes in sequence.
2. Who helped Sipho to see better? How?
3. Do you know anyone who wears glasses, a hearing aid, etc. How can you help them?

BEGINNING KNOWLEDGE
Guide dogs

Prior knowledge
Remind learners that some people who cannot see have guide dogs to help them.

Read the page
- Look at and discuss the picture of the guide dog.
- Read the sentences.

Discuss guide dogs
- Guide dogs help people who are blind to live independently.
- Guide dogs are working dogs so children should not pet one without permission.
- We should not be scared of guide dogs.
- It is very expensive to train a guide dog.

ABC

PHONICS
(Versioners: Language specific)

Quick letter naming practice
- Point randomly to letter on the alphabet frieze.
- Learners say sound of letter.
- Repeat. Keep pace up.

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.
- Orally, make new sentences with the words.

Sentence strip
- Read the sentence strip on LAB page 28.
- Which word tells us this word happened in the past? (got)
- What word would we use if it was happening now? (get)
- Make another sentence with got.

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

WRITING Comprehension
Revision Re-read the story Sipho's new eyes.
Answer the questions

HANDWRITING AND INDEPENDENT WORK
- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

GROUP GUIDED READING 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 song
Introduction Remind learners about the song they sang the previous day, with loud and soft and different actions.
Groups
- Choose a different song that the group knows well.
- Decide which parts need to be sung loudly an which need to be sung softly.
- Practise outside.
Perform Call one group at a time to perform for you.
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
Telescopes

Telescopes use lenses and mirrors to make things that are far away seem closer. Telescopes are often used to look at the stars.

About 500 years ago, an Italian called Galileo Galilei made a telescope to look at the planets. He discovered that the planets move around the sun.

South Africa has a big telescope called SALT (South African Large Telescope) in a town called Sutherland in the Northern Cape. It is in the middle of the Karoo. The air is very clear so it is easy to see the stars through the telescopes.

Pairs Tell what you found out.

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

Write and draw about the Find Out
- Write one thing you learned.
- Draw a picture.

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.

A visit to the doctor

Tell learners this is an assessment and will be marked. Remind them to use their best writing and check spelling and punctuation.

Brainstorm
- Reread the Shared Writing story from Tuesday.
- Learners select their own characters for a new story.

Write
- Learners complete the writing frame with their own story.
- They draw a picture to illustrate their story.
HANDWRITING AND INDEPENDENT WORK
- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

GROUP GUIDED READING 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
This week, the theme is *Healthy Living*. Learners start by listening to a factual text about five elements of healthy living. Thereafter the main focus is healthy food and sun safety. Visual Arts activities focus on cutting, sticking and collage.

**Versioners add Phonics info**

During this week some of the activities can be used as Formal Assessment Tasks.
Flashcards

healthy  food  energy  strong  vitamins

Sentence strip

Healthy food helps us to grow.

INDEPENDENT TASKS

1. Paired Reading Lab Page 124
2. Handwriting 1 Language Specific xx
3. Handwriting 2 Language Specific xx
4. Handwriting 3 Language Specific xx
5. DBE Home Language Page xx
6. DBE Home Language Page xx
7. DBE Life Skills Page xx
8. Dictionary

healthy  food  energy  strong  vitamins

EQUIPMENT FOR ACTIVITIES

- Paper plates or circles of scrap cardboard
- Glue
- A4 sheets of paper
- Paints, crayons or kokis
- A3 sheets of paper
- Paper or flour and water glue/glue stick
- Old magazines/posters/supermarket food advertisements
- Equipment required for selected Physical Education activities
What do we need to be healthy?

What do we need to live healthy lives? We need to eat healthy food, drink fresh water, breathe clean air and exercise outside in the sunshine.

Healthy food helps us to grow. It gives us energy and stops us from getting sick. We must eat a balanced diet every day.

There are different kinds of food. We call these food groups. **Proteins** like meat, fish, chicken, beans, eggs and dairy products help our bones and muscles to grow strong. **Starch**, like pap, rice and bread, gives us energy to run around. **Fruit and vegetables** give us vitamins to keep us healthy.

Water is very important to make us healthy. We need to drink plenty of water every day. More than half our body is water. We should drink about 1 litre of water each day. Water keeps us cool. It helps the body to digest our food.

What do you think we need to do to be healthy?

**healthy** – strong, not sick

What food do you think is healthy? Unhealthy?

**balanced diet** – eating different types of food to keep your body healthy

**protein** – foods like meat and beans

**starch** – foods like maize, wheat and rice

Why do you think water is important?
You must drink only clean water or you will get sick. Water from taps and tanks is safe. Water from rivers or dams must be cleaned or sterilised before you drink it. There are different ways to sterilise water. You can boil it or use a water filter. Adults can also add a small amount of bleach like Jik to the water.

We should spend time outside every day. Our bodies need sunlight. The sun helps our bodies make a vitamin to keep our bones strong. We need to breathe fresh air and exercise our bodies. We shouldn’t stay inside and watch TV all day.
What do we need to be healthy?

Before reading Explain this is a factual text about the things we need to keep healthy.

Reading
• Read the text aloud. Ask the questions and allow discussion as you go along.
• Learners look at the pictures.

After reading
• What is the first thing the text tells us we need to be healthy?
• What is the second thing the text tells us we need to be healthy?
• What is the third thing the text tells us we need to be healthy?
• What is the fourth thing the text tells us we need to be healthy?

The food we eat

Prior knowledge What food do like eating the most? Is it a healthy food?

New knowledge
• Some foods help us keep healthy – these are foods we should eat every day.
• There are other foods that we like but that do not make us strong. These are foods we should only eat sometimes.

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

New Sound

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

What do we need to be healthy?

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 pages 104–106
• On page 104, point to the last sentence. Count the number of things we need to do to be healthy.
• On page 105, there are three things that healthy food does. Point to the three ideas (grow, energy, keep us healthy).
• On page 106, point to the names of three groups of healthy food (protein, starch, fruit and vegetables).
• Which food group do you like the most?
**MONDAY**

### HANDWRITING AND INDEPENDENT WORK
- Introduce this week’s Independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.
- Remind them to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

### GROUP GUIDED READING
#### 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
#### Decorate a paper plate
**Plan**
- Learners select brightly coloured pages from magazines and tear them into strips about 2 cm wide.
- Sort the paper according to the colours they wish to use.

**Decorate plates**
- Learners paste strips of magazine paper onto their plate to cover one side completely.
- The strips should be in a design they like.
- Leave the plate to dry.

**Display**
**Self-assess**
- Complete rubric on LAB page 115.

### PHYSICAL EDUCATION
#### Introduction
**Prepare**
- Choose four different activities from pages 18 to 19 for the week.
- Prepare the equipment.
- Divide the class into four groups for the week.

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

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

**Mindful me**
- Remind learners that laughing is a great way to relax and keep our minds healthy.
- In pairs, learners tell each other something funny that happened to them.
- Ask one or two learners to tell the class their funny story.

**BEGINNING KNOWLEDGE / PSWB ASSESSMENT 2**

**Daily foods and sometimes foods**

**Individuals**
- Explain that this activity is an assessment and will be marked.

**Learners** work individually with no talking.

**Pictures**
- Learners look at the pictures and read the words in the circles.

**Draw**
- They draw lines from the pictures to the correct circles.

**PHONICS** *(Versioners: Language specific)*

**Quick letter naming practice**
- Point randomly to a letter on the alphabet frieze.
- Learners say sound of the letter.
- Repeat. Keep pace up.

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

**Check/mark the activity**

**READING**

**Sentence making**
- Learners cut out the sentence strip *(page 177).*
- What punctuation does this sentence have?
- Ask questions and cut off the words/word groups
  - **What?** Healthy food
  - **Does what?** helps
  - **Who?** us
  - **To do what?** to grow

**Jumble and reconstruct the sentence**
- Learners stick their sentence on LAB page 115.
**VISUAL ARTS ASSESSMENT 1**

**A picture of favourite foods**

**Preparation**
- Hand out sheets of A4 paper and paints, crayons or kokis.
- Tell learners this is an assessment.
- Write their names on the top of the paper.

**Draw a picture** Learners paint or draw a picture of their favourite foods, filling the whole page.

**Marking:**
See page 149
Marks: 5

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**GROUP GUIDED READING**

**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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**HANDWRITING AND INDEPENDENT WORK**

- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

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**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** Why do you like feeling healthy?

**Pairs** Discuss the question.

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

BEGINNING KNOWLEDGE  The sun

**Prior knowledge** Ask learners what they can see in the sky in the day? At night?

**Read the page** Discuss 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  New Sound

**(Versioners: Language specific)**

**Introduce**
- Listen to and say the sound.
- Read the example word.

**Build words**
- Build some words with the sound and say them.

**On your own and pairs**
- Learners build more rhyming words.
- Learners say all the rhyming words to their partner.
- Learners can provide more words.

**Versioners:** There is different text to Afrikaans Phonics on a Wednesday

READING  What do we need to be healthy?

**Read together** Read pages 104–106 of What do we need to be healthy? 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 daily menu

**Review how to write lists**
- Use a comma between each word.
- Use the word and between the last two words.

**Brainstorm vocabulary** Which foods are most often eaten at breakfast, at lunch, at supper?

**Write and draw**
- Complete the writing frame.
- They illustrate their list with pictures of one food per meal.

---

**HANDWRITING AND INDEPENDENT WORK**

- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

**GROUP GUIDED READING**  Groups E and A

**First reading for Group E**
- 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.

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

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**PERFORMING ARTS**  Singing fast and slow

**Introduction**
- Ask learners to think of a song that they know that is slow.
- Think of a song that is fast.

**Prepare a song**
- Choose a well-known song.
- Decide which verses to sing quickly and which to sing slowly.

**Sing** Sing the song together.

---

**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

This song could be adapted to fit a well-known tune, e.g. The wheels on the bus.

The hands on the clock go round and round  
To tell us the time  
The clock says it’s time to get up  
At 6 o’clock  
The clock says it’s time for school  
At 8 o’clock  
The clock says it’s time for lunch  
At 12 o’clock  
Add actions and verses as desired.

**BEGINNING KNOWLEDGE** Playing outside

Prior knowledge Remind the learners that we need sunlight to stay healthy but we must not let the sun burn our skin.

Read the page
• What does the picture show?  
• What are the children doing?  
• What are they wearing?

Discuss the picture and the sentences
• Find the part of the picture that matches each sentence.

**PHONICS** (Versioners: Language specific)

Quick letter naming practice
• Point randomly to letter on the alphabet frieze.  
• Learners say sound of letter.  
• Repeat. Keep pace up.

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 115.  
• Which word shows that this happened long ago? (didn’t)  
• What could we say instead? (did not)
THURSDAY

WRITING

**Improving our writing**

**Discuss shared writing**
- Read a sentence from Tuesday’s shared writing to learners.
- Show how to make the sentence more interesting
  *(Example: add adjectives or descriptions; use interesting verbs)*,

**Read**
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?

**Swap and repeat for each partner**

HANDWRITING AND INDEPENDENT WORK

- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

GROUP GUIDED READING

**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

**Singing loudly and softly**

**Introduction**
Remind learners about the song they sang the previous day.

**Groups**
- In groups of four or five, learners choose a different song they know well.
- They decide which parts need to be sung loudly and which need to be sung softly.
- Send the groups outside to practice.

**Perform**
Call one group at a time to perform for you.

**Marking:**
See page 150
Marks: 5

PHYSICAL EDUCATION ASSESSMENT 1

**Using equipment**

**Explain the activity**
- Tell learners they will work in pairs. Stand facing each other about 1.5 m apart.
- Each pair a ball. One partner will throw the ball and the other will hit it back using their hands, a piece of cardboard or a bat.
- They must throw underarm and hit gently, using their dominant hand.
- They take turns throwing and hitting.

**Model the activity**
with a learner.

**Do the activity**
- Learners practise throwing and hitting in pairs.
- Walk around and observe each pair.

**Marking:**
See page 151
Marks: 10
The solar system is the name we give to the sun and the planets that orbit/go around it. The sun is in the centre of the solar system. It is a star. Our planet is called Earth. It takes 365 days to go around the sun. The sun gives everything on earth energy.

**Pairs** Tell what you found out.

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

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**BEGINNING KNOWLEDGE**

**The sun**

Write and draw about the Find Out
- Write one thing you learned.
- Draw a picture.

---

**PHONICS**

**Timed word reading**

**Pairs read the words**
- Learner reads to partner for 1 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.

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**WRITING ASSESSMENT 3**

My favourite foods

**Revise**
- Reread the Shared Writing text from Tuesday.
- Remind learners about daily foods and sometimes foods.
- Remind learners to use commas when they write a list.

**Write**
- Tell learners this is an assessment.
- They write their own short paragraph.

---

Marking:
See page 144
Marks: 10
HANDWRITING AND INDEPENDENT WORK
- Settle the class to do independent tasks written on board.
- Look at some learners' handwriting books.
- Provide feedback and additional instruction as needed.

GROUP GUIDED READING 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 menus to each other.

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

PHYSICAL EDUCATION ASSESSMENT 2
Movement
Explain the activity
- Divide learners into 6 small groups. Explain you will call one group at a time for assessment.
- Choose an activity from page xx for the groups to do.

Instructions
Give the instructions to one group at a time. Allow 30 seconds for each movement (5 min per group).
- Stand arm’s length apart. Do what I say.
- Jump, legs together.
- Hop on one leg; hop on the other leg.
- Stand still on one leg; stand still on the other leg.
- Skip on the spot.
- Jump, legs wide out then in.
This week the focus continues to be on Healthy Living. Texts highlight six healthy habits and include personal hygiene, getting enough sleep, exercise, TV and online time, and avoiding harmful substances. Learners listen to a story about a healthy daily timetable and write their own. Creative Arts lessons are based on different aspects of healthy living.

**Versioners add Phonics info**

During this week some of the activities can be used as Formal Assessment Tasks.
Our bodies need sunlight to make them strong.
Early in the morning, Dora's sister Ayanda, wakes Dora and her small brother Thami. She says, “It’s six o’clock! Time to get up and get ready for school!” Ayanda has a watch so she knows what the time is.

Dora runs to the basin to wash – she likes to get there first. She washes and brushes her teeth.

Thami looks for his clothes. He didn't put them away the night before and they are under the bed.

Ayanda gets ready quickly.

Soon the children are ready for breakfast.

Their mum calls, “It’s half past six! Hurry and eat your pap before it gets cold!”

“Please may I have a banana,” asks Ayanda. Dora and Thami eat apples and drink their tea.

“Thank you for our healthy breakfast,” say the children.

They hear a hoot from the gate. Ayanda looks at her watch. “It’s 7 o’clock!” she shouts. “There’s my taxi!”

She picks up her schoolbag and runs out of the door. Ayanda goes to school in the town so she goes by taxi. Dora and Thami walk to their school. They say goodbye to their mother and take their bags. “Be careful when you cross the road,” says their mother.

At school Dora goes to the Gr 2 classroom. She is happy to see her teacher and her friends.

Dora does Maths, Reading and Writing. Soon it is 11 o’clock. The bell rings and the auntsies bring the big bucket of chicken, rice and vegetables. Dora waits till it is her turn to be served. She says “Thank you” before she eats her food. Chicken is her favourite meal. She washes her plate and spoon carefully before going back to class.
After school, Dora plays outside with her friends. They watch the big girls playing netball. One day, they will be in the netball team. At half past two, Thami comes to fetch her. “It’s time to go home,” he says. “Have you got all your things?”

When they get home, mum is still at work. “Can I watch TV?” Dora asks.

Just then Ayanda comes in. “Dora!” she says, “It’s only 3 o’clock. No TV till later! Do you have any homework I can help you with?” Dora colours a picture in her workbook and then she reads a story. Thami has Maths homework. Ayanda is trying to write a story in English. She reads it to the others.

At last it is 4 o’clock. “Yippee! TV time!” shouts Dora. She watches cartoons and laughs and laughs. At 5 o’clock, she turns off the TV and runs to the gate to wait for mum to come home.

Her mother walks down the road. She has two bags of groceries. Dora helps her to carry one bag. She peeps inside and sees some Easter Eggs! “Are these for us?” she asks mum. “Those are for later,” says mum. “Sweets are only for special days. You can’t eat sweets every day.”

After supper, Dora, Thami and Ayanda prepare for bed. They brush their teeth and wash at 7 o’clock.

Ayanda goes to bed first because she is the youngest. She is fast asleep by 8 o’clock. Sleep tight, Ayanda.
READ ALOUD

**Dora’s healthy day**

**Before reading** Ask what learners do first thing in the morning, during the day, at night.

**Reading**
- Read the story aloud and ask the questions.
- Learners point to each picture on LAB page 134 as you read about it.

**After reading**
- How many children are in Dora’s family? Who is the oldest?
- What things does Dora do in the morning before school? At night?
- Why do Dora and Thami walk to school?
- Why does Ayanda tell Dora not to watch TV?

BEGINNING KNOWLEDGE

**Healthy living habits**

**Prior knowledge** What is a habit?

**Read the page**
- Read the words in the middle of the star.
- Look at the pictures.

**Discuss**
- What things can you see that keep us healthy?
- How can these six habits keep us healthy?
- What habits are unhealthy? (Eating sweets every day, going to bed too late, watching too much TV, etc.)

PHONICS

**New Sound**

*(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

**What do we need to be healthy?**

**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 pages 107–109**
- On page 107, find two words that tell us how water helps us. (cool, digest)
- On page 108, find the words that tell us what water is safe. (taps, tanks)
  Find the words that tell us which water is not safe. (rivers, dams)
- On page 109, which words tell us when we should play outside? (every day)
- Do you like to play in the sun? Why or why not?
Discuss How can wearing a facemask help us stay safe and healthy?

Plan
• Turn to page 179
• Plan how to decorate the facemask.

Make
• Cut the shape out carefully.
  If fabric is available, teachers should use the paper pattern and cut out a mask from fabric for each learner.
• Decorate the mask with sequins, lace and ribbon or draw on them with fabric markers.
• Cut pieces of elastic/ribbon to hold the mask on, or cut two strips of paper to make the earpieces. Attach.

HANDWRITING AND INDEPENDENT WORK
• Introduce this week’s Independent tasks (written on board).
• Learners do two tasks a day unless they have GGR.
• Remind them to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

READING AND COMPREHENSION ASSESSMENT 1
Group A
• Learners whisper-read a story from their anthology.
• Call them one at a time to listen to them read.
• Listen to each child read for 1–2 minutes.
• Ask questions to check understanding.

VISUAL ARTS Make a facemask

PHYSICAL EDUCATION Introduction

Prepare
• Choose four different activities from pages 18 to 19 for the week.
• Prepare the equipment.
• Divide the class into four groups for the week.

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

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

**Mindful me**

- Learners sit in a circle. They smile at the learner on their right.
- They 'pass' the smile to the learner next to them, by looking at them and smiling. The learners pass the smile all the way around the circle.
- You can also pass a frown, a wink, a nod or some other facial expression.
- Talk about feelings and what our faces do when we are feeling different ways.
- This game helps develop eye contact, turn-taking and thinking about feelings.

**BEGINNING KNOWLEDGE /PSWB ASSESSMENT 3**

**Healthy or unhealthy?**

**Individuals**
- Explain that this activity is an assessment and will be marked.
- Learners work individually with no talking.

**Instructions**
- Learners listen carefully as the teacher reads each sentence.
- Is it healthy or unhealthy?

**Colour the healthy habit green. Colour the unhealthy habit red.**

**Read while learners listen**
- Read each sentence slowly. Repeat if necessary. Make sure you give the number of the block to aid comprehension.
- Learners colour the blocks in either red or green.

**PHONICS ASSESSMENT 1**

**Fill in sounds**

**Write sounds in Blocks 1–5**
- Tell learners that this is a test.
- Dictate these sounds one at a time:
  - (versioners, provide 5 sounds taught this term, numbered 1-5)
- Learners write the sounds in the blocks.

**Complete the words** Learners complete the words by writing the missing sounds.

**READING AND COMPREHENSION ASSESSMENT 2**

**Sentence making**

**Review and read along**
- Review the text orally and read pages 107–109 of the text.

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

**Read together**
- Ask questions and cut off the words/word groups
  - What? Our bodies
  - Do what? need
  - What? sunlight
  - Do what? to make
  - Word that stands for our bodies them
  - How should the bodies be? strong.
  - Jumble and reconstruct the sentence

**Stick the sentence**
- Learners stick their sentence on LAB page 130.
- Tell learners that this is an assessment and that you will check they have reconstructed their sentence correctly.
TUESDAY

**Physical Education**

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

**Cool down**

---

**Writing**

**Write about being healthy**

**Introduction**
Talk about the habits for healthy living.

**Show the sentence starter**
We will write sentences that start with these words.

**Brainstorm**
Ideas about being healthy.

**Shared writing**
- Write on the board or on a poster.
- Use the sentence starter to write some of the learners’ ideas in full sentences, e.g. I can be healthy by eating fruit and vegetables every day. I can be healthy by going to bed early.

---

**Handwriting and Independent Work**

- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

---

**Reading and Comprehension Assessment 1**

**Group B**
- Learners whisper-read a story from their anthology.
- Call them one at a time to listen to them read.
- Listen to each child read for 1–2 minutes.
- Ask questions to check understanding.

---

**Visual Arts**

**Make a facemask**

- Make: Learners complete the facemasks started on Monday.
- Model or display:
  - Model the facemasks or do a gallery walk.
  - Comment on each other’s work.

**Self-assess**
Complete rubric on LAB page 130.
**WEDNESDAY**

**WELLBEING**

I think, I feel...

**Topic**
My favourite time of the day is ____________ because ____________.

**Pairs**
Respond to the statement.

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

---

**BEGINNING KNOWLEDGE**

Pollution

**Prior knowledge**
Ask learners what happens to the rubbish from their homes.

**Read the page**
Discuss 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**

New Sound

(Versioners: Language specific)

**Introduce**
- Listen to and say the sound.
- Read the example word.

**Build words**
- Build some words with the sound and say them.

**On your own and pairs**
- Learners build more rhyming words.
- Learners say all the rhyming words to their partner.
- Learners can provide more words.

**Versioners:** There is different text to Afrikaans Phonics on a Wednesday.

---

**READING**

What do we need to be healthy?

**Read together**
Read pages 107–109 of What do we need to be healthy? 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**  Keeping healthy

Read
- Read the sentence starter with the learners.
- Reread the Shared Writing from Tuesday.

Write  Learners write their own 3 sentences with the sentence starter.

---

**HANDWRITING AND INDEPENDENT WORK**

- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

---

**READING AND COMPREHENSION ASSESSMENT 1**

Group C
- Learners whisper-read a story from their 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**  Group story

Warm up – breathe in fresh air
- Practise breathing deeply, using the tummy muscles to control the breath.
- Hold for 10 seconds and exhale. Repeat.

Groups of 6–8
- Start a story, e.g. I went to the market and I bought a banana. Do the action (e.g. pretend to peel a banana).
- The next learner repeats the first item and adds another item, e.g. I went to the market and bought a banana and a chicken.” Do the actions, e.g. peel the banana and flap arms like wings).
- Repeat, adding items and actions.

Cool down  Lie down and repeat the breathing exercise.

---

**PHYSICAL EDUCATION**  Activity stations

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

Cool down
THURSDAY

ORAL  Sing/recite

This song could be adapted to fit a well-known tune, e.g. I hear thunder. Add actions and additional verses about healthy habits as desired.

I am healthy, I am healthy
So are you, so are you
I eat lots of healthy food, I eat lots of healthy food
So do you, so do you.

I am healthy, I am healthy
So are you, so are you
I go to bed early, I go to bed early
So do you, so do you.

BEGINNING KNOWLEDGE  Dora’s healthy day

Prior knowledge  What things do you do every school day?

Read the page  Look at and discuss the picture with the learners.

Talk about time
• Ask learners what time they think Dora does each of the activities in the picture: get ready for school; start school; have break; play games; do homework; go to bed.
• Ask what time they do each of the activities.

PHONICS  (Versioners: Language specific)

Quick letter naming practice
• Point randomly to letter on the alphabet frieze.
• Learners say sound of letter.
• Repeat. Keep pace up.

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

Check/mark the activity

ABC

PG 134

15 min

PG 135

15 min

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
• Look at the word sunlight. Can you find small words hiding in the big word?
• Say the two parts of the word: sun and light. Put them together to make one word.
• Can you think of any other words that have two parts? eg football, rainbow, pancake, etc

[Versioners: These questions are language specific and would need to be written about the sentence in each language. Focus on the imperative]
READING AND COMPREHENSION ASSESSMENT 3

Comprehension

Introduction Tell the learners this is an assessment.

Revision Re-read the story *What do we need to be healthy?*

Answer the questions
- Learners work individually to answer the comprehension questions based on the text.
- Answers: 1. clean water, healthy food, exercise, sunshine, clean air; 2. To give our bodies vitamins; 3. taps, tanks; 4. to make our bodies healthy; 5. Learners’ own answer

HANDWRITING AND INDEPENDENT WORK

- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

READING AND COMPREHENSION ASSESSMENT 1

Group D
- Learners whisper-read a story from their 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

Dance time
- Learners sit in a circle, legs stretched out in front.
- Circle ankles clockwise and anti-clockwise. Flex feet and knees

Dance
- Select a well-known song that can be danced with a partner, e.g. Jan Pierewiet.
- Learners form two concentric circles and dance with different partners, while singing.

Relax Learners breathe slowly in and out and think about fresh air entering their bodies to make them strong and healthy.

Versioners add the name of a traditional dance that is done with a partner.

PHYSICAL EDUCATION

Activity stations

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

Cool down
Pollution is when things like gases, trash, plastics, smoke and chemicals start to harm animals, plants and people. There are different kinds of pollution. Land pollution is when rubbish is left lying around. Some rubbish brings harmful germs. Sometimes chemicals leak from the rubbish into our water and make us sick. Water pollution is when water becomes dangerous to drink because of the germs and chemicals in it. Air pollution is when gases from cars, taxis, buses and factories make the air poisonous to breathe.

**Pairs** Tell what you found out.

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

**BEGINNING KNOWLEDGE**

**Pollution**

Write and draw about the Find Out
- Write one thing you learned.
- Draw a picture.

**PHONICS ASSESSMENT 2**

**Dictation**

Dictate words
- Tell learners this is a test.
- Say each word clearly and slowly.
- Repeat it once only.

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

Marking:
- See page 141
- Marks: 5

**WRITING**

**My healthy day**

Discuss Discuss what learners do at different times of the day.

Read the clocks Read the time on the clocks in the writing frame. What time of day is each one?

Write and draw
- Learners use vocabulary from the chapter and their personal dictionaries to complete the writing frame.
- They draw a picture.
**HANDWRITING AND INDEPENDENT WORK**

- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

**READING AND COMPREHENSION ASSESSMENT 1**

**Group E**

- Learners whisper-read a story from their anthology.
- Call them one at a time to listen to them read.
- Listen to each child read for 1–2 minutes.
- Ask questions to check understanding.

---

**READING**

**Checking and feedback**

**Read** In pairs, learners read their menus 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 activities continue to be about keeping healthy. The story focuses on a party where people get sick from contaminated food, while the Beginning Knowledge texts focus on how to keep food and water healthy. Learners write invitations to a party and an independent story about a party at school. In Creative Arts learners use paint to make pictures of germs and make up their own plays about keeping healthy.

Versioners add Phonics info

******

**Overview and Week Outline**

**English**

Home Language and Life Skills

**2**

**Watch Now**
PREPARATION

Flashcards

- party
- concert
- school
- pot
- stew

Sentence strip

They made a stew in a very big pot.

INDEPENDENT TASKS

1. Paired Reading Lab Page 163
2. Handwriting 1 Language Specific
3. Handwriting 2 Language Specific
4. Handwriting 3 Language Specific
5. DBE Home Language Page xx
6. DBE Home Language Page xx
7. DBE Life Skills Page xx
8. Dictionary

EQUIPMENT FOR ACTIVITIES

- Paint
- Straws/casings of pens
- Kokis/stickers
- Paper to paint on
- Equipment required for selected Physical Education activities
It was a big day for Sipho and Amos’s school. The school was 100 years old.

The teachers said they would have a party. They **planned** a concert. The boys and girls practised things for the concert.

The teachers and parents got a lot of meat and a very big pot. Very early on the day of the party they made a stew in a very big pot. They made a lot of pap in another big pot.

It was a very hot day. The children’s parents and grannies came to school. The children put on their concert.

Dora and Ayanda did an act about a baby that was lost and found. They brought their mothers’ shoes to school so that they could look like grown-up ladies. They brought a doll to be the baby.

Amos, Sipho, Thami and Samson acted out a story from the Bible.

Then there were speeches. The principal made a speech. Someone from the governing body made a speech.

A very old lady who taught at the school long ago made a speech.

**QUESTIONS + VOCAB**

- **plan** – make arrangements before something happens
- What do you like to eat at a party?
- Have you been in a concert before? What did you act?
- Do you enjoy listening to long speeches? Why?
A man from the Education Department made a speech. Everyone was sweating because it was so hot.

Then everyone went outside to eat the stew.

There was plenty of food for everyone. The children got big plates of stew. Then they played games.

But then Ayanda said she had a sore tummy. Then Thami said he felt sick. They went to tell their teacher. They could not find her. She had got sick and gone home.

More children started feeling sick. They had sore tummies. They vomited. They cried.

Even the man from the Education Department got sick.

The principal was worried.

She called the emergency medical number on her cell phone. Two ambulances came to the school.

The paramedics said that the food at the party had made the people sick. They gave the sick children special water to drink. This water helped their bodies to not dry out.

The children were sad. The teachers were sad. The aunties who cooked the stew were sad. The party was ruined.

The next day there was a big surprise.

Some shops gave food to the school for a party. One shop gave chicken pieces. Another shop gave tinned fish. Another shop gave lots of wors. Another shop gave packets of chips. Another shop gave lots of bread rolls.

The big children at school made a braai. They cooked the chicken and the wors. They put all the food on a table outside to wait for the party.

People ate it straight away. It was the best party ever.
MONDAY

READ ALOUD A party at school

Before reading Talk about events that happen at school, e.g. concert, sports day, party, prizegiving.

Reading Read the story aloud and ask the questions.

After reading
• Where was the party?
• What was the weather like?
• What happened to some of the people after they ate the food?
• Who came to the school to help the sick people?
• What happened the next day?

BEGINNING KNOWLEDGE Keeping food and water safe and clean

Prior knowledge Have you ever had a very sore tummy? How did it feel?

New knowledge
• Food and water that is contaminated/poisoned can make people sick.
• We need to keep food and water clean and healthy.

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

ABC New Sound

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 A party at school

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 pages 142–144
• On page 142, point to the word that tells us how old the school was.
• Why do you think the teachers want to have a party?
• On page 143, point to the words that tell us who came to school.
• How do you know it was a hot day?
• On page 144, what two words tell us people were sick.
• How do you think the teachers felt when everyone got sick?
**Writing**

**My news**

*Pairs* Use the picture prompts to share news quickly.

*Individuals* Use the writing frame to write new

---

**Handwriting and Independent Work**

- Introduce this week's Independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.
- Remind them to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

---

**Group Guided Reading**

**Groups A and B**

*First reading*

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

---

**Visual Arts**

**Make pictures of germs**

*Discuss*

- Recap information about germs.
- What do you think germs look like?
- Can we see them? Or do we need to use a microscope?

*Make pictures*

- Learners place dots of paint on A4 paper.
- They use a straw/pen casing to blow the paint to make "germ" shapes.
- Leave the paint to dry overnight.

---

**Physical Education**

**Introduction**

*Prepare*

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

*Introduce activity stations*

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

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

**Mindful me**
- Learners place the tip of the tongue loosely between their teeth, with lips open. It should stick out a little bit.
- They breathe in and suck the air over their tongue. Breathe out slowly through their nose. Repeat.
- Ask learners if their throats feel cool and relaxed.

**BEGINNING KNOWLEDGE**

**Keeping food and water safe and clean**

**Recap** Remind learners about how we should keep food and water clean and safe.

**Read** Read the two halves of the sentences with learners.

**Match**
- Match the two halves – model on the board.
- Colour the pictures.

**PHONICS**

**Quick letter naming practice**
- Point randomly to a letter on the alphabet frieze.
- Learners say sound of the letter.
- Repeat. Keep pace up.

**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** Is this action happening now or in the past? Which word shows this? (made)

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

**Who?** They

**Did what?** made

**What?** a stew

**Where?** in

**What size was it?** a very big

**What?** pot

**Jumble and reconstruct the sentence**

**Stick the sentence** Learners stick their sentence on LAB page 153.
**TUESDAY**

**WRITING**  
*A party at school*

**Introduction** What happened in the story we read?

**Brainstorm**  
- What kind of party could we have at school?  
- What things could happen at a party?

**Shared writing**  
- Complete the writing frame using learners' ideas.  
- Read the new story together.

---

**HANDWRITING AND INDEPENDENT WORK**

- Settle the class to do independent tasks written on board.  
- Look at some learners' handwriting books.  
- Provide feedback and additional instruction as needed.

---

**GROUP GUIDED READING**  
*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 pictures of germs*

**Complete pictures** Learners use kokis or stickers to add eyes and feelers to their pictures from Monday.

**Display**

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

---

**PHYSICAL EDUCATION**  
*Activity stations*

**Warm up**

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

**Cool down**
**WEDNESDAY**

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

**Question** How do we keep our food healthy at home?  
**Pairs** Discuss the question.  
**Share** Select some learners to share (give everyone a chance over the term).

---

**BEGINNING KNOWLEDGE**  
**Human Rights Day**

**Prior knowledge**
- What public holidays do learners know?  
- What holiday is on 21 March?

**Read the page** Discuss 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.

---

**ABC**  
**New Sound** *(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**  
**A party at school**

**Read together** Read pages 1-3 of *A party at school* 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**

**An invitation**

**Talk about invitations**
- How do people get to know about a party? (We ask them, send a message, write an invitation.)
- Have you ever received a written invitation to a party?

**Brainstorm ideas**
- Name of school (and badge)
- Age of school
- What entertainment
- Who to reply to (why do we need to reply?)

**Write** Complete the writing frame.

---

**HANDWRITING AND INDEPENDENT WORK**

- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

---

**GROUP GUIDED READING**

**Groups E and A**

**First reading for Group E**
- 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.

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

---

**PERFORMING ARTS**

**Thoughts and feelings**

**Recap the story** Talk about three parts of story: the concert, everyone gets sick, the surprise party the next day

**Groups** (allocate a part of the story to each group)
- Who are the characters in your part of the story?
- What does each character think?
- How does each character feel?
- Choose a part to play.

**Prepare a play** Each group practises a short play about their part of the story.

---

**PHYSICAL EDUCATION**

**Activity stations**

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

**Cool down**
THURSDAY

BEGINNING KNOWLEDGE

Prior knowledge
What can happen if we drink water that is not clean?

Discuss the picture
• Is the river in the picture clean?
• How do people make the river dirty?
• Should we drink water from a polluted river?

Colour in

PHONICS

Quick letter naming practice
• Point randomly to letter on the alphabet frieze.
• Learners say sound of letter.
• Repeat. Keep pace up.

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 153.
• Which word shows that this happened in the past? (made)
• What words tell us how the pot looked? (very big)
• What other words could we use to describe a pot?

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

**WRITING**

Comprehension

Revision: Re-read the story *A party at school.*

Answer the questions

Check answers
1. the teachers
2. They put on a concert
3. chips, chicken, bread rolls

**HANDWRITING AND INDEPENDENT WORK**

- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.

**GROUP GUIDED READING**

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 your play

Practise: Give learners 10 minutes to practise their part of the story.

Perform for the class

**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
**Human Rights Day**

Human Rights are things everybody deserves to have, like freedom, peace, a place to live, clean water and food and education. Human rights are part of South Africa’s constitution. The constitution says we have rights, but also responsibilities. Sometimes people in a community hurt other people’s human rights. Sometimes governments don’t care about the people’s human rights and treat their citizens badly. Human Rights day reminds us to remember that everyone has the same rights.

**Pairs** Tell what you found out.

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

---

**Write and draw about the Find Out**
- Write one thing you learned.
- Draw a picture.

---

**Timed word reading**

Pairs read the words
- Learner reads to partner for 1 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.

---

**A party at school**

**Brainstorm**
- Reread the Shared Writing story from Tuesday.
- Learners select their own characters for a new story.

**Read** Read the sentence starters with the learners.

**Write** Learners complete the writing frame with their own story.
PHYSICAL EDUCATION  
**Activity stations**

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

**Cool down**

---

GROUP GUIDED READING  
**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 story about the Party at school to each other.

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

---

HANDWRITING AND INDEPENDENT WORK
- Settle the class to do independent tasks written on board.
- Look at some learners’ handwriting books.
- Provide feedback and additional instruction as needed.
CONSOLIDATION AND REVISION

WEEK OVERVIEW

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.

REVISION ACTIVITIES FOR READING

- Reread stories in the LAB that the learners have particularly enjoyed this term.
- Swop roles with learners who can be the ‘teachers’ for different stories.
- Pairs: read the sentence strips from each week.
- Pairs: read the paired reading texts from each week.
- Individuals: Read books from the reading corner/library.

REVISION ACTIVITIES FOR PHONICS

- Pairs reread the words on phonics pages.
- Team competition to read flashcards correctly.
- Repeat timed word reading and dictation activities and try to improve your score.
- Ensure that all Independent Work pages have been completed in the LAB. Check they have been done correctly.
- DBE workbook phonics activities.
REVISION ACTIVITIES FOR WRITING

- 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.

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 and discussion.

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.

ACTIVITIES FOR PHYSICAL EDUCATION

- Play traditional games.
- Have a sports day, where teams compete against each other. Do activities from the term.
HOME LANGUAGE: PLANNING FOR CONTINUOUS AND FORMAL ASSESSMENT TERM 1

- **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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### PHONICS

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### READING AND COMPREHENSION

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<td>HANDWRITING</td>
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<tr>
<td>1 Hold pencil and position writing materials (book/page) correctly</td>
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<tr>
<td>2 Form 26 lower and upper case letters correctly: directionality, formation and spacing within lines</td>
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<td>3 Write and use punctuation marks: full stops, question marks, commas</td>
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<td>4 Write words with correct spacing between letters and words</td>
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<td>5 Copy and write two or more sentences legibly and correctly</td>
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<tr>
<th>WRITING</th>
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</thead>
<tbody>
<tr>
<td>1 Build own word bank and personal dictionary using initial letter of word to develop dictionary skills; identify correct page for noting words</td>
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<tr>
<td>2 Draw pictures to convey a message</td>
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<tr>
<td>3 Write at least three sentences of own news or creative story using sounds learned and common sight words, capital letters and full stops</td>
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<tr>
<td>4 Contribute ideas and words for a class story</td>
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<tr>
<td>5 Writes a list using a comma to separate the items</td>
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</table>
**LISTENING AND SPEAKING Assessment Rubrics and Checklists**

**LISTENING AND SPEAKING Formal Assessment Activity 1: Story sequence and comprehension**
*(Week 6 Tuesday/Wednesday/Thursday)*

**TG pages 84, 86, 88**

<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Retells the story of Sipho’s new eyes in sequence with beginning, middle and end</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>Answers lower order questions correctly</td>
<td>Struggles to retell the story in sequence and struggles to answer lower order questions correctly</td>
<td>Retells the beginning of the story and answers one or two of the questions</td>
<td>Retells the beginning and middle of the story in sequence and answers all lower order questions</td>
<td>Retells the beginning, middle and ending of the story and answers all lower order and some higher order questions</td>
<td>Retells the whole story in sequence with beginning, middle and end and answers both lower and higher order questions confidently</td>
</tr>
<tr>
<td>Answers higher order questions with reasons</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>The learner:</th>
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</thead>
<tbody>
<tr>
<td>Listens to stories with enjoyment</td>
<td>Fulfils 1 or 0 criteria</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils all 5 criteria</td>
</tr>
<tr>
<td>Retells stories that are read or told</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Tells own stories confidently and in sequence</td>
<td>Fulfils 1 or 0 criteria</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils all 5 criteria</td>
</tr>
<tr>
<td>Participates and contributes actively in story lessons</td>
<td>Fulfils 1 or 0 criteria</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils all 5 criteria</td>
</tr>
<tr>
<td>Answers questions about the story that is read or told</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Participates actively in class discussions</td>
<td>Fulfils 1 or 0 criteria</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils all 5 criteria</td>
</tr>
<tr>
<td>Answers questions related to a story or topic</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Takes turns</td>
<td>Fulfils 1 or 0 criteria</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils all 5 criteria</td>
</tr>
<tr>
<td>Comments on others’ contributions</td>
<td>Fulfils 1 or 0 criteria</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils all 5 criteria</td>
</tr>
<tr>
<td>Uses appropriate vocabulary</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Listens attentively to multipart instructions</td>
<td>Fulfils 1 or 0 criteria</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils all 5 criteria</td>
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<tr>
<td>Asks for clarification if s/he doesn’t understand</td>
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<tr>
<td>Checks that s/he has all the pages/equipment necessary</td>
<td>Fulfils 1 or 0 criteria</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils all 5 criteria</td>
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<tr>
<td>Follows instructions accurately</td>
<td>Fulfils 1 or 0 criteria</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils all 5 criteria</td>
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<tr>
<td>Completes tasks independently</td>
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<td><strong>Total</strong></td>
<td>20 marks</td>
<td>15 marks</td>
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PHONICS Assessment Rubrics and Checklists

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<tr>
<th>PHONICS Formal Assessment Activity 1: Write sounds</th>
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<tbody>
<tr>
<td>(Week 8 Tuesday)</td>
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<tr>
<td>LAB page 129, TG page 112</td>
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<tr>
<td>1 mark for each correct answer:</td>
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<tr>
<td>versioners insert the 5 sounds you will test</td>
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<tr>
<td>and the 5 completed words. Numbered 1–10.</td>
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<tr>
<th>PHONICS Formal Assessment Activity 2: Dictation</th>
<th>5 marks</th>
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<td>(Week 8 Friday)</td>
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<tr>
<td>LAB page 138, TG page 118</td>
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<tr>
<td>1 mark for each correct word:</td>
<td></td>
</tr>
<tr>
<td>versioners insert the 5 words you will test</td>
<td></td>
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<tr>
<td>Numbered 1–5.</td>
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<thead>
<tr>
<th>CLASSROOM OBSERVATION</th>
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<td>(Weeks 1–9)</td>
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<tr>
<td>The learner:</td>
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<tr>
<td>1. Builds words using phonics taught (LAB</td>
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<td>activities)</td>
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<td>2. Reads words using phonics taught</td>
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<td>3. Uses invented spelling in writing</td>
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<td>4. Spells words correctly in dictation</td>
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<td>activities</td>
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<td>5. Shows increasing fluency (accuracy</td>
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<td>and speed) in timed word reading</td>
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<td>Fulfils 1 or 0 criteria</td>
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<td>Fulfils 2 criteria</td>
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<td>Fulfils 3 criteria</td>
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<td>Fulfils 4 criteria</td>
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<td>Fulfils all 5 criteria</td>
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<td>Total</td>
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<td>20 marks</td>
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### READING AND COMPREHENSION Assessment Rubrics and Checklists

#### READING AND COMPREHENSION Formal Assessment Activity 1: Oral reading
(Week 8 Monday to Friday)
TG pages 111, 113, 115, 117, 119

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<tbody>
<tr>
<td>• Reads aloud to teacher for 1–2 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</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</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</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</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</td>
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</tbody>
</table>

#### READING AND COMPREHENSION Formal Assessment Activity 2: Completion of sentence
(Week 8 Tuesday)
LAB page 130, TG page 112

<table>
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<tbody>
<tr>
<td>• Cuts all words/word groups out correctly</td>
<td>Only 1–2 words are in the correct order</td>
<td>3–4 words are in the correct order</td>
<td>4–5 words are in the correct order</td>
<td>6–7 words are in the correct order</td>
<td>All 8 words are in the correct order</td>
</tr>
<tr>
<td>• Pastes all words in the correct order</td>
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<tr>
<td>• Sentence should read: Our bodies need sunlight to make them strong.</td>
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<tr>
<td>(versioners, replace sentence with the sentence from week 8)</td>
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#### READING AND COMPREHENSION Formal Assessment Activity 3: Written comprehension activity
(Week 8 Thursday)
LAB page 136, TG page 117

1 mark for each correct answer:
1. Clean water, healthy food, exercise, sunshine, clean air (5 marks)
2. To give our bodies vitamins
3. Taps, tanks (2 marks)
4. To make our bodies healthy
5. Learners’ own answer

Total 25 marks
# HANDWRITING Assessment Rubrics and Checklists

## HANDWRITING Formal Assessment Activity 1
(Week 7 Monday)
LAB page 112, TG page 97

<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>Needs support to write 1 short sentence with punctuation</td>
<td>Writes 1 short sentence with punctuation but correct letter formation, spacing between words and size of letters are not observed</td>
<td>Writes 1 short sentence with punctuation paying attention to correct letter formation and observing spacing between words</td>
<td>Writes 2 short sentences with punctuation paying careful attention to correct letter formation and observing spacing between words</td>
<td>Writes 3 and more short sentences with punctuation paying careful attention to correct letter formation, size and observing spacing between words</td>
<td></td>
</tr>
</tbody>
</table>

## CLASSROOM OBSERVATION
(Weeks 1–9)

<table>
<thead>
<tr>
<th>The learner:</th>
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<th>2</th>
<th>3</th>
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<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulfils 0 or 1 criteria</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils all 5 criteria</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Total | 10 marks |</p>
<table>
<thead>
<tr>
<th>WRITING Formal Assessment Activity 1: Write news (Week 6 Monday)</th>
<th>5 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
<td>1</td>
</tr>
<tr>
<td>• Writes one paragraph (at least five sentences) on personal experiences or an event</td>
<td>Struggles to write 1 sentence of own news and does not use any punctuation</td>
</tr>
<tr>
<td>• Uses capital letters (at the beginning of a sentence and for proper names) and correct punctuation (full stops, commas, apostrophe)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WRITING Formal Assessment Activity 2: Write a story (Week 6 Friday)</th>
<th>10 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
<td>2</td>
</tr>
<tr>
<td>• Writes an original story (writing frame) using the theme vocabulary</td>
<td>Struggles to complete the writing frame and does not use the theme vocabulary. Does not use punctuation correctly. Drawing does not relate to the story.</td>
</tr>
<tr>
<td>• Uses capital letters (at the beginning of a sentence and for proper names) and correct punctuation (full stops, commas, apostrophe)</td>
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</tr>
<tr>
<td>• Illustrates the story with an appropriate drawing</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WRITING Formal Assessment Activity 3: Write a paragraph with commas (Week 7 Friday)</th>
<th>10 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
<td>2</td>
</tr>
<tr>
<td>• Writes a paragraph about favourite foods using the writing frame</td>
<td>Struggles to complete the writing frame independently. Does not use commas in the list. Drawing is not related to the topic.</td>
</tr>
<tr>
<td>• Uses capital letters and correct punctuation</td>
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<tr>
<td>• Uses commas in the list of foods</td>
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</tr>
<tr>
<td>• Gives a personal opinion</td>
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</tr>
<tr>
<td>• Illustrates the paragraph with an appropriate drawing</td>
<td></td>
</tr>
</tbody>
</table>

Total 25 marks
<table>
<thead>
<tr>
<th>Name</th>
<th>Week 6</th>
<th>TG pg 84, 86, 88</th>
<th>LISTENING AND SPEAKING 1: L&amp;S RUBRIC pg 140</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Retell a story, sequence events, answer lower and higher order question</td>
</tr>
<tr>
<td>5</td>
<td>Weeks 1–9</td>
<td></td>
<td>CLASSROOM OBSERVATION: L&amp;S CHECKLIST pg 140</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td>Stories, discussions and instructions</td>
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<tr>
<td>20</td>
<td>Max mark</td>
<td></td>
<td>LISTENING AND SPEAKING</td>
</tr>
<tr>
<td>10</td>
<td>Week 7</td>
<td>LAB pg 129, TG pg 112</td>
<td>PHONICS 1: PHONICS RUBRIC pg 141</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Writes sounds</td>
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<tr>
<td>5</td>
<td>Week 8</td>
<td>LAB pg 138, TG pg 118</td>
<td>PHONICS 2: PHONICS RUBRIC pg 141</td>
</tr>
<tr>
<td>5</td>
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<td></td>
<td>Dictation</td>
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<tr>
<td>20</td>
<td>Max mark</td>
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<td>PHONICS</td>
</tr>
<tr>
<td>10</td>
<td>Week 8</td>
<td>TG pg 111, 113, 115, 117, 119</td>
<td>READING AND COMPREHENSION 1: R&amp;C RUBRIC 1 pg 142</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Individual reading</td>
</tr>
<tr>
<td>5</td>
<td>Week 8</td>
<td>LAB pg 130, TG pg 112</td>
<td>READING AND COMPREHENSION 2: R&amp;C RUBRIC 2 pg 142</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Completion of sentence</td>
</tr>
<tr>
<td>25</td>
<td>Max mark</td>
<td></td>
<td>READING AND COMPREHENSION</td>
</tr>
<tr>
<td>5</td>
<td>Week 7</td>
<td>LAB pg 112, TG pg 97</td>
<td>HANDWRITING 1: HW RUBRIC pg 143</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Punctuation, letter formation and spacing</td>
</tr>
<tr>
<td>5</td>
<td>Weeks 1–9</td>
<td></td>
<td>CLASSROOM OBSERVATIONS: W CHECKLIST pg 143</td>
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<tr>
<td>10</td>
<td>Max mark</td>
<td></td>
<td>All handwriting pages in exercise book</td>
</tr>
<tr>
<td>10</td>
<td>Week 6</td>
<td>LAB pg 89, TG pg 83</td>
<td>WRITING 1: W RUBRIC 1 pg 144</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>Personal writing – News</td>
</tr>
<tr>
<td>10</td>
<td>Week 6</td>
<td>LAB pg 101, TG pg 90</td>
<td>WRITING 2: W RUBRIC 2 pg 144</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>Creative writing – story with writing frame</td>
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<tr>
<td>25</td>
<td>Max mark</td>
<td></td>
<td>WRITING</td>
</tr>
<tr>
<td>25</td>
<td>Week 7</td>
<td>LAB pg 123, TG pg 104</td>
<td>WRITING 3: W RUBRIC 3 pg 144</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Paragraph with commas</td>
</tr>
</tbody>
</table>
LIFE SKILLS: PLANNING FOR CONTINUOUS AND FORMAL ASSESSMENT
TERM 1

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.

BEGINNING KNOWLEDGE AND PSWB

<table>
<thead>
<tr>
<th>Routines</th>
<th>1</th>
<th>2</th>
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<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss personal ideas and feelings about theme topics</td>
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<td>Discuss holidays and other special days</td>
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Topics

| 3 | Myself and others |   |   |   |   |   |   |   |   |    |
|   | Everyone is special |   |   |   |   |   |   |   |   |    |
|   | What we need to live |   |   |   |   |   |   |   |   |    |
|   | Healthy living |   |   |   |   |   |   |   |   |    |

Key concepts and skills

1 Social science concepts: conservation (week 8, 9), cause and effect (week 9), place (week 3, 4), relationships and interdependence (week 2, 3), diversity and individuality (week 2, 5, 6)

2 Natural Science concepts: life and living (week 7, 8, 9), matter and materials (week 7, 8), planet earth and beyond (week 7)

3 Scientific process skills: the process of enquiry, which involves observing (week 7, 8), comparing (week 7, 8), classifying (week 7, 8), experimenting (week 6), and communicating (week 8)

4 Technological process skills: investigate (week 7), design (week 5), make (week 5), evaluate (week 5), communicate (week 5)

PSWB

| 1 | Social and emotional health |   |   |   |   |   |   |   |   |    |
| 2 | Relationships with others |   |   |   |   |   |   |   |   |    |
| 3 | Relationship with the environment |   |   |   |   |   |   |   |   |    |
| 4 | Values and attitudes |   |   |   |   |   |   |   |   |    |

VISUAL ARTS

| 1 | Paint or draw pictures | Discuss primary and secondary colours |   |   |   |   |   |   |   |    |
|   | Discuss rhythm and repetition |   |   |   |   |   |   |   |   |    |

CREATE IN 2D

| 1 | Plan and construct articles |   |   |   |   |   |   |   |   |    |

CREATE IN 3D

|   |   |   |   |   |   |   |   |   |   |    |
### Performing Arts

#### Creative Games and Skills

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<tbody>
<tr>
<td>1</td>
<td>Singing songs with different dynamics – loud and soft; fast and slow</td>
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<td>REVISION</td>
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<td></td>
<td>Interpret a song – actions</td>
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<tr>
<td>2</td>
<td>Locomotor and non-locomotor movements</td>
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<td>3</td>
<td>Interactive storytelling activities</td>
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#### Improvise and Interpret

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<tbody>
<tr>
<td>4</td>
<td>Creating short scenes based on appropriate topics, focusing on storyline</td>
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<td>5</td>
<td>Mime different feelings, scenes and characters</td>
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<td>6</td>
<td>Creating appropriate characters: show differences between characters and character’s point of view in short scenes</td>
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<td>7</td>
<td>Explore appropriate tempo and dynamics</td>
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<td>8</td>
<td>Learn movements from a South African song or dance</td>
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#### Physical Education

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<tbody>
<tr>
<td>1</td>
<td>Locomotor</td>
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<td></td>
<td>Play an indigenous game</td>
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<td>Perceptual motor</td>
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<td></td>
<td>Throwing and catching beanbags</td>
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<td>Throwing and hitting balls in pairs</td>
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<td>3</td>
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<td>Jump over ropes that are placed parallel to one another</td>
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<td>4</td>
<td>Co-ordination</td>
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<td>Throwing bean bags to a partner</td>
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<td>Passing ball under legs with learners standing one behind the other</td>
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<td>5</td>
<td>Balance</td>
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<td></td>
<td>Control, co-ordination and balance exercises</td>
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<td></td>
<td>Stretch and curl – make body as tall and as small as possible, as long and as short as possible</td>
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<td>7</td>
<td>Laterality</td>
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<td></td>
<td>Introduce activities using the non-dominant body part, arms and legs</td>
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<tr>
<td>BK/PSWB Formal Assessment Activity 1: Match words and pictures</td>
<td>5 marks</td>
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<td>(Week 6 Tuesday)</td>
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<tr>
<td>LAB page 90, TG page 84</td>
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<tr>
<td>1 mark for each correct answer:</td>
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<td>1. lens</td>
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<td>2. glasses</td>
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<td>3. telescope</td>
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<td>4. magnifying glass</td>
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<td>5. microscope</td>
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<table>
<thead>
<tr>
<th>BK/PSWB Formal Assessment Activity 2: Classify foods</th>
<th>10 marks</th>
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<tbody>
<tr>
<td>(Week 7 Tuesday)</td>
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<tr>
<td>LAB page 113, TG page 98</td>
<td></td>
</tr>
<tr>
<td>1 mark for each correct answer:</td>
<td></td>
</tr>
<tr>
<td>Daily foods: spinach, fish, pap, milk, apple</td>
<td></td>
</tr>
<tr>
<td>Sometimes foods: chips/crisps, can of fizzy drink, lollipop, doughnut, ice cream</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>BK/PSWB Formal Assessment Activity 3: Classify healthy habits</th>
<th>5 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Week 8 Tuesday)</td>
<td></td>
</tr>
<tr>
<td>LAB page 128, TG page 112</td>
<td></td>
</tr>
<tr>
<td>1 mark for each correct answer:</td>
<td></td>
</tr>
<tr>
<td>Red: Drink fizzy drinks, Eat lots of sweets</td>
<td></td>
</tr>
<tr>
<td>Green: Eat fruit and vegetables, Brush your teeth, Wash your hands after the toilet</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASSROOM OBSERVATION: PSWB</th>
<th>10 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Weeks 1–9)</td>
<td></td>
</tr>
<tr>
<td>The learner</td>
<td>2</td>
</tr>
<tr>
<td>1. Listens attentively during lessons</td>
<td>Fulfill 1 criteria</td>
</tr>
<tr>
<td>2. Participates in discussions</td>
<td>Fulfill 2 criteria</td>
</tr>
<tr>
<td>3. Takes turns and shares</td>
<td>Fulfill 3 criteria</td>
</tr>
<tr>
<td>4. Discusses own feelings and thoughts</td>
<td>Fulfill 4 criteria</td>
</tr>
<tr>
<td>5. Is considerate of other learners</td>
<td>Fulfill 5 criteria</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASSROOM OBSERVATION: BK</th>
<th>5 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Weeks 1–9)</td>
<td></td>
</tr>
<tr>
<td>The learner is able to:</td>
<td>1</td>
</tr>
<tr>
<td>1. Follows instructions</td>
<td>Fulfill 1 criteria</td>
</tr>
<tr>
<td>2. Uses initiative when completing activities</td>
<td>Fulfill 2 criteria</td>
</tr>
<tr>
<td>3. Contributes own ideas to discussions</td>
<td>Fulfill 3 criteria</td>
</tr>
<tr>
<td>4. Gives an opinion on the theme topics, e.g. Why are class rules important?</td>
<td>Fulfill 4 criteria</td>
</tr>
<tr>
<td>5. Shows evidence of research in the Find Out activities</td>
<td>Fulfill 5 criteria</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completion of LAB activities</th>
<th>5 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Weeks 1–8)</td>
<td></td>
</tr>
<tr>
<td>The learner:</td>
<td>1</td>
</tr>
<tr>
<td>• Completed all PSWB/BK pages in the LAB</td>
<td>Completes less than 10% of the pages correctly</td>
</tr>
<tr>
<td>• All answers are correct</td>
<td>Completes 25% of the pages completely</td>
</tr>
<tr>
<td>• All colouring-in and writing is completed</td>
<td>Completes 50% of the pages correctly</td>
</tr>
<tr>
<td>• Completes 75% of the pages correctly</td>
<td>Completes all the pages correctly</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>40 marks</td>
<td></td>
</tr>
<tr>
<td>VISUAL ARTS Assessment Rubrics and Checklists</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>VISUAL ARTS Formal Assessment Activity 1: Draw/Paint a picture of favourite foods</strong></td>
<td></td>
</tr>
<tr>
<td><strong>(Week 7 Tuesday)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TG page 99</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5 marks</strong></td>
<td></td>
</tr>
<tr>
<td>The learner is able to:</td>
<td></td>
</tr>
<tr>
<td>1. Use space – fill the page</td>
<td></td>
</tr>
<tr>
<td>2. Use colour – appropriate colours of foods</td>
<td></td>
</tr>
<tr>
<td>3. Interpret the topic</td>
<td></td>
</tr>
<tr>
<td>4. Manipulate tools (brushes, crayons)</td>
<td></td>
</tr>
<tr>
<td><strong>1</strong></td>
<td></td>
</tr>
<tr>
<td>Small drawing using one colour. Drawing is not relevant to the topic. Struggles to use the tools.</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td></td>
</tr>
<tr>
<td>Limited use of space and colour in some aspects of the picture. Drawing has little relevance to the topic. Poor manipulation of the tools.</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td></td>
</tr>
<tr>
<td>Adequate use of space and colour. Drawing is relevant to the topic. Adequate use of the tools.</td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td></td>
</tr>
<tr>
<td>Good use of the space and good combination of colours. Drawing is a good interpretation of the topic. Good manipulation of tools.</td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td></td>
</tr>
<tr>
<td>Uses the full page and blends colours. Interpretation of topic is excellent. Uses the tools efficiently and confidently.</td>
<td></td>
</tr>
<tr>
<td><strong>Classroom observation (Weeks 1-9)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>10 marks</strong></td>
<td></td>
</tr>
<tr>
<td>The learner is able to:</td>
<td></td>
</tr>
<tr>
<td>1. All activities completed</td>
<td></td>
</tr>
<tr>
<td>2. Show evidence of planning before executing the activities</td>
<td></td>
</tr>
<tr>
<td>3. Successfully use tools – scissors, paintbrushes, crayons, kokis, glue, etc.</td>
<td></td>
</tr>
<tr>
<td>4. Follow instructions</td>
<td></td>
</tr>
<tr>
<td>5. Show evidence of enjoyment and creativity</td>
<td></td>
</tr>
<tr>
<td><strong>1</strong></td>
<td></td>
</tr>
<tr>
<td>1 criterion fulfilled successfully</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td></td>
</tr>
<tr>
<td>2 criteria fulfilled successfully</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td></td>
</tr>
<tr>
<td>3 criteria fulfilled successfully</td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td></td>
</tr>
<tr>
<td>4 criteria fulfilled successfully</td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td></td>
</tr>
<tr>
<td>All 5 criteria fulfilled successfully</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
<tr>
<td><strong>15 marks</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Performing Arts Formal Assessment Activity 1: Sing loudly and softly
(Week 7 Thursday)
TG page 103

<table>
<thead>
<tr>
<th>The learner is able to:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Work with a group to select a song</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Interpret the dynamics of the song – loud and soft</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Perform the song confidently with appropriate dynamics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not contribute any ideas to the group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not use dynamics in appropriate places</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributes little to the group. Sings with dynamics but not always in the appropriate places.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributes adequately to the group to select and interpret the song.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performs adequately with mostly correct dynamics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works with the group to select and interpret the song.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performs confidently with correct dynamics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CLASSROOM OBSERVATION**
(Weeks 1–9)

<table>
<thead>
<tr>
<th>The learner is able to:</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participate in all lessons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Work in a group – taking turns, sharing ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Perform songs and rhymes with actions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Participate confidently in role play and storytelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Move and dance with coordination and confidence</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 criterion fulfilled successfully</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 criteria fulfilled successfully</td>
<td></td>
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<tr>
<td>3 criteria fulfilled successfully</td>
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</tr>
<tr>
<td>4 criteria fulfilled successfully</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All 5 criteria fulfilled successfully</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Total** 15 marks
# PHYSICAL EDUCATION Assessment Rubrics and Checklists

## Physical Education Formal Assessment Activity 1: Use equipment

**TG page 103**

<table>
<thead>
<tr>
<th>The learner demonstrates:</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Perceptual-motor skills</td>
<td>Unable to throw or hit the ball. Does not work well with partner</td>
<td>Only throws and hits the ball successfully once or twice. Limited communication with partner.</td>
<td>Able to throw the ball and hit it back confidently about half of the time. Communicates well with partner.</td>
<td>Able to throw the ball and hit it back confidently most times. Communicates well with partner.</td>
<td>Able to throw the ball and hit it back confidently every time. Communicates well with partner.</td>
</tr>
<tr>
<td>• Coordination</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Team work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Physical Education Formal Assessment Activity 2: Movement

**TG page 105**

<table>
<thead>
<tr>
<th>The learner demonstrates:</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Following of instructions</td>
<td>Is unable to follow the instructions. Coordination and balance are poor. Is unable to use the non-dominant leg.</td>
<td>Follows some of the instructions and performs some of the tasks. Coordination and balance are not perfect.</td>
<td>Follows most of the instructions and can perform most of the tasks. Is able to balance on the dominant leg but less well on the non-dominant leg.</td>
<td>Follows all instructions. Is able to perform all the tasks and balance on both dominant and non-dominant legs.</td>
<td>Follows all instructions and is able to perform all the tasks well. Balances on both dominant and non-dominant legs.</td>
</tr>
<tr>
<td>• Locomotor skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Coordination</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Balance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Laterality</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

## Classroom Observation

**Weeks 1–9**

1 mark = 1 criterion

1. Follow instructions
2. Take turns
3. Work in a team
4. Move rhythmically
5. Jump and skip over ropes
6. Throw and catch a ball or beanbag
7. Stretch and curl the body
8. Balance on one foot and on equipment
9. Play an indigenous game
10. Warm up and cool down

<table>
<thead>
<tr>
<th>Total</th>
<th>30 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>LAB pg 90</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>LAB pg 113</td>
</tr>
<tr>
<td></td>
<td>LAB pg 128</td>
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<tr>
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</tr>
<tr>
<td>40</td>
<td>Max mark</td>
</tr>
<tr>
<td>5</td>
<td>LAB pg 99</td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>15</td>
<td>Max mark</td>
</tr>
<tr>
<td>5</td>
<td>LAB pg 103</td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Max mark</td>
</tr>
<tr>
<td>10</td>
<td>LAB pg 103</td>
</tr>
<tr>
<td>10</td>
<td>LAB pg 105</td>
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<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Max mark</td>
</tr>
</tbody>
</table>

**Beginning Knowledge/Personal and Social Wellbeing:** 40%

**Visual Arts:** 15%

**Performing Arts:** 15%

**Physical Education:** 30%