Teacher's Guide Term 2

Home Language and Life Skills

English

Incomplete draft text for reference only, not for teaching purposes.
Acknowledgements
This integrated programme for Home Language and Life Skills was developed by a Funda Wande team, in collaboration with individuals from the curriculum directorates of the Department of Education in the Western Cape, Eastern Cape and Limpopo, academics and teachers.

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

Illustrators
Many thanks to Anja Stoeckigt for her contribution to the primary illustrations found in this book.

Other illustrations provided by: Zinelda McDonald: pp. 7, 8, 12, 20, 24, 74, 77 and 127; Nelri Malan: pp. 8, 13, 21, 22, 32, 43 and 56; Jiggs Snaddon-Wood: pp. 19, 20, 26, 50, 80, 81, 86, 128 and 129; Alex Latimer: pp. 55, 56, 60, 62, 68, 72 and 75; Rassie Erasmus: phonic words.

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All other images in thumbnails provided with premium usage by Freepik, Rawpixel and Pexels
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- Methodology Guide – MG
- 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
The Funde Wande programme is an integrated Home Language Literacy and Life Skills programme for learners from Grade 1–3 which is based on the CAPS curriculum. By following the programme, learners will learn to read and write for meaning and develop foundational general knowledge, skills and vocabulary. This will prepare them for higher grade and other language learning.

**Teachers Guide: What to teach**

There is a Teacher’s Guide for every term in each Foundation Phase grade. It is a day-by-day reference for busy teachers, to help with your planning, sequencing and assessment.

The guide outlines the content of each lesson – what to teach and in what sequence. A weekly timetable and a term plan are also provided. The Teacher’s Guide (TG) also provides suggested assessment activities at the end of each TG. The lessons and assessment activities are based on, and cover, the CAPS curriculum.

**Methodology Guide: How to teach**

A separate, overarching Methodology Guide (MG) gives guidelines on the routines as well as suggestions on how to teach each type of lesson in the Funda Wande programme. It can be used at the beginning of each term in training or when planning and anytime you want to check if you are following the lesson steps correctly and using the lesson optimally. **On Mondays in the TG we flag specific pages in the MG that support teaching the lessons of the week.**

For each type of lesson, the MG explains:

1. **the purpose** of this type of lesson: why we teach these lessons
2. **progression** over three years: how the methodology and texts provided in the programme progress over the three grades to ensure learners are gaining more skills and knowledge
3. **methodology**: how to teach the lesson, in a clear, step-by-step sequence; the purpose of each step and any differences between the three grades are clarified
4. **differentiation**: how to deal with learners at different levels in this type of lesson
5. **Informal Assessment**: how to use this type of lesson to assess learners’ day-to-day progress
6. **Formal Assessment**: how to formally assess the skills and knowledge taught in this type of lesson each term, based on the CAPS curriculum

The MG is a reference book for all Foundation Phase teachers, Grade 1-3, to use together with the TG.

**Learner’s Activity Books and Big Books: What to teach with**

**Learners Activity Books (LABs)** contain the pages that are used by learners during the lessons. The pages are arranged in the same order as the activities in the TG’s. Learners complete some written activities in the LAB but they complete most longer written activities in an exercise book.

The **Big Books (BBs)** are designed to be used when learners are seated on the mat in Shared Reading and Life Skills lessons. They are available for all terms in Grade 1 and for terms 1 and 2 in Grade 2. The BB pages are also in the LAB.
<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Read-aloud story</th>
<th>Shared Reading story</th>
<th>Phonics</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The seasons</td>
<td>Four seasons (poem)</td>
<td>Four seasons (poem)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The seasons</td>
<td>Dora gets it wrong</td>
<td>Four seasons (poem)</td>
<td></td>
<td>Complete a table – Four seasons</td>
</tr>
<tr>
<td>3</td>
<td>Seasons, plants and animals</td>
<td>Fire in winter</td>
<td>Fire in winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Seasons, plants and animals</td>
<td>Granny remembers a special day</td>
<td>Fire in winter</td>
<td></td>
<td>Matching and completing a table – Fire in winter</td>
</tr>
<tr>
<td>5</td>
<td>Animals, wild and tame</td>
<td>How Zebra got his stripes</td>
<td>How Zebra got his stripes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Animals, wild and tame</td>
<td>Chloé the silly chameleon</td>
<td>How Zebra got his stripes</td>
<td></td>
<td>Multiple choice questions – How Zebra got his stripes</td>
</tr>
<tr>
<td>7</td>
<td>Water animals/creatures</td>
<td>Rivers and dams in South Africa</td>
<td>Rivers and dams in South Africa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Water animals/creatures</td>
<td>What happened at the beach</td>
<td>Rivers and dams in South Africa</td>
<td></td>
<td>Multiple choice questions – Rivers and dams in South Africa</td>
</tr>
<tr>
<td>9</td>
<td>Animal homes</td>
<td>The boys, the girls and the swallows’ nest</td>
<td>The boys, the girls and the swallows’ nest</td>
<td></td>
<td>Ordering and multiple choice questions – The boys, the girls and the swallows’ nest</td>
</tr>
<tr>
<td>10</td>
<td>Consolidation and revision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Language structure

<table>
<thead>
<tr>
<th>Writing</th>
<th>Life Skills</th>
<th>BK and PSWB</th>
<th>Creative Arts</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>News SW: A shape poem IW: What we do in the seasons</td>
<td>The seasons</td>
<td>The seasons What we do in different seasons Find out: Seasons around the world</td>
<td>VA: Season Tree PA: Non-locomotor movement, body percussion</td>
<td>Teacher chooses four activities for the week</td>
</tr>
<tr>
<td>News SW: A thank you note IW: Favourite seasons</td>
<td>How do apples grow</td>
<td>Picture sequencing Clothes in different seasons Find out: Pollination</td>
<td>VA: Autumn leaves, symmetry PA: Dramatise story</td>
<td></td>
</tr>
<tr>
<td>News SW: Riddles IW: Record an experiment</td>
<td>Seasons and plants</td>
<td>Plant seeds, record the experiment Feelings Find out: Where do birds go to in winter?</td>
<td>VA: Weaving PA: Improvise and mime</td>
<td></td>
</tr>
<tr>
<td>News SW: Advertising poster IW: Record an experiment</td>
<td>Farm products advertisement</td>
<td>Match farm animals and products Favourite farm animals Find out: Farming silkworms</td>
<td>VA: Animal masks PA: Role play with masks</td>
<td></td>
</tr>
<tr>
<td>News SW: Scrambled egg sentences IW: Retell a story</td>
<td>Classifying wild animals</td>
<td>Classify animals according to diet Poem about being scared Find out: South African wild (endangered animals)</td>
<td>VA: Camouflage art - chameleons and leopard print PA: Improvise a story</td>
<td></td>
</tr>
<tr>
<td>News SW: Factual paragraph about fresh water creatures IW: If I were a crocodile</td>
<td>Fresh water creatures</td>
<td>Matching animals and habits Keeping safe near rivers Find out: Water power</td>
<td>VA: Construct a crocodile PA: Locomotor movements like animals</td>
<td></td>
</tr>
<tr>
<td>News SW: Retell the story What happened at the beach IW: Thank you note</td>
<td>Amazing facts about sea creatures</td>
<td>Poster about sea creatures Keeping safe at the beach Find out: Oceans</td>
<td>VA: Sea creatures poster PA: Improvise and role play a story</td>
<td></td>
</tr>
<tr>
<td>News SW: Writing a new story based on boys, the girls and the swallows’ nest IW: Contribute to a class book on Animal homes</td>
<td>Bees and beehives</td>
<td>Facts about bees Being kind to living creatures Find out: Animals that carry their homes</td>
<td>VA: Hexagon poster PA: Locomotor movement Singing</td>
<td></td>
</tr>
</tbody>
</table>
Weekly timetable

Adjustments for the Recovery Timetable are indicated in red. When using the Recovery Timetable, adjust the lesson plans as follows:

- Condense the two **visual arts** lessons into one lesson or leave one lesson out.
- Condense the two **performing arts** lessons into one or leave one lesson out.
- For **Physical Education**, continue to work with four activity stations, but rotate learners through them for two weeks.
- **Additional GGR lessons** can be used to repeat activities and strengthen skills taught during the week.

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**GRADE 2 (Minimum HL)**

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td><strong>MATHS</strong></td>
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<tr>
<td></td>
<td>85 min x 4 days + 55 min x 1 day / 96 mins x 5 days for Recovery Timetable</td>
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<tr>
<td><strong>BEGINNING KNOWLEDGE &amp; PSWB</strong></td>
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<tr>
<td>15 min</td>
<td>Oral (HL) (Read aloud)</td>
<td>Oral (PSWB) Mindfulness (For Recovery timetable: Omit lesson)</td>
<td>Oral (PSWB) I think I feel (For Recovery timetable: Omit lesson)</td>
<td>Oral (PSWB) Song/poem (For Recovery timetable: Omit lesson)</td>
<td>Oral (HL) (Find out discussion)</td>
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<tr>
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<tr>
<td>15 min</td>
<td>BK (text-based lesson)</td>
<td>BK (activity)</td>
<td>BK (Find Out)</td>
<td>PSWB (activity)</td>
<td>BK activity (Find out writing)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>(For Recovery timetable: Omit lesson and complete activity during extra GGR)</td>
</tr>
<tr>
<td><strong>READING AND WRITING</strong></td>
<td></td>
<td></td>
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<tr>
<td>15 min</td>
<td>Phonics (New letter-sound)</td>
<td>Phonics (Activity)</td>
<td>Phonics (Letter families)</td>
<td>Phonics (Activity)</td>
<td>Phonics (Dictation/Timed Word Reading)</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>15 min</td>
<td>Reading (Shared)</td>
<td>Reading (Sentence making)</td>
<td>Reading (Paired and independent)</td>
<td>Reading</td>
<td></td>
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<tr>
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</tr>
<tr>
<td>15 min</td>
<td>Writing (News)</td>
<td>Shared Writing</td>
<td>Independent Writing</td>
<td>Edit / Comprehension</td>
<td>Independent writing</td>
</tr>
<tr>
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</tr>
<tr>
<td>10 min</td>
<td>Introduction to Handwriting and Independent work activities</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>30 min</td>
<td>GGR / Independent Work Activities</td>
<td>GGR / Independent Work Activities</td>
<td>GGR / Independent Work Activities</td>
<td>GGR / Independent Work Activities</td>
<td>GGR / Independent Work Activities</td>
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<tr>
<td>10 min</td>
<td>Activities from e-classroom</td>
<td>Activities from e-classroom</td>
<td>Activities from e-classroom</td>
<td>Activities from e-classroom</td>
<td>Activities from e-classroom</td>
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<tr>
<td>15 min</td>
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<td></td>
<td></td>
<td>Checking and Feedback</td>
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<tr>
<td>25 min</td>
<td>EFAL*</td>
<td>EFAL*</td>
<td>EFAL*</td>
<td>EFAL*</td>
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<tr>
<td><strong>LIFE SKILLS</strong></td>
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<tr>
<td>30 min</td>
<td>Visual Arts (For Recovery timetable: replace with extra GGR &amp; independent work from DBE)</td>
<td>Performing Arts (For Recovery timetable: replace with extra GGR &amp; independent work from DBE)</td>
<td>Performing Arts (For Recovery timetable: replace with extra GGR &amp; independent work from DBE)</td>
<td>Performing Arts (For Recovery timetable: replace with extra GGR &amp; independent work from DBE)</td>
<td>Performing Arts (For Recovery timetable: replace with extra GGR &amp; Find Out writing)</td>
</tr>
<tr>
<td>30 min</td>
<td>Physical Education (Introduction) (For Recovery timetable: replace with extra GGR &amp; independent work from DBE)</td>
<td>Physical Education (Activity stations) (For Recovery timetable: replace with extra GGR &amp; independent work from DBE)</td>
<td>Physical Education (Activity stations) (For Recovery timetable: replace with extra GGR &amp; independent work from DBE)</td>
<td>Physical Education (Activity stations) (For Recovery timetable: replace with extra GGR &amp; independent work from DBE)</td>
<td>Physical Education (Activity stations) (For Recovery timetable: replace with extra GGR &amp; Find Out writing)</td>
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<tr>
<td><strong>2nd AL</strong></td>
<td>EFAL*</td>
<td>EFAL*</td>
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</tr>
</tbody>
</table>

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*Sepedi and isiXhosa version: this row is replaced by the below*
# Activities for Physical Education: Term 2

Choose four activities per week, focusing on different skills.

## Locomotor
- Simulation activities, such as ‘follow-the-leader’
- Relay running with or without equipment
- Relay running; dribble a ball; zigzag through skittles or markers
- Reaction drills, such as knee boxing; grab the ball before your partner does, etc.

## Perceptual motor
- Ball skills – bouncing balls while marching on the spot
- Ball skills – bouncing balls against the wall
- Ball skills – bouncing balls around obstacles

## Rhythm
- Skipping with and without skipping ropes; skipping on the spot and across a distance
- Keep the beat of music or drumming, move various parts of the body – head ... arms ... hips ... legs and feet

## Laterality
- In pairs, catch a ball with the non-dominant hand
- In pairs, kick a ball with non-dominant foot

## Balance
- In pairs, duck fighting or cock fighting
- Play simple games such as S.T.O.P.
- Hopscotch

## Co-ordination
- Work with a partner – one rolls ball to other who kicks it back before it stops rolling
- Throw a large ball at a target, e.g. goal post or netball ring
- Simulation activities, i.e. picking apples, digging in the garden, sawing a plank, etc.

## Sport and games
- Games involving pulling, running, jumping and hoops, e.g. ‘tug-of-war’
- Play games such as ‘Wolf, wolf what’s the time?’

## Spatial orientation
- Circle formation playing ‘cat and mouse’
- Obstacle course
The seasons

PREPARATION

Flashcards
- seasons
- spring
- summer
- autumn
- winter

Sentence strip

The air is warm – mmmmmm!
The days are long, the nights are short.

INDEPENDENT WORK

1. Paired Reading LAB page 16
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 Pages 34, 36–37
8. Dictionary
   - seasons
   - spring
   - summer
   - autumn
   - winter

EQUIPMENT FOR ACTIVITIES

- Paint or pens/crayons
- Paper to paint/draw on
- Equipment required for selected Physical Education activities
Have you noticed that the weather and the length of day and night are different at different times of the year? We call these changes the **seasons**. We have four seasons every year. They are spring, summer, autumn and winter. We are going to read a poem about the different seasons.

It's spring!
The air is warm – mmmmmm!
The days are long, the nights are short.
New leaves grow,
Baby animals are born.
It's spring!

In spring many new animals are born – like goat kids, lambs and calves. This is also a **breeding** season for birds.

It's summer!
The air is hot – whew!
The days are long, the nights are short.
The leaves are green,
Animals are growing.
It's summer!

It's autumn!
The air is cool – brrrr!
The days are shorter, the nights are longer.
Coloured leaves fall down,
Animals get ready to sleep.
It's autumn!

Some animals sleep in winter. We say that they **hibernate**. They eat a lot of food before they find a warm, safe place to sleep in, so that they do not starve while they are sleeping.

It's winter!
The air is cold – shiver!
The days are short, the nights are long.
The leaves are gone,
Some animals sleep.
It's winter!

Four seasons!
They are all different.
We enjoy them all.
Spring! Summer!
Autumn! Winter!
Four seasons!

**VOCAB**

| **seasons** – different times during the year with different types of weather | **breeding** – the time when many young animals are born | **hibernate** – some animals sleep through the winter to save energy |
READ-ALOUD

Four seasons

Before reading Ask learners to name the seasons.

Read the poem aloud, with expression
Do not interrupt reading to explain or ask questions. The point is for learners to hear what good reading sounds like and to enjoy the poem.

After reading
- Allow learners to respond to the poem and say what they enjoyed about it or wondered about.
- Briefly explain highlighted vocabulary.

BEGINNING KNOWLEDGE

Why do we have seasons?

Prior knowledge Do you know the order of the seasons?

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

Discuss the questions
- What does the earth move around once a year?
- Where is the earth when we have summer? (close to the sun) Winter? (far from the sun)
- Is the season the same in the north of the Earth (Northern Hemisphere) and south of the Earth (Southern Hemisphere) at the same time?

PHONICS

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

Identify words with the sound Learners can provide more words.

Pairs Read the syllables and words.

Write Write words for the pictures.

Read the sentence

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

READING

Four seasons

Picture walk What can you see in each picture?

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

Comprehension
- On page 2 point to the word that tells us what the poem is about. (seasons)
- On page 3 point to the word that tells us what season this is.
- In what months is it spring? (spring in September and October)
- On page 4 point to the word that tells us how we feel when the air is hot? Is this a real word? How do you know? (whew)
**WRITING**

**My news**

**Provide a topic for the news**

**Pairs:** Use the My News frame on the back cover of the LAB to tell news briefly.

**Learners write news** in exercise books. Encourage them to use longer sentences and to provide details.

---

**GROUP GUIDED READING**

**Handwriting**

- Demonstrate the three handwriting tasks for the week.
- Learners copy one of these tasks for 15 mins on 3 days a week.
- Remind learners to practise consistent letter formation, sizing, position on the line, slant and to identify their best letter.

**Independent Work**

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

**GGR: Groups A and B first reading**

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

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**VISUAL ARTS**

**A season tree**

**Discuss in pairs**

- What do the leaves on some trees look like in each season?
- Refer back to the poem to check.

**Demonstrate**

- Hand out paper and pens/crayons.
- Demonstrate how to fold the paper into four strips.
- Demonstrate how to draw a tree trunk and branches. There must be branches in all four strips.
- Learners will add leaves tomorrow.

**Learners draw a tree outline**

---

**PHYSICAL EDUCATION**

**Introduction**

**Prepare**

- Choose four different activities from page 5 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.
- Ask confident learners to demonstrate 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 keep their mouths closed and breathe in and out through their noses.  
- They open their eyes and tell each other how they feel.  
- Talk about how this activity can help them relax.

**BEGINNING KNOWLEDGE**  
**Name the seasons**  
**Prepare**  
Write the sentences on the board.

**Discuss**  
- What season is it here, now?  
- When is it spring/summer/autumn/winter in South Africa?

**Learners write in exercise books**  
Copy and complete the sentences.

**PHONICS**  
**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 on LAB page 119.

**Read together**  
- Why is there an exclamation mark at the end of sentence 1?  
- What do we find at the end of sentence 2?

**Ask questions about sentence strip**  
- What? the air  
- What is the air like? is warm – mmmmmm!
**SHAARED WRITING**

**Shape poem**

**Introduction**
- Talk about poems: the lines are often different lengths; we use descriptive words.

**Show the writing frame**
- We will write a poem together about spring.
- Which lines will be long?
- Which will be short?

**Brainstorm**
- What **words** can we use to describe spring? (warm, rain, flowers, new leaves, and so on.)
- What **sentences** can we use to describe spring? (Baby animals are born. I like to play outside, and so on.)

**Shared writing**
- Use the learners’ ideas to write a spring poem in the shape of a flower.
- Read the poem with expression.

**GROUP GUIDED READING**

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

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

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

**VISUAL ARTS**

**A season tree (continued)**

**Plan**
- Each strip represents a different season.
- Learners plan what sort of leaves and flowers they will draw in each season of their tree.

**Create**
- They use paints, crayons or scraps of tissue paper to represent the leaves and flowers.

**Display**

**PHYSICAL EDUCATION**

**Activity stations**

**Warm up**

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

**Cool down**
WEDNESDAY

WELLBEING  I think, I feel...

Question
• What season do you like best? Why?

Pairs
• Discuss the question.

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

BEGINNING KNOWLEDGE  Seasons around the world

Prior knowledge
• Think about a book or movie about Christmas time in the USA or Europe. What was the weather like? Is our weather the same at Christmas?

Discuss the page
• Look at this painting of leaves by the American artist Georgia O’Keeffe. What season is it? What colours do you see?
• Americans call autumn 'Fall'? Why do you think that is?
• Read the text and the question together.
• Learners do research at home and bring answer on Friday.

PHONICS  The NGQ sound

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

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

Pairs
• Read the syllables and words.

Write
• Write words for the pictures.

Read the sentence

READING  Four seasons

Read together
• Read the first three pages of Four seasons 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 poem.
**WRITING**  
**A shape poem**

**Prepare**  
- Review the poem format  
- Learners draw large outline of a leaf in exercise book.  
- They write a shape poem about autumn in the shape.

**Brainstorm vocabulary**  
- Autumn – what the weather is like, what we do, how we feel.

**Write** a shape poem about Autumn.

---

**GROUP GUIDED READING**

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

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

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

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

---

**PERFORMING ARTS**  
**Non-locomotor movements**

**Warm up**  
- Stretch up tall and touch the sky, then bend down and touch the ground. Repeat several times.

**Tell a story with movement**  
- Learners use movements as you tell a story about autumn – wind blows, leaves fall to the ground (swing/float/spin/ sway/drop to the ground/children sweep the leaves into a pile/wind blows the leaves away again.)

**Cool down**  
- Learners lie still like leaves that have been blown down. Turn over as the breeze blows them.

---

**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**  
For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
THURSDAY

LISTENING AND SPEAKING Sing/recite

Tune: If you’re happy and you know it

If you know all the seasons, clap your hands! (x2)
If you know all the seasons and you can say their names
If you know all the seasons, clap your hands!
If you really love the spring, shout Hooray! (x2)
Spring is when it gets warm and new leaves and flowers grow
If you really love the spring, shout Hooray!
If you really love the summer, stamp your feet! (x2)
Summer’s really hot and we can go swimming

BEGINNING KNOWLEDGE Seasonal activities

Prior knowledge
• Do we do the same things in every season?

Look at the picture
• How many pieces is the picture divided into?
• What does each quarter show?

Discuss the picture
• What are the children wearing in each season?
• What plants can you see in each season?
• What are the children doing in each season?

PHONICS [Heading]

[Phonics activity heading from LAB]

Quick letter naming practice
• Point randomly to letters 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 reconstructed on Tuesday.
• Which punctuation mark shows that you are talking about a feeling (exclamation mark) Is this a good or bad feeling? (good, but sometimes! shows a bad feeling)
• Which punctuation mark shows there are two ideas in sentence 2? (comma) What are the two ideas? (difference between night and day) Are the ideas related to each other? (yes)

[Versioners: These questions are language specific and would need to be written about the sentence in each language. Focus on the punctuation (comma and exclamation marks).]
**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 your sentence.
- Can you make your sentence more interesting?

**Swap and repeat for each partner**

---

**GROUP GUIDED READING**

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

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

**GGR: 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** Body percussion

**Warm up**
- Sing *If you know all the seasons clap your hands* (TG page 14).

**Discuss**
- Talk about how we can use our body to tell stories with movement and sounds.
- Examples are: clap/stamp/slap/click fingers/rub hands together/tap fingers on the ground/click tongue/make sounds with the mouth, etc.

**Tell story with body percussion**
- Repeat the story from yesterday’s lesson.
- Decide on body percussion for the story.
- Practise together.

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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**
The way the Earth is tilted means that when the Northern Hemisphere is closer to the Sun, the Southern Hemisphere is further away. So, when it is summer in the Northern Hemisphere, it is winter in the Southern. Right now it is autumn in the Southern Hemisphere, but in the Northern Hemisphere, it is spring.

Pairs: Tell what you found out.
Report back and discuss

Pairs read the words
• Read to partner for 1 minute.
• Teacher times the minute.
• Learners circle the last word read and partner counts incorrectly read words.
• Each learner has three turns.

Count the words
• Learners choose the best attempt. Subtract any incorrectly read words.
• They write their best score on the line.
• Point out how you read more words with more practice.

For recovery timetable, replace this lesson with Group Guided Reading, while class writes answers in exercise book.

What I do in each season
Brainstorm
• What do we do in each season (spring – play outside; summer – swim)
• Write vocabulary on the board.

Write
• Learners write full sentences about what they do in each season.
GROUP GUIDED READING

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

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

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

For recovery timetable, replace this lesson with Group Guided Reading, while class writes answers to Find Out question in exercise book.

TEACHER’S WEEKLY REVIEW

This week, I have:
- taken in the LABs and commented on the Writing
- checked and corrected the other LAB pages and identified areas of concern or specific learners needing more assistance
- referred back to the Week Overview and identified any lesson I was not able to complete
- scanned my lap book and noted any children needing additional one-to-one teaching time or individual reading practice with me next week.

I have scheduled a time next week for:
- any class catchup or general feedback that is needed
- individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
The seasons

WEEK 2 • THE SEASONS

PREPARATION

Flashcards

- green
- coloured
- long
- short
- sleep

Sentence strip

New leaves grow.
Baby animals are born.

INDEPENDENT WORK

1. Paired Reading LAB page 26
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 42–43
8. Dictionary

Lang eds, these are the same as for last version, please insert in all weeks.
It was Kegetso’s birthday. She was turning seven. Her mum asked her if she would like to have a party.

“Yes please,” said Kegetso. “I want to have a party in the garden. We can enjoy the warm weather.”

Mum and Kegetso made plans. First, Kegetso made a list of the people she wanted to invite. “I would like to invite Dora, Jan, Neo and Petros,” she said. “They are my best friends.” She thought for a little while. “I’d also like to invite Henry and Francoise. Henry is an immigrant from Malawi and Francoise comes from Rwanda. I don’t think they have a lot of friends yet.”

She thought a little longer. “I think I will invite Zee and Gladys. They are older than us. They helped us when someone was bullying us.”

Next, Kegetso and Mum planned the food and the decorations. “I would like an enormous birthday cake,” said Kegetso.

“I think we should put up an umbrella in case it is very hot. We don’t want anyone to get dehydrated because they have been in the sun too long,” said Mum.

On Monday morning, Kegetso invited all her friends to come to her house on Saturday. “Come in your coolest clothes,” she said.

So, on Saturday afternoon, her friends arrived wearing their best summer clothes. Zee and Gladys had shiny sandals with little heels. Francoise was wearing a summer hat. Henry and Neo had sunglasses. But where was Dora?

Suddenly, Kegetso heard Dora singing, “Happy birthday dear Kegetso!” There was Dora wearing a jersey and long pants. She had a beanie and a scarf on. She looked very hot and sweaty. Everyone gasped! Some of the children giggled.

“Dora!” exclaimed Kegetso, “What are you wearing?”

“You said I must wear my cool clothes,” said Dora, “So I put on my clothes for cool weather.”

“Eish, Dora,” said Zee, “She meant clothes that keep you cool! Not clothes for cool weather!”

Suddenly Dora started laughing. She threw off her hat and scarf. She had a summer dress under her jersey. She brought her sandals out from behind her back and put them on.

“Ha ha!” she laughed, “I tricked you! Did you really think I would wear winter clothes to a party on a warm day?”

Everyone started laughing. “That was a good trick,” giggled Kegetso. “Now, let’s start the party!”

**VOCAB**

- **invite** – ask someone to come to an event
- **immigrant** – someone who comes to live in a foreign country
- **dehydrated** – lost a lot of water from the body
### READ-ALOUD: Dora gets it wrong!

**Before reading**
- Discuss the picture on page 32 of the LAB. Ask learners what they think will happen in the story.

**Read the story aloud, with expression**
- Use different voices for different characters.
- Do not interrupt reading to explain or ask questions. The point is for learners to hear what good reading sounds like and to enjoy the story.

**After reading**
- What season did Kegetso and her friends dress for?
- What season did Dora dress for?
- Do you think Dora made a mistake? Or did she trick her friends?

### BEGINNING KNOWLEDGE: How do apples grow?

**Prior knowledge**
- What is your favourite fruit? Do you like eating apples?

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

**Discuss the pictures**
- Point to different seasons in the picture.
- What happens to the apple tree in each season?
- When are the apples ready?
- Which insect helps the apple tree to make fruit?

### PHONICS: [Heading] (Versioners: Language specific)

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

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

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

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

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

### READING: Four seasons

**Picture walk**
- What can you see on pages 5 to 7 in each picture? What is happening?

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

**Comprehension**
- On page 5 point to a word that means the same as cold.
- On page 6 point to a word that means the same as hibernate.
- On page 7 point to a word that means the same as like.
- Which season do you like the most?
**WRITING**

**My news**

Provide a topic for the news

**Pairs:** Use the My News frame on the back cover of the LAB to tell news briefly.

Learners write news in exercise books. Encourage them to use longer sentences and to provide details.

**GROUP GUIDED READING**

Handwriting
- Demonstrate the three handwriting tasks for the week.
- Learners copy one of these tasks for 15 mins on 3 days a week.
- Remind learners to practise consistent letter formation, sizing, position on the line, slant and to identify their best letter.

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

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

**VISUAL ARTS**

**Draw symmetrical leaves**

Bring in examples of different leaves
- Look at how they are the same on both sides. We say they are symmetrical.
- Demonstrate how to draw one half of a leaf and then draw a mirror image of it.

Draw
- Display drawing of a large tree trunk and branches on poster paper.
- Learners make symmetrical leaves for this tree.
- They colour them in autumn colours.

**PHYSICAL EDUCATION**

**Introduction**

Prepare
- Choose four different activities from page 5 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.
- Ask confident learners to demonstrate the activities.

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

- Learners pretend to hold a cellphone to their ear.
- They imagine someone is telling them a funny story and laugh out loud.
- Ask one or two learners to tell the class what story they imagined.
- Talk about how laughing can help us to relax.

BEGINNING KNOWLEDGE  Apple tree seasons

Read
- Look at the pictures together. Learners describe what they see.
- Explain that each picture stands for the tree in a particular season.

Answer
- Identify the season that each picture stands for.
- Start with Spring (picture 4). Write 1 in the small box.
- Number the other pictures in the correct sequence.
- Complete the gapfill sentences.

Check
- Check the answers with a partner.

PHONICS  [Heading] (Phonics activity heading from LAB)

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 on LAB page 119.

Read together
- What does the punctuation mark show?
- How do we say a sentence that ends with a full stop?

Ask questions and cut off the words/word groups
- What? new leaves
- Do what? grow
- What kind? baby
- What? animals
- Do what? are born

Jumble and reconstruct the sentence

Stick the sentence
- Learners stick their sentence on LAB page 28.
**SHARED WRITING**

**Thank you note**

**Introduction**
- What types of letters can we write? (thank you/invitation to an event/say sorry)
- We are going to write a thank-you note from Dora.

**Show the writing frame**
- Talk about layout of the greeting and the ending.

**Brainstorm**
- What shall we write a thank you note for?
- Who shall we write to?
- What shall we say?

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

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**GROUP GUIDED READING**

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

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

**GGR: 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**

**Class tree collage**

**Prepare**
- Draw an outline of a tree on a large poster and stick it on a wall in the classroom.

**Create**
- Learners cut out the leaves they drew and coloured on Monday.
- They paste them on the poster to create a class collage of an Autumn tree.

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**PHYSICAL EDUCATION**

**Activity stations**

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

**Cool down**
WEDNESDAY

WELLBEING  I think, I feel...
Questions
• Do I like some seasons more than others? How do I feel in my favourite season?
Pairs
• Discuss the questions.
Share
• Select two learners to share (give everyone a chance over the term).

BEGINNING KNOWLEDGE  Pollination
Prior knowledge
• Ask learners to share what they learnt about how bees help apples to grow.
Discuss and read
• Discuss the picture and read the text to the learners.
• How will you find out the answer?
• Learners do research at home and bring answer on Friday.

PHONICS
Introduce the sound
(language specific)
• Listen to and say the sound.
• Notice your mouth.
Identify words with the sound
• Learners can provide more words.
Pairs
• Read the syllables and words.
Write
• Write words for the pictures.
Read the sentence

READING  Four seasons
Read together
• Read the last three pages of Four seasons 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.
**WRITING**

**Brainstorm**
- Reread the Shared Writing thank you note from Tuesday.
- Revise the parts of a thank-you note.
- Learners choose who they will thanks, what to thank for and why.

**Write**
- Learners write their own thank you note.
- Volunteers read their notes to the class.

**GROUP GUIDED READING**

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

**Independent Work**
- Settle the class to do independent tasks (written on board).
- Learners do two tasks a day unless they have GCR.

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

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

**PERFORMING ARTS**

**Improvise**

**Introduction**
- Recap the story *Dora makes a mistake*.

**Discuss**
- Who were the characters in the story?
- How do you think Dora was dressed and talked?
- What did the others think about Dora was dressed?
- What did Dora do when she arrived at the party?

**Groups**
- Learners improvise a short scene about someone wearing the wrong clothes to a party.
- Everyone must have a turn.

**PHYSICAL EDUCATION**

**Activity stations**

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

**Cool down**

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
**LISTENING AND SPEAKING**

Sing/recite

I can balance one apple on my head. How about you? *(pretend to put an apple on head)*

I can balance two apples on my head. How about you? *(pretend to add an apple – move head as if balancing it)*

I can balance three apples on my head. How about you?

Oh no! Wobble, wobble, wobble … *(shake head from side to side)*

And they all fall down! *(drop head forward)*

Repeat with bigger numbers.

**BEGINNING KNOWLEDGE**

Dora gets it wrong!

Prior knowledge

• What clothes do you wear in each season?

Look at the picture

• Who do you see in the picture?
• What are the children looking at?
• What clothes are right for summer? What clothes are right for winter?

Discuss the picture

• Learners write a sentence to answer the question.

**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 reconstructed on Tuesday.
• Which words in the sentences tell you that this is happening now – present tense *(grow, are)*
• What would you say if this was happening in the past-tense? *(grew, were)*
• What is the past tense of these words: fall, enjoy

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

Revision
- Re-read the poem Four seasons.

Answer the questions
- Model on the board how learners should fill in the table

GROUP GUIDED READING

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

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

GGR: 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

Perform
- Each group performs the scene they practised yesterday for the class.
- Choose the strongest group to perform first.

Evaluate
- Praise and applaud each group.

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

PHYSICAL EDUCATION  Activity stations

Warm up

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

Cool down
WEEK 2 • THE SEASONS

LISTENING AND SPEAKING Pollination

Bees are the main insects that pollinate plants. Other insects that help pollinate are wasps, flies, beetles, ants, moths, butterflies, bumble bees, and even mosquitoes.

Pairs
• Tell what you found out.

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

BEGINNING KNOWLEDGE Pollination

Write and draw what you found out
• Write one thing you learned.
• Draw a picture.

For recovery timetable, replace this lesson with Group Guided Reading, while class writes answers in exercise book.

PHONICS Dictation

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

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

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

WRITING My favourite season

Discuss
• Discuss what a paragraph is: an introductory sentence with the main idea plus three or more additional sentences that give details.
• Give an example of a paragraph from elsewhere in the LAB.

Brainstorm
• Brainstorm ideas about why learners like different seasons.
• Write brainstorm vocabulary on the board.

Write
• Learners write a paragraph about their favourite season and illustrate it.
GROUP GUIDED READING

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

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

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

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

Cool down

TEACHER’S WEEKLY REVIEW

This week, I have:
• taken in the LABs and commented on the Writing
• checked and corrected the other LAB pages and identified areas of concern or specific learners needing more assistance
• referred back to the Week Overview and identified any lesson I was not able to complete
• scanned my lap book and noted any children needing additional one-to-one teaching time or individual reading practice with me next week.

I have scheduled a time next week for:
• any class catchup or general feedback that is needed
• individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
It was winter. Sipho and Amos had cold feet.
It was the middle of winter. When Sipho and Amos walked to school in the morning, their feet were very cold. There was frost on the road.

“My toes have turned to ice,” said Amos.

“My toes were ice all night,” said Sipho.

But every day the sun warmed them up. There was no rain. All the grass was brown and dry.

One day after school Sipho saw Jakob and another boy in the grass. Jakob called Sipho. He had a box of matches. “We are making a fire,” said Jakob, “just see how enormous this fire will be!” He lit a match and put it in the grass. A fire started.

“You too,” he said, giving the matches to Sipho. Sipho was scared of Jakob. He lit a match and put it in the grass.

First there were just a few small flames. But the wind blew and made the fire huge. It burned the dry grass. All the boys ran away.

Sipho and Amos felt scared. “What have we done?” whispered Amos.

In the night there was a strong wind. The wind was howling. It woke Sipho up. He heard the neighbour, MaZaca, shouting for help. She was a very old lady who could not walk fast.

“Help!” she shouted. “My cows can’t get out!”

Sipho ran outside. He heard the cows crying at the gate. He saw a big fire behind them. The flames were leaping into the sky. “I will help you MaZaca!” shouted Sipho.

He opened the gate and the cows ran across the road away from the flames. Sipho followed them. ran across the road too. Everyone was safe.

“Thank you, thank you, thank you!” said MaZaca.

The next morning Sipho and his granny looked outside. All the grass was burnt black. There was nothing for the cows to eat.

MaZaca was crying. “My cows have nothing to eat!” she said. “Everything is burned! Then she looked at Sipho. “But my cows are not burned!” she said, “because this boy is a hero!”

But, Sipho did not feel like a hero. He looked at what the fire had burned. The cows had no grass to eat.

“Oh no,” said Sipho to himself, “that was the fire that I lit. I feel so ashamed. What if someone tells Granny?”

**VOCAB**

| enormous, huge – other words for very big | hero – someone who does something brave | ashamed – sorry for something you did, embarrassed |
WEEK 3 • SEASONS, PLANTS AND ANIMALS

READ-ALOUD

Fire in winter

Before reading
- Have you ever seen a grass fire? Tell us about it.

Reading
- Read the story aloud with expression.

After reading
- Why did Sipho light the fire?
- How did he help MaZaca?
- How did he feel after the fire?

BEGINNING KNOWLEDGE

What do plants need to grow?

Prior knowledge
- What do you think plants need to grow?

Read the page
- Look at the pictures and read the text.
- Answer the questions on the page.

Discuss
- List the things plants need to grow.
- What seasons are best for growing plants?
- What do you think would happen if you took one of the things away, for example, light, water or warmth?

PHONICS

LAB Heading

(Versioners: Language specific)

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

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

Pairs
- Read the syllables and words.

Write
- Write words for the pictures.

Read the sentence

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

READING

Fire in winter

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 29 point to the words that tell us what happened to the fire when the wind blew. (made the fire big)
- How did Sipho and Amos feel?
- On page 30 point to the word that tells us how Sipho felt at home. (scared)
- How would you feel if you started a fire that got out of control? (nervous)

What do plants need to grow?

- air
- water
- light
- warmth
- nutrients

Which season is best for growing plants?
- • Are all seasons warm enough?
- • Do all seasons have enough sunlight?
- • Do all seasons have enough water and rainfall?

Like you, plants need food and water, warmth and space. When they have these things, they grow well.

For seeds to germinate
to grow
strong
to stay
alive

to make
food
**WRITING**

**My news**

Provide a topic for the news

**Pairs:** Use the My News frame on the back cover of the LAB to tell news briefly.

Learners write news in exercise books. Encourage them to use longer sentences and to provide details.

**GROUP GUIDED READING**

**Handwriting**

- Demonstrate the three handwriting tasks for the week.
- Learners copy one of these tasks for 15 mins on 3 days a week.
- Remind learners to practise consistent letter formation, sizing, position on the line, slant and to identify their best letter.

**Independent Work**

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

**GGR: Groups A and B first reading**

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

**VISUAL ARTS**

**A woven mat**

- Give learners paper plates and wool/fabric or plastic strips.

**Discuss**

- Talk about warm clothes, especially jerseys. Ask what they are made out of.
- Talk about sheep and how they grow warm coats in winter. Their wool is used for knitting and weaving.
- A frame that is used to weave yarn into fabric is called a loom.

**Make a loom**

- Cut an odd number of slits – between 9 and 19 – in the rim of a paper plate or round piece of cardboard.
- Wrap the string through the slits so it looks like spokes of a wheel.
- Keep the loom safe till Tuesday.

**PHYSICAL EDUCATION**

**Introduction**

**Prepare**

- Choose four different activities from page 5 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.
- Ask confident learners to demonstrate the activities.

**Whole class activity**

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

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
**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.
- Remind them how this activity can help them relax or calm down.

**BEGINNING KNOWLEDGE** Experiment: Will a plant grow if it is cold?

**Read**
- Read the experiment with the learners.

**Groups**
- Each group plants their seeds in two saucers.
- Put one saucer on the windowsill and one in a cold place.

**Predict**
- What do you think is going to happen?

**Observe daily**
- Guide learners to use observations to answer the questions at the bottom of the LAB page.

**PHONICS**

**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**
- How many sentences are there?
- What do we find at the end of each sentence?

**Ask questions about sentence strip**
- What? It

**Learners cut off the words/word groups**
- Jumble words then reconstruct the sentence.

**Learners stick sentence into exercise books.**

**EXPERIMENT** Will a plant grow if it is cold?

**What do you need?**
- 2 saucers
- Paper towel or toilet paper
- A few sunflower seeds
- Water

**What must you do?**
- Put the paper towel on the saucers.
- Wet the paper towel with water.
- Put some seeds on each saucer.
- Put one saucer in the sun.
- Put the other saucer in a cool place like a fridge.
- Water both saucers every day.
- Don’t make them too wet.
- Check the seeds every day to see if they grow.

**What happens?**
- Do plants grow more quickly in a warm place?
- Do plants grow as quickly in winter as in summer?

**Phonics activity heading from LAB**

**Sentence making**
- My cows are not burned because this boy is a hero!
- It was winter. Sipho and Amos had cold feet.
- Was what? was winter
- Who? Sipho and Amos
- Had what? had cold feet
- Learners cut off the words/word groups
- Jumble words then reconstruct the sentence.
- Learners stick sentence into exercise books.
**SHARED WRITING**

**Write riddles**

**Introduction**
- Say a riddle, for example, I am a farm animal. I get a thick, woolly coat in winter. You use my wool to knit jerseys. What am I? (sheep)

**Show the writing frame**
- Three clues
- Answer

**Brainstorm**
- Think of another animal?
- What clues can you think of?

**Shared writing**
- Use the learners’ ideas to fill in the writing frame.
- Write as many riddles as there is time.

---

**GROUP GUIDED READING**

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

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

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

---

**VISUAL ARTS**

**A woven mat (continued)**

**Plan**
- Learners plan the colours of wool or fabric/plastic strips they will use.

**Create**
- Weave the wool in and out of the spokes, starting in the centre.
- When the frame is full, cut the long ends of the spokes and tie them to keep the mat from unravelling.

**Display**

---

**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**
**WELLBEING**

I think, I feel...

**Question**
- How do you feel when you do something you know is wrong?

**Pairs**
- Discuss the question.

**Share**
- Select two learners to share. Make sure you give everyone a chance over the term.

---

**BEGINNING KNOWLEDGE**

Where do birds go to in winter?

**Prior knowledge**
- Ask learners to share what they know about what birds do in winter.

**Discuss and read**
- Discuss the picture and read the text to the learners.
- How will you find out the answer?
- Learners do research at home and bring answer on Friday.

---

**PHONICS**

[LAB Heading] (language specific)

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

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

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

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

[Read the sentence]

---

**READING**

Fire in winter

**Read together**
- Read the first three pages of *Fire in winter* 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**

Our seed experiment

**Discuss**
- Display writing frame on board.
- Use of sequence words: first, next, then, last, etc.

**Brainstorm vocabulary**
- What did you do in each step of the experiment?

**Write**
- Write what we did when we planted the seeds.
- Learners complete the writing frame.

**GROUP GUIDED READING**

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

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

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

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

**PERFORMING ARTS**

Improvise and mime

**Warm up**
- Sing the seasons song from Week 1 *(If you know all the seasons, clap your hands).*

**Discuss**
- Talk about weather and activities in different seasons.
- Ask how you would show them: shiver in winter, swim in summer, and so on.

**Groups**
- Learners practise miming activities for different seasons.

**PHYSICAL EDUCATION**

Activity stations

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

**Cool down**

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
LISTENING AND SPEAKING

**Sing/recite**

I keep your neck warm in the winter. What am I? – A scarf!

I keep your face cool in the summer. What am I? – A hat!

I keep your feet warm and dry in the autumn. What am I? – Some boots!

I keep your arms warm in the spring. What am I? – A jersey!

Repeat with other 'riddles'.

BEGINNING KNOWLEDGE

**How did Sipho feel?**

Prior knowledge

- What happened in the story about the fire?

Pair work

- Look at pictures on pages 32 and 33.
- What words could describe how Sipho is feeling?
- What words could describe how Granny and MaZaca are feeling?

Share

- Pairs share their answers with the class. Write the feeling words on the board.

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 reconstructed on Tuesday.
- Which words shows that this happened long ago? (was, had)
- How would we say this in the present tense (is, have)

[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 News 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

GROUP GUIDED READING

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

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

GGR: 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

Perform
• Each group performs the mimes they practised the previous day for the class.
• The rest of the class guesses what the weather or activity is.

Evaluate
• Praise and applaud each group.

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

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
Some birds stay in South Africa the whole year. They find food to eat even in the winter. But some birds leave South Africa in our winter and go to places that are having summer. They may fly thousands of kilometres to Europe or Asia in the Northern Hemisphere. Swallows leave South Africa in about April and fly over Africa to Spain and France. They live there until it starts to get cold in Europe. Then they fly back to South Africa in our springtime. We call this migration.

**Pairs**
- Tell what you found out.
- Choose some learners to tell the class.

**Discuss** and add information.

---

**BEGINNING KNOWLEDGE**

**Where do do swallows go to in winter?**

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

---

**PHONICS**

**Timed word reading**

*Pairs read the words*
- Learner reads to partner for 1 minute.
- Teacher times the minute.
- Circle the last word read. 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**

**Write riddles**

**Brainstorm**
- Remind learners of the riddles you wrote together on Tuesday.
- Together, list some clothes we wear in summer and winter.
- Brainstorm some words to describe the clothes and what they are for.

**Write**
- Learners write riddles for three pieces of clothing.
- Each riddle must have three clues.
**GROUP GUIDED READING**

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

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

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

---

**CHECKING AND FEEDBACK**

**Read**
- In pairs, learners read their riddles 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**

---

**TEACHER’S WEEKLY REVIEW**

**This week, I have:**
- taken in the LABs and commented on the Writing
- checked and corrected the other LAB pages and identified areas of concern or specific learners needing more assistance
- referred back to the Week Overview and identified any lesson I was not able to complete
- scanned my lap book and noted any children needing additional one-to-one teaching time or individual reading practice with me next week.

**I have scheduled a time next week for:**
- any class catchup or general feedback that is needed
- individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

**I have looked ahead to next week to ensure I am prepared and have all I need to start the week.**
WEEK 4 OVERVIEW

Seasons, plants and animals

PREPARATION

Flashcards

- scared
- worried
- hero
- proud
- ashamed

Sentence strip

My cows are not burned because this boy is a hero!

INDEPENDENT WORK

1. Paired Reading LAB page 52
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 42–43
8. Dictionary

Lang eds, these are the same as for last version, please insert in all weeks.

EQUIPMENT FOR ACTIVITIES

- Crayons or markers, scissors and glue
- Poster sized paper for each group
- Equipment required for selected Physical Education activities
It was a very cold day. After school Kegetso went to Dora’s house. Granny made them tea and vetkoek. “My granny makes the best vetkoek,” said Dora.

“Mmmmm,” said Kegetso. Her mouth was full so she could not talk.

“It’s a perfect day for a story, Granny,” said Dora. “Tell us about a special day that you remember from long ago.”

“Yo! Yo! Yo!” said Granny, “What day shall I tell you about? There have been a lot of special days in my life. I have many special memories.”

She was smiling too. “But let me tell you about one that made me cry,” she said.

“Oh, no!” said Dora, “That must have been a sad day!”

“No, no,” said Granny, “Sometimes we cry when we are very happy.”

“Hawu!” said Kegetso. “What could make you so happy that you cried? Will you tell us?”

“I will,” said Granny, “It was all about voting,” and she told this story:

“Voting is the way we choose the government. In South Africa we use special papers called ballot papers to vote. The ballot paper has got the names of all the groups who want to be the government on it. When a person votes they put a cross next to the name of group they want to be the government. The group – that gets the most votes wins.”

“When I was little like you, only white people could vote in South Africa. Only white people could be in government. But, in 1994 that all changed. Black people voted for the first time. It was so exciting! I was a young woman then.

We voted on the 27th of April 1994. What a big day that was. We were so happy! We got up very early and went to the voting places – called voting stations.

“There were so many people that we had to stand in long lines. We waited a long time in those long lines, brown people, black people and white people all together. We did not mind waiting. We were happy that we were all doing something together for the first time.

“People from the TV came to talk to us. They even talked to me! Imagine – I was on TV! They asked me if it was bad to wait so long. I told them we were happy to wait. I said, ‘We are free. We are fair. We are patient.’

“It was such a wonderful day!”

**VOCAB**

<table>
<thead>
<tr>
<th>memories</th>
<th>voting</th>
<th>patient</th>
</tr>
</thead>
<tbody>
<tr>
<td>– things that you remember about the past</td>
<td>– choosing people to be in charge of a country</td>
<td>– waiting without getting cross</td>
</tr>
</tbody>
</table>
Before reading
- Discuss the picture on page 70 of the LAB.
- Ask: What do you think will happen?

Reading
- Read the story aloud with expression.

After reading
- What did granny tell the girls about?
- What did she say to the TV presenter?
- Do you know about voting?

Prior knowledge
- Have you seen election posters or heard people talking about voting?

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

Discuss the information
- When is Freedom Day?
- What do we remember on Freedom Day?
- Who was the first president of our democratic South Africa?

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

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

Pairs
- Read the syllables and words.

Write
- Write words for the pictures.

Read the sentence

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

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

Comprehension
- On page 31 point to word that tells us what woke Sipho up.
- How do you think MaZaca felt?
- How do you think Sipho felt?
- On page 32 point to the words that tell us what problem the fire had caused.
- On page 33 point to the words that tell us what MaZaca thought about Sipho.
- Why didn’t Sipho want Granny to know he started the fire?
**WRITING**

**My news**

Provide a topic for the news

**Pairs:** Use the My News frame on the back cover of the LAB to tell news briefly.

Learners write news in exercise books. Encourage them to use longer sentences and to provide details.

---

**GROUP GUIDED READING**

Handwriting
- Demonstrate the three handwriting tasks for the week.
- Learners copy one of these tasks for 15 mins on 3 days a week.
- Remind learners to practise consistent letter formation, sizing, position on the line, slant and to identify their best letter.

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

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

---

**VISUAL ARTS**

**Make a Freedom Day poster**

**Discuss**
- Talk about posters. (*they grab attention, they have a slogan or message, they are easy to read)*
- Brainstorm slogans for a poster about Freedom Day. (*Happy Freedom Day!*)

**Plan**
- In groups, learners plan a Freedom Day poster.
- Think about a slogan, illustrations, colour and design.

**Create**
- Learners begin making their poster. They will complete tomorrow.

---

**PHYSICAL EDUCATION**

**Introduction**

**Prepare**
- Choose four different activities from page 5 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.
- Ask confident learners to demonstrate the activities.

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

---

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
**WELLBEING**

**Mindful me**
- Pairs sit so that one has their back to the other.
- One draws gentle circles or patterns on the other’s back with their fingers. Then swap over.
- Ask one or two learners to say how it felt.
- Talk about how gentle touch can help us to relax.

---

**BEGINNING KNOWLEDGE**

**All about Freedom Day**

**Read** the questions together.

**Answer**
- Learners fill in the answers in each block.

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

---

**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 on LAB page 121.

**Read together**
- What do the “” punctuation mark mean?
- How do we say a sentence that ends with an exclamation mark (!)?

**Ask questions about sentence strip**
- **What?** My cows

**Learners cut off the words/word groups**
Jumble words then reconstruct the sentence.

**Learners stick sentence** into exercise books.

**Are what? are not burned**
**Why? because**
**Who? this boy**
**Is what? a hero**

It was winter. Sipho and Amos had cold feet.
My cows are not burned because this boy is a hero!
It was winter. Sipho and Amos had cold feet.
**SHARED WRITING**

**Danger!**

**Introduction**
- Learners tell the story *Fire at night* in their own words.

**Show the writing frame**
- Let us write a new story about some children who did something dangerous.

**Brainstorm**
- Who are the characters?
- What dangerous thing did they do? *(started a flood, left the stove on, and so on.)*
- How did they fix the problem?
- How did they feel?

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

**GROUP GUIDED READING**

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

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

**GGR: 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**

**Complete Freedom Day poster**

**Create**
- Pairs/groups complete their posters

**Display the posters.**
- Lead a gallery tour to look at all the posters and provide comment on the designs.

**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**

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
**WELLBEING**

I think, I feel ...

Questions
- How do I feel about living in South Africa?
- Am I proud of my country?

Pairs
- Discuss the question.

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

**BEGINNING KNOWLEDGE**

Famous South African freedom fighters

Prior knowledge
- Ask learners to name any South African heroes they know.

Discuss and read
- Discuss the picture and read the text to the learners.
- How will you find out the answer?
- Learners do research at home and bring answer on Friday.

**PHONICS**

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

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

Pairs
- Read the syllables and words.

Write
- Write words for the pictures.

Read the sentence

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

**READING**

Fire in winter

Read together
- Read the last three pages of *Fire in winter* 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.

In the night the wind woke Sipho up.
MaZaca shouted, “Help! Help! There is a fire!
Help my cows!”

Sipho ran to MaZaca’s gate. He let the cows out.
They ran away from the fire.

“Help! Help!”

Charlotte Maxeke was a leader who worked for the freedom of black South Africans. She is sometimes called the Mother of Black Freedom. Many streets, hospitals and schools in South Africa are named after her.

What famous people who worked for freedom were born in your province?
**WRITING**

**Our seed experiment (2)**

**Observe**
Learners observe the two seeds they planted the previous week.

**Discuss**
- They discuss what has happened to the seeds – how they have grown, if there is any difference between the warm and cold seeds.

**Write**
- Display writing frame on board.
- Learners make a similar table in exercise books. They write and draw their observations.

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**GROUP GUIDED READING**

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

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

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

**Group A 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**

**Sing fast and slow**

**Prepare**
- Choose a song that can be sung fast or slow.

**Sing**
- Sing the song with the class.

**Groups**
- Learners practise the song, singing fast and slow.

---

**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**

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
THURSDAY

LISTENING AND SPEAKING

Sing/recite

15 min

Molo, molo, let’s all say molo
It’s how I greet in isiXhosa
Let’s all say molo.

Hallo, hallo, let’s all say hallo
It’s how I greet in Afrikaans
Let’s all say Hallo.

Dumela, dumela, let’s all say dumela
It’s how I greet in Sesotho, Setswana and Sepedi
Let’s all say Dumela.

Sawubona, Sawubona, let’s say sawubona
It’s isiZulu and Siswati for ‘Hello’
Let’s all say Sawubona.

Auuxeni, auuxeni, let’s all say auuxeni
It’s Tsonga for ‘Hello’
Let’s all say Auuxeni.

Lotjani, lotjani, let’s all say lotjani
It’s Ndebele for ‘Hello’
Let’s all say Lotjani.

Nda or Aa, Nda or Aa, let’s all say Nda or Aa
It’s Venda for ‘Hello’
Let’s all say Nda or Aa.

BEGINNING KNOWLEDGE

Granny remembers a special day

Prior knowledge

• What do you remember about Freedom Day?

Read the page

• Who do you see in the picture?
• Look at the people’s faces.
• How do you think the people feel?
• How do you feel when you are free to do the things you like doing?

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 reconstructed on Tuesday.
• There are two parts of the sentence. What is the first part? (My cows are not burned)
• What is the second part (this boy is a hero)
• What word joins the two parts? (because)
• What does because show us? (there is a reason for something happening)

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

**Revision**
- Re-read the story *Fire in winter*.

**Answer the questions**
- Learners complete the comprehension questions on LAB page 51.

**Check answers together**

**GROUP GUIDED READING**

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

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

**GGR: 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**  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**
There are many famous people who fought for freedom in South Africa. Some of the people who wanted South Africa to be free were put in jail because they told the government they were wrong. Some had to leave South Africa and lived in exile in other countries. Some have died already but some are still alive. Most people around the world think that Nelson Mandela was the greatest South African who was ever born.

Pairs
• Tell what you found out.

Class
• Share and give more information.

Famous South African freedom fighters

Write and draw what you found out
• Write one thing you learned.
• Draw a picture.

BEGINNING KNOWLEDGE

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.

ABC

PHONICS

Dictation

FIVE

Words

to

be

supplied

Writing

Danger!

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

Plan
• They must write their story in paragraph form.
• They need to give the story a title.
• They need to have a sentence that tells what the dangerous activity was.
• They need 3 or 4 sentences that tell what happened.

Write
• Learners write their own paragraph.
GROUP GUIDED READING

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

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

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

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

Cool down

For recovery timetable, replace this lesson with Group Guided Reading, while class writes answers to Find Out question in exercise book.

TEACHER’S WEEKLY REVIEW

This week, I have:
• taken in the LABs and commented on the Writing
• checked and corrected the other LAB pages and identified areas of concern or specific learners needing more assistance
• referred back to the Week Overview and identified any lesson I was not able to complete
• scanned my lap book and noted any children needing additional one-to-one teaching time or individual reading practice with me next week.

I have scheduled a time next week for:
• any class catchup or general feedback that is needed
• individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
Long, long ago, Zebra had shiny black skin that shone like a diamond in the sun.
How Zebra got his stripes

Long, long ago, Zebra had glossy black skin. As he walked proudly through the long, pale grass, his beautiful black hide shone like a diamond in the sun.

When he strutted among the leopard trees with their white trunks, he tossed his mane because he knew he was beautiful.

The hunters from the nearby village stared at the beautiful, shiny, black Zebra.

“If we owned that zebra,” they said to one another, “all the other people from other villages would envy us.”

Zebra heard the hunters planning to trap him. He hid ran to hide in the long, white grass, but the hunters saw his beautiful, shiny black hide and chased him.

He hid amongst the leopard trees with their white trunks, but the hunters saw his shiny black hide and chased him. Zebra ran and ran. By the time he outran the hunters, he was far away from home.

He came to a village where they were building a new hut. There were bricks and straw and a big bucket of white paint.

Zebra had an idea. “I will paint my hide so that the hunters don’t think I am beautiful anymore.”

He kicked over the bucket of paint and rolled in it until his beautiful black hide was covered with stripes of white paint.

He started walking back home. He came to a waterhole and stopped and looked at his reflection. “I am black and white now!” he exclaimed. “If I hide amongst the leopard trees, I’ll look like a tree trunk. If I hide amongst the tall grasses, I will look like tall grass stalks. I will be hidden! I don’t need to be afraid of the hunters anymore!”

When he heard hunters coming, he stood very still. The hunters thought he was a leopard tree and went past without noticing him.

Zebra was very relieved. His camouflage protected him.

Soon all the other zebras decided to paint white stripes on their hides so that the hunters would leave them alone.

And that is why today all zebras have black and white striped hides.

VOCAB

glossy – very shiny

envy – want something that someone else has

reflection – what you can see in a mirror
**How Zebra got his stripes**

**Before reading**
- Ask learners to name wild animals that they think are beautiful.

**Reading**
- Read the story aloud with expression.

**After reading**
- Did the hunters want to hurt the zebra?
- What happened when the zebra painted stripes on himself?
- Do you think zebras are beautiful with stripes?

---

**Prior knowledge**
- Do you know where our food comes from?

**Read the page**
- Look at the advertisement and read the text.

**Discuss the questions**
- What is this advertisement selling? How do you know? (pictures, prices)
- How does it try to persuade us to buy the goods? (fresh goods, good prices, special offer for first people who buy the goods)
- Would you like to buy food from MaZaca’s farm?

---

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

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

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

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

**Read the sentence**

---

**Point to the words that tell us the villagers wanted to keep the zebra with them. (tame)**

**On page 55 point to the words that tell us the zebra didn’t want to be caught. (hid, hide)**

**On page 56 point to the words that tell us what the zebra said. (He said)**

**Do you think his plan was good?**
**WRITING**

**My news**

**Provide a topic for the news**

**Pairs:** Use the My News frame on the back cover of the LAB to tell news briefly.

**Learners write news** in exercise books. Encourage them to use longer sentences and to provide details.

---

**GROUP GUIDED READING**

**Handwriting**

- Demonstrate the three handwriting tasks for the week.
- Learners copy one of these tasks for 15 mins on 3 days a week.
- Remind learners to practise consistent letter formation, sizing, position on the line, slant and to identify their best letter.

**Independent Work**

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

**GGR: Groups A and B first reading**

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

---

**VISUAL ARTS**

**Animal masks**

**Discuss**

- Learners talk about different farm animals.

**Plan**

- Learners make a farm animal mask.
- They do a simple drawing of their animal.

**Draw the mask**

- Learners draw the features of their animal on a paper plate or piece of cardboard.
- Carefully cut out the eyes.
- Keep the mask safe to complete on Tuesday.

---

**PHYSICAL EDUCATION**

**Introduction**

**Prepare**

- Choose four different activities from page 5 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.
- Ask confident learners to demonstrate the activities.

**Whole class activity**

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

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
**WELLBEING**

**Mindful me**

- Tell learners that they can make themselves feel strong, brave and happy by posing their bodies and pretending to be a character.
- Demonstrate a pose like Superman: stand with feet apart and clenched fists, arms stretched up to the sky.
- Learners stand and pose their bodies. Tell them to say “I have super powers” to themselves. Hold the pose for 10 seconds.
- They sit down and tell each other how they feel.
- Talk about how this activity can help them feel brave when they are feeling nervous.

**BEGINNING KNOWLEDGE**

**Match the farm animals and products**

**Match**
- Look at the pictures and match the animals and products.

**Read**
- Read all statements to and with learners.

**Answer**
- Fill the gaps in the sentences.

**Check**
- Check the answers.

**PHONICS**

**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 on LAB page 123.
- **Read together** Why is there a comma after long, long ago? (it is a phrase that often starts stories)
- **Ask questions about sentence strip** Who? Zebra
- **Had what? had shiny black skin**
- **Did what? that shone like a diamond in the sun**
- **Like what? like a diamond**
- **Where? in the sun**

**Learners cut off the words/word groups**
Jumble words then reconstruct the sentence.

**Learners stick sentence into exercise books.**
SHARE WRITING

Make a poster

Introduction
• Remind learners of the advertising poster they read on Monday.

Brainstorm
• Ideas for a company and product
• Ideas for a slogan

Show the writing frame
• Banner that describes the company
• Slogan that persuades people to buy
• Picture of the products
• Price list
• Contact details

Shared writing
• Use the template and learners’ ideas.

GROUP GUIDED READING

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

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

GGR: 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

An animal mask

Create
• Learners stick or staple on features like ears, wool, nose.
• Draw or paint the rest of the features.

Display

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

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
How Zebra got his stripes

Long, long ago, Zebra had shiny black skin that shone like a diamond in the sun. The hunters wanted to tame him.

“The other villagers will envy us,” they said. “Let’s catch him and tie him up!”

Prior knowledge
- Ask learners if they have ever seen silkworms and their cocoons.

Discuss and read
- Discuss the picture and read the text to the learners.
- How will you find out the answer?
- Learners do research at home and bring answer on Friday.

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

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

Pairs
- Read the syllables and words.

Write
- Write words for the pictures.

Read the sentence

Farming silkworms

Silkworms are farm animals. After they hatch from eggs, they eat and grow. Then they spin one very long strand of silk around themselves to make a cocoon. This silk is unravelled and woven into silk fabric.

What happens to the silkworm inside the cocoon?

WELLBEING

I think, I feel...

Question
- Which farm animal do you think is the most important?

Pairs
- Discuss the question.

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

BEGINNING KNOWLEDGE

Farming silkworms

Prior knowledge
- Ask learners if they have ever seen silkworms and their cocoons.

Discuss and read
- Discuss the picture and read the text to the learners.
- How will you find out the answer?
- Learners do research at home and bring answer on Friday.

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

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

Pairs
- Read the syllables and words.

Write
- Write words for the pictures.

Read the sentence

[p. 54 • WEEK 5 • ANIMALS – WILD AND TAME]
WRITING  Our seed experiment (3)

Review last week’s report
- What has changed?

Brainstorm vocabulary
- Vocabulary for changes in the seeds.

Write
- Display writing frame on board.
- Learners make a similar table in exercise books. They write and draw their observations.

GROUP GUIDED READING

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

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

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

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

PERFORMING ARTS  Role play

Warm up
- Locomotor movements of farm animals: waddle like a duck, gallop like a horse, leap like a goat, clapping the rhythm patterns as they move.

Tell a story
- Tell a short story about two farm animals who have an argument, for example, the hen and the cow each saying they are the most important animal in the farmyard.

Pairs
- Learners role-play their own story about two animals arguing using their own masks as the characters.

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
- For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
LISTENING AND SPEAKING  
Sing/recite
Tune of Old McDonald had a farm

Farmer Mandla had a farm  
E-I-E-I-O  
And on this farm he had a cow  
E-I-E-I-O

With a moo-moo here and a moo-moo there  
Here a moo, there a moo,  
Everywhere a moo-moo.  
Farmer Mandla had a farm  
E-I-E-I-O

Repeat with other animals.

BEGINNING KNOWLEDGE  
Farm animals
Prior knowledge
• What is the most interesting thing you have learnt about farm animals?
Discuss
• Name female, male and baby farm animals.  
• What products do you get from these animals?

PHONICS  
[Heading]
[Phonics activity heading from LAB]
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 reconstructed on Tuesday.  
• Which words describe Zebra’s skin? [shiny black]  
• What is his skin compared to? [a diamond in the sun]  

[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 Wednesday’s *My seed experiment* to learners.
- Show how to make the sentence more interesting (for example, add adjectives).

**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**

---

**GROUP GUIDED READING**

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

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

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

---

**PERFORMING ARTS**  Sing a song loud and soft

**Discuss**
- Which farm animals make loud noises? Soft noises?
- Choose a song about farm animal noises (for example, *Farmer Mandla*).

**Sing**
- Sing the song making loud and soft animal noises in appropriate places.

**For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.**

---

**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**
Silkworms are no longer found in the wild. They eat only mulberry leaves. The worms spin themselves into a silk cocoon. Inside the cocoon, they change into moths. Farmers let some of the moths hatch, mate and lay eggs. The rest of the moths die when the silk is unravelled. Luckily silkworm moths lay a lot of eggs!

Pairs
• Tell what you found out.

Class
• Share and give more information.

Write and draw what you found out
• Write one thing you learned.
• Draw a picture.

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

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

Brainstorm
• Think of a product or service you want to advertise.
• How will you persuade people to buy your product or service?

Revise
• Re-read the advert from Shared Writing on Tuesday.

Write and draw
• Learners make a similar advertising poster, for a product of their choice.
GROUP GUIDED READING

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

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

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

For recovery timetable, replace this lesson with Group Guided Reading, while class writes answers to Find Out question in exercise book.

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This week, I have:
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• individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
Animals – wild and tame

PREPARATION

Flashcards
- envy
- catch
- chase
- kick
- hide

Sentence strip
He rolled over until his hide was covered with stripes of white paint.

INDEPENDENT WORK

1. Paired Reading LAB page 78
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 or crayons
- 2 or 3 piece of paper per learner
- A picture of a leopard
- Equipment required for selected Physical Education activities
Chameleons are very clever creatures. They can sit very still for a long time, moving very slowly so that they are nearly invisible to the flies they want to catch.

They have eyes that can look all around them – up, down, to the side, forwards, backwards – so they can see flies and other insects without even moving.

They have long, flexible tails and curved feet that can curl around branches and stems and keep them from falling off the branches.

They have long, sticky tongues that can shoot out a long way and catch flies far away from them.

And they have skin that can change to the colour of whatever they are sitting on. They become invisible.

But once there was a chameleon called Chloë who was very silly.

Instead of turning her amazing eyes, Chloë would turn her whole body around shouting, “There’s a fly! Let me catch it!” and frightening all the flies away. “Use your eyes, Chloë,” said her mother.

Instead of using her flexible tail to hold onto branches and twigs, Chloë waved it in the air. “Look at my beautiful tail!” she would shout. Then she’d fall off the branch and land in the bushes. “Oh Chloë!” her mother would scold, “hold on tight with your tail!”

And she never stayed still long enough to change colour so Chloë never caught any flies. They called her a silly chameleon and laughed as they flew away.

She got hungry and thin. Her mother said, “Chloë, it’s time to stop being so silly! Use your eyes to find flies and your tail to hold onto branches and learn to sit still and wait. Then you skin will change colour and the flies won’t see you – you will be camouflaged.

Chloë listened to her mother, and she tried to follow her instructions. Soon the flies didn’t see her big, sticky tongue coming. She got fat and strong and no one called her silly anymore.
WEEK 6 • ANIMALS – WILD AND TAME

MONDAY

**READ ALOUD**

**Chloé the silly chameleon**

**Before reading**
- Discuss what learners know about chameleons.
- Some may be afraid of them.
- Explain that chameleons cannot hurt people.

**Reading** Read the story aloud with expression.

**After reading**
- Why does a chameleon have eyes that turn around in their head?
- Why does a chameleon change colour?
- Do we need to be afraid of chameleons?

**BEGINNING KNOWLEDGE**

**Staying alive**

**Prior knowledge**
- Ask learners to name any wild animals they have seen or heard about.
- Ask why animals need to eat (to stay alive).

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

**Discuss the text**
- Talk about and name other carnivores.
- Talk about and name other herbivores.
- Talk about and name other omnivores.

**PHONICS**

**[LAB Heading]**

(Role: Language specific)

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

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

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

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

**Read the sentence**

**READING**

**How Zebra got his stripes**

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

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

**Comprehension**
- On page 54 point to word that tells us how the zebra moved.
- On page 55 point to the words that say what zebra did when he heard the hunters.
- On page 56 point to the word that tells us that we are talking about more than one zebra.
- How do you think the zebra felt when the hunters couldn’t find him?
**MY NEWS**

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

**Individuals**
- 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.

**30 min**

**GROUP GUIDED READING**

**Handwriting**
- Demonstrate the three handwriting tasks for the week.
  - Learners copy one of these tasks for 15 mins on 3 days a week.
  - Remind learners to practise consistent letter formation, sizing, position on the line, slant and to identify their best letter.

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

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

**15 min + 30 min**

**VISUAL ARTS**

**Camouflage art**

**Discuss**
- What is camouflage? (when something can’t be because it looks like part of the background)

**Make background**
- Learners cover a page with a bold pattern.

**Make an animal**
- On another piece of paper, learners draw the outline of an animal and cut it out.
- Decorate it with the same pattern as the background.
- Stick the animal on the background, in a position that camouflages it well.

**30 min**

**PHYSICAL EDUCATION**

**Introduction**

**Prepare**
- Choose four different activities from page 5 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.
- Ask confident learners to demonstrate the activities.

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

**15 min**

**My news**

**Prepare**
- Choose four different activities from page 5 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.
- Ask confident learners to demonstrate the activities.

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

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
LISTENING & SPEAKING ASSESSMENT 1

How Zebra got his stripes

Draw and write
• Give learners a piece of blank A4 paper.
• Ask them to draw a picture of the first part of the How Zebra got his stripes story and write a sentence.

Listen and speak
• Call learners to your desk in groups of four to five to talk about the story How Zebra got his stripes.
• Listen to one third of the class during the period. Complete on Wednesday and Thursday of Week 6.

Examples:
• Ask two to three questions. Use both lower and higher order questions.

Ask questions about sentence strip
• Who? He
• Did what? rolled over

BEGINNING KNOWLEDGE ASSESSMENT 1

Prepare
• Explain that this activity is an assessment and will be marked.
• Make a copy of page 126 of this book for each learner.
• Learners work individually with no talking.

Pictures
• Learners look at the pictures and read the labels.

Sort
• They write the animals’ names in the correct circles.

PHONICS
(Phonics activity heading from LAB)

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.

READING
Sentence making

Cut out
• Learners cut out the sentence strip on LAB page 125.

Read together
• Who does the word “he” refer to? (zebra)
• Was Zebra male or female?

Ask questions about sentence strip
• Who? He
• Did what? rolled over

Learners stick sentence into exercise books.
Write a story

Introduction
- Learners tell the story How Zebra got his stripes in their own words.
- Is this story in the past or is it happening now?
- What words do we use to show it is past tense?

Show the writing frame

Brainstorm
- What should the title be?
- What animal shall we choose?
- What did it look like long ago?

What happened to change its looks?
- What do they look now?

Use a well-known story like how the elephant got a long trunk or how the cheetah got his spots.

Shared writing
- Write the new story on the board, using learners’ ideas.
- Emphasise that this story is in the past so all verbs must be in the past tense.

How____ got____
Long ago_______
had a ____________
One day, ________
_________________
Now all ________
look ____________.

GROUP GUIDED READING

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

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

GGR: 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 leopardskin pattern

Discuss
- Look at a picture of a leopard and discuss how the spotty coat is a kind of camouflage.

Observe
- Look carefully at the spots and note how they have two colours – brown and black.

Create
- Use paint and fingerprints/crayons to cover the page with a leopard spot pattern.

Display
- Display the patterned paper in the classroom.

PHYSICAL EDUCATION

Activity stations

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

Cool down
How Zebra got his stripes

15 min

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

**Examples:**
- Retell the story of *How Zebra got his stripes* in sequence.
- Who are the characters in the story?
- Why did the hunters want to catch Zebra?
- How did the zebra change his looks?
- Do you think this is a true story? Why/why not?

**Marking:**
See page 117
**Marks:** 5

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**BEGINNING KNOWLEDGE**

**South African wild animals**

**Prior knowledge**
- Ask learners to name some South African wild animals they know.

**Discuss and read**
- Discuss the pictures and read the question to the learners.
- How will you find out the answer?
- Learners do research at home and bring answer on Friday.

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**PHONICS**

**The NGQ sound**

**[Sepedi/isiXhosa]**

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

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

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

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

**Read the sentence**

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

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**READING**

**How Zebra got his stripes**

**pp. 57–59**

**15 min**

- Read pages the last three pages of *How Zebra got his stripes* 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.
**WRITING**  
The life of chickens

Discuss
- Explain that the words in the sentences are not in the correct order.
- These sentences give information about chickens.

Read
- Read the first jumbled sentence and re-order the words/phrases on the board.

Write
- Learners unjumble and write the rest of the sentences in the LAB.

**GROUP GUIDED READING**

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

Independent Work
- Settle the class to do independent tasks (written on board).
- Learners do two tasks a day unless they have GCR.

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

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

**PERFORMING ARTS**  
Improvise

Introduction
- Recap the story you wrote in Shared Writing on Tuesday.

Discuss
- Who were the characters in the story?
- What did the animals or people look like?
- How did the animals or people move?
- How did the animals or people talk?

Groups
- Learners improvise a short scene about how an animal changed its appearance.
- Everyone must have a turn.

**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

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
LISTENING & SPEAKING ASSESSMENT 1

How Zebra got his stripes

15 min

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

Examples:
- Retell the story of How Zebra got his stripes in sequence.
- Who are the characters in the story?
- Why did the hunters want to catch Zebra?
- How did the zebra change his looks?
- Do you think this is a true story? Why/why not?

Don’t be scared

Prior knowledge
- What wild animals can be scary?

Read the page
- Read the poem to and with the learners.

Discuss
- Why was the girl frightened at first? Was she frightened when she got to know the lion?
- Are we sometimes frightened of things that we don’t know?
- How can we learn to be brave when we meet new people or do new things?

BEGINNING KNOWLEDGE

Don’t be scared

Prior knowledge
- What wild animals can be scary?

Read the page
- Read the poem to and with the learners.

Discuss
- Why was the girl frightened at first? Was she frightened when she got to know the lion?
- Are we sometimes frightened of things that we don’t know?
- How can we learn to be brave when we meet new people or do new things?

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 reconstructed on Tuesday.
- Look at the word until. What does this word do in the sentence? (It joins the two parts of the sentence)

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

**Revision**
- Re-read the story *How Zebra got his stripes.*

**Answer the questions**

**Check answers together**

---

**GROUP GUIDED READING**

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

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

**GGR: 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**  Concert time!

**Perform**
- Groups perform the plays that they practised yesterday.

**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**

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**THURSDAY**
These animals shown in the pictures are **all endangered animals from South Africa**. This means that there are very few of them left. If we do not protect them there may soon be none of them left! We can protect endangered animals by not killing them, and by not messing up the places they live in or using up their food. Some other endangered animals in South Africa are the wild dog, the riverine rabbit and the black rhino.

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

**Class**
- Share and give more information.

---

**BEGINNING KNOWLEDGE**

South African wild animals

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

---

**PHONICS**

**Dictation**

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

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

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

---

**WRITING ASSESSMENT 2**

An animal story

**Revise**
- Reread the Shared Writing text from Tuesday.
- Remind learners about the ideas for a story about how an animal changed how it looked.
- Remind learners to write in the past tense.

**Write**
- Tell learners this is an assessment.
- They write their own short story.
**HANDWRITING ASSESSMENT 1**

**Explain task**
- Give out copies of TG page 127.
- Groups A, B, C and E begin by doing this activity. Group D does it after GGR.

**Individuals**
- Learners copy what the lion said on the lines provided.
- Remind them to:
  - Use capital letters and full stops
  - Use correct spacing between the letters and words
  - Write the words on the lines.

**GROUP GUIDED READING**

**Independent Work**
- Groups A, B and C do their Dictionary activity after doing the Handwriting Assessment.

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

**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**

**Warm up**

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

**Cool down**

**For recovery timetable, replace this lesson with Group Guided Reading, while class writes answers to Find Out question in exercise book.**

**TEACHER’S WEEKLY REVIEW**

**This week, I have:**
- taken in the LABs and commented on the Writing
- checked and corrected the other LAB pages and identified areas of concern or specific learners needing more assistance
- referred back to the Week Overview and identified any lesson I was not able to complete
- scanned my lap book and noted any children needing additional one-to-one teaching time or individual reading practice with me next week.

**I have scheduled a time next week for:**
- any class catchup or general feedback that is needed
- individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

**I have looked ahead to next week to ensure I am prepared and have all I need to start the week.**
WEEK 7 OVERVIEW

**Water creatures**

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**PREPARATION**

Flashcards

- natural
- water
- river
- flow
- ocean

Sentence strip

Rivers carry fresh water to people, plants, and animals all across Earth.

---

**INDEPENDENT WORK**

1. Paired Reading LAB page 93
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**

- Photocopies of relevant assessment activities (see TC pages XX-YY)
- Learners to bring egg boxes (preferably long ones) with a lid (12-egg size) for Visual Arts
- Paint, scissors, string or glue
- Equipment required for selected Physical Education activities
Today we are going to read a factual text about rivers and dams in South Africa. A factual text tells us things that are true. This text is about natural and man-made places where we can find fresh water. Fresh water is water we can drink.

A river is a big, natural stream of water that flows over land. Rivers carry fresh water to people, plants and animals all across Earth. Most rivers begin on high ground like mountains or hills and flow into other rivers or into the sea. The beginning of a river is called the source and the end is the mouth.

A lake is a large body of water that is not made by people. Lakes are mostly found on large rivers. Usually, rivers flow into the lake at one end and out at the other end.

A pond is a small body of water. Ponds are usually found on small streams.

South Africa has big rivers in most provinces. Some of the big rivers flow into the Indian Ocean. Some flow into the Atlantic Ocean. Some of the rivers flow into other rivers.

A dam is a man-made walls of concrete that is built across a river to block the flow of the water. We build dams to store water for people and animals to drink, to irrigate the crops we grow, to keep factories and industry going.

Large dams supply the big cities with water. They are usually built on big rivers. The biggest dam in South Africa is the Gariep Dam. It is ion the Orange River between the Eastern Cape and the Free State.

Farmers build smaller dams on their farms. They use rocks to block the flow of a river and then pack earth and soil into the spaces between the rocks. We call this an earth dam. The part that is across the river is called the dam wall. There is always a small gap on the side that allows some water to go back into the river. This is called the overflow.

Both big and small dams are home to many different water creatures. Insects, cold-blooded animals like crocodiles, fish, frogs and tadpoles and warm-blooded animals like water birds and hippos are found in rivers, dams, lakes and ponds.

VOCAB

natural – things that are there in nature; they were not made by people

man-made – something made by people

irrigate – to water the crops that farmers grow
**Fresh water creatures**

**Prior knowledge**
- What kind of creatures do you know that live in or near water?

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

**Discuss these questions**
- Which of these creatures are insects? Which are warm-blooded animals? Which are birds? Which are cold-blooded?
- Do any of these creatures eat other creatures?

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

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

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

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

**Read the sentences**
- What would happen in the dry season if we didn’t have dams?
WRITING  My news

Provide a topic for the news
Pairs: Use the My News frame on the back cover of the LAB to tell news briefly.

Learners write news in exercise books. Encourage them to use longer sentences and to provide details.

GROUP GUIDED READING

Handwriting
- Demonstrate the three handwriting tasks for the week.
- Learners copy one of these tasks for 15 mins on 3 days a week.
- Remind learners to practise consistent letter formation, sizing, position on the line, slant and to identify their best letter.

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

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

VISUAL ARTS ASSESSMENT 1  Make a crocodile

Preparation
- Put learners in pairs. Give each pair two egg boxes, scissors and some string.
- Tell learners this is an assessment.
- They will complete the assessment over two days.

Plan
- Use the egg boxes to make a crocodile.
- How will you make teeth?

How can you join the two boxes together to make the crocodile shape?

Construct
- Learners cut teeth in the lid of one of the boxes.
- They use the string and tie the two boxes together to make the crocodile shape.
- They put the construction away safely to complete on Tuesday.

PHYSICAL EDUCATION

Prepare
- Choose four different activities from page 5 for the week.

The following activity will be assessed this week and must be included as one of the four activities:
- Bounce a ball while marching on the spot.
- Bounce a ball against the wall.
- Bounce a ball around obstacles.

Introduction
- 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.
- Ask confident learners to demonstrate the activities.

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

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
**WELLBEING**

Mindful me

- Learners sit alone.
- They close their eyes and write their names with their fingers on their thighs.
- They write ‘I am brave’ with their fingers.
- Talk about how this can make them feel brave if they are anxious.

**BEGINNING KNOWLEDGE/PSWB ASSESSMENT 2**

Prepare

- Explain that this activity is an assessment and will be marked.
- Make copies of page 128 in this Teacher Guide for the learners.
- Learners work individually with no talking.

Pictures

- Learners look at the pictures and read the names of the creatures.

Match

- They read the descriptions of the creatures/animals.
- They draw lines from the name to the correct description.

Marking:

- See page 110
- Marks: 5

**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

- **What?** fresh water
- **To whom?** to people, plants and animals
- **Where?** all across Earth.

Learners cut off the words/word groups

Jumble words then reconstruct the sentence.

Learners stick sentence into exercise books.
Paragraph about creatures that live in fresh water

- What information do we put in the main idea?
- What extra information shall we put in the other sentences?

Shared writing
- Write the paragraph on board, using the learners' ideas.

**SHARED WRITING**

Introduction
- What can you remember about writing a paragraph?

Show the writing frame
- Main idea
- More information

Brainstorm
- What creature shall we choose?

**GROUP GUIDED READING**

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

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

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

**VISUAL ARTS ASSESSMENT 1 (continued)**

Make a crocodile
Pairs complete their crocodile.

Decorate
- Paint or colour the crocodile.
- Mix paints to make a suitable colour.
- Add texture by scratching the paint.
- Add eyes.

Display

Marking:
See page 123
Marks: 10

**PHYSICAL EDUCATION ASSESSMENT 1**

Activity stations
Warm up

Activity stations
- Send each group to an activity station.

Observe and assess one group
- Bounce a ball while marching on the spot.
- Bounce a ball against the wall.
- Bounce a ball around obstacles.

Cool down

Marking:
See page 125
Marks: 10
WEDNESDAY

WELLBEING

I think, I feel ...

Question
- Do you enjoy drinking fresh water?
- Should you drink water out of a river or dam? Why not?

Pairs
- Discuss the questions.

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

BEGINNING KNOWLEDGE

Water power

Prior knowledge
- Ask learners if they know of a dam in their province.

Discuss and read
- Discuss the pictures and read the question to the learners.
- How will you find out the answer?
- Learners do research at home and bring answer on Friday.

LAB Heading

[Sepedi/isiXhosa]

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

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

Pairs
- Read the syllables and words.

Write
- Write words for the pictures.

Read the sentence

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

READING

Rivers and dams

Read together
- Read the first three pages of Rivers and dams 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 text.
Creatures that live in fresh water

**Revise**
- Reread the Shared Writing text from Tuesday.
- Remind learners about features of a paragraph.
- Remind learners about water creatures/animals.

**Write**
- Tell learners this is an assessment.
- Learners write a paragraph about an animal that lives in fresh water.

**GROUP GUIDED READING**

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

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

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

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

**PERFORMING ARTS ASSESSMENT 1**

**Move like water creatures**
Observe half the learners as they perform the movements and record their progress.

**Warm up**
- Contrasting movements – learners run, skip, gallop.
- Use verbal signals ‘Freeze!’ and ‘Go!’

**Interpret**
- Call out the names of different water creatures: fish, frog, tadpole, crocodile, dragonfly, duck, kingfisher.
- Learners move appropriately.

**Cool down**
Learners lie still like crocodiles sleeping after a heavy meal.

**PHYSICAL EDUCATION ASSESSMENT 1**

**Activity stations**

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

**Observe and assess one group**
- Bounce a ball against the wall.
- Bounce a ball around obstacles.

**Cool down**
- Bounce a ball while marching on the spot.
LISTENING AND SPEAKING  
**Sing/recite**

If I were a crocodile
I’d flick my tail,
I’d snap my jaws,
I’d click my teeth,
And say ‘Hello!’

If I were a hoppy frog
I’d kick my legs,
I’d jump up high,
I’d catch a fly,
And say “Hello!”

If I were a swimming fish
I’d flap my tail,
I’d blow some bubbles,
I’d open my mouth,
And say ‘Hello!’

BEGINNING KNOWLEDGE/PSWB ASSESSMENT 3

**Keeping safe near rivers**

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

**Do the activity**
- Learners read and answer the questions.

**Marking:**
See page 122
**Marks:** 5

PHONICS

**[Heading]**

**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 reconstructed on Tuesday.
- Which word shows that this is still happening now? (carry)
- What would we say if this were in the past tense? (carried)

[Versioners: These questions are language specific and would need to be written about the sentence in each language. Focus on the present tense [this is simple present 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

**GROUP GUIDED READING**

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

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

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

**PERFORMING ARTS ASSESSMENT 1**

Move like water creatures  
Repeat the lesson from Wednesday. Observe the second half of the learners as they perform the movements. Record their progress.

Warm up  
- Contrasting movements – learners run, skip, gallop.  
- Use verbal signals ‘Freeze!’ and ‘Go!’

Interpret  
- Call out the names of different water creatures: fish, frog, tadpole, crocodile, dragonfly, duck, kingfisher, .  
- Learners move appropriately.

Cool down Learners lie still like crocodiles sleeping after a heavy meal.

**PHYSICAL EDUCATION ASSESSMENT 1**

Activity stations  
- Bounce a ball against the wall.  
- Bounce a ball around obstacles.

Warm up  
- Send each group to an activity station.

Observe and Assess one group  
- Bounce a ball while marching on the spot.

Cool down  
- Marking: See page 124  
  Marks: 5

Marking: See page 125  
Marks: 10
LISTENING AND SPEAKING Water power

The Orange River is the longest river in South Africa. It starts in Lesotho and flows through the Eastern Cape, the Free State and Northern Cape until it reaches the Atlantic Ocean on the border of South Africa and Namibia. The water is used in homes, for irrigation, and by industries, as well as to generate electricity. Eskom makes electricity at two dams on the Orange River:

- The Gariep Dam is South Africa’s biggest dam. It is 100 km long!
- The Vanderkloof Dam has the highest dam wall in the country.

Pairs Tell what you found out.

Share
- Ask a few learners to share with the class.
- Discuss and add information.

BEGINNING KNOWLEDGE Water power

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

For recovery timetable, replace this lesson with Group Guided Reading, while class writes answers in exercises book.

PHONICS Timed word reading

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

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

WRITING If I were a crocodile

Brainstorm
- Re-read the poem from Thursday (TG page 114) to the class.
- Brainstorm a list of other things a crocodile can do.

Write
- Learners choose words from the list and write a story titled “If I were a crocodile”.
**GROUP GUIDED READING**

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

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

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

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**CHECKING AND FEEDBACK**

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

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

---

**PHYSICAL EDUCATION ASSESSMENT 1**

**Activity stations**

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

**Observe and Assess one group**
- Bounce a ball while marching on the spot.
- Bounce a ball against the wall.
- Bounce a ball around obstacles.

**Cool down**

---

**TEACHER’S WEEKLY REVIEW**

This week, I have:
- taken in the LABs and commented on the Writing
- checked and corrected the other LAB pages and identified areas of concern or specific learners needing more assistance
- referred back to the Week Overview and identified any lesson I was not able to complete
- scanned my lap book and noted any children needing additional one-to-one teaching time or individual reading practice with me next week.

I have scheduled a time next week for:
- any class catchup or general feedback that is needed
- individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
Dams are walls of concrete that are built across rivers to block the flow of the river.

**EQUIPMENT FOR ACTIVITIES**
- Paper for posters – 1 piece per group
- Crayons, scissors, glue
- Equipment required for selected Physical Education activities
- World map
- Photocopies of relevant assessment activities (see TG pages XX-YY)
“Come children!” called the teachers, “On the bus!” They were going to the sea. It was a long drive.

The bus driver parked the bus next to the beach. All the children looked out of the windows. They were silent. “What can you see, children?” asked the teacher.

“It’s the SEA!” shouted the children. “There’s a ship!” shouted Ayanda, “just like on TV! Look, look – lots of ships!”

All the children jumped out. They all went to look for sea animals. First they examined the sand.

They saw small birds running in the shallow water. They saw crabs with lots of legs scuttling sideways and snails making trails in the wet sand.

They looked in little rock pools. They saw tiny fish flitting through the seaweed.

“Don’t touch the brown spiky things,” said the teacher, “they are sea urchins. Those spikes will hurt you.”

They saw orange things waving lots of arms. “Those are sea anemones,” said the teacher. “See how they pull all their arms in if something touches them.”

“All of these small things know how to keep safe,” said Sipho.

“Yes,” said the teacher “well done, Sipho! You have been watching carefully.”

The children ran to wet their feet in the waves.

“I’m going in the water!” Jakob shouted, “I learned to swim in the dam!” He ran into the waves. A big wave hit him. He fell over. His head went under the water.

A strong young woman in a red costume came running. She swam to Jakob. She gave him a float to hold. She pulled him out of the water. “He’ll be okay,” said the young woman. She was a lifeguard. Lifeguards are strong swimmers. They keep people safe at the beach.

They played games on the beach. They ate oranges. The teachers made sure they put the peels in the rubbish bins. Then it was time to go home.

The teachers counted the children to make sure they were that everyone was there. “All here!” said one teacher. “Thank goodness for the lifeguard,” said the other teacher, “we nearly lost one.”

“Who, me?” said Jakob, “I was just swimming.”

“Yes, Jakob,” said the teacher. She smiled.

Sipho couldn’t wait to tell Granny what happened at the beach.

VOCAB

<table>
<thead>
<tr>
<th>silent</th>
<th>not making any noise</th>
</tr>
</thead>
<tbody>
<tr>
<td>examined</td>
<td>looked very closely</td>
</tr>
<tr>
<td>lifeguard</td>
<td>someone who rescues swimmers who get into trouble</td>
</tr>
</tbody>
</table>
WEEK 8 • WATER CREATURES

READ-ALOUD
What happened at the beach
Before reading
• Who has been to the beach? Tell us about it.

Reading
• Read the story aloud with expression.

After reading
• What did the children see on the beach?
• Why did Jakob think he could swim in the sea?
• How could he have kept safe in the water?

BEGINNING KNOWLEDGE
Amazing facts about sea creatures
Prior knowledge
• Have you been to the beach. If so, what did you see? If not, what would you like to see?

Read
• Look at the grid together. Identify the sea creatures.
• Explain that each column tells you specific information about different sea creatures.
• Read the information about each of the animals/creatures.

Compare
• Compare the habitat, diet and amazing facts of the different creatures/animals.
• Which live in the deep sea? In rockpools? On the seashore?
• Which amazing fact is most interesting?

PHONICS
[LAB activity]
Introduce the sound
• Listen to and say the sound.
• Notice your mouth.

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

Pairs
Read the syllables and words.

Write
Write words for the pictures.

Read the sentence

READING
Rivers and dams in South Africa
Picture walk
• Who can you see in each picture? What is happening?

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

Comprehension
• On page 83 point to word that tells us what a dam wall is made of. (concrete)
• On page 84 point to the words that tell us where water from big dams goes. (cities)
• On page 85 point to the word that says what would happen in South Africa if there were no rivers. (we would not be able to live here)
• What would it be like to live in a desert?
WRITING  My news

Provide a topic for the news

Pairs: Use the My News frame on the back cover of the LAB to tell news briefly.

Learners write news in exercise books. Encourage them to use longer sentences and to provide details.

GROUP GUIDED READING

Handwriting and Independent Work

- Introduce this week’s independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.
- Call one GGR group a day for Reading and Comprehension Assessment.

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 one to two minutes.
- Ask questions to check understanding.

VISUAL ARTS  A sea creature

Discuss

- What sea creatures were in the read-aloud story?

Create

- Cut A4 pages into 4. Hand out.
- Learners draw and colour a sea creature: fish, whale, starfish, crab, shark, octopus.
- Save artwork to use in posters later in the week.

PHYSICAL EDUCATION  Introduction

Prepare

- Choose only two activities from page 5 for Tuesday and Thursday this week.
- Prepare the equipment.
- Divide the class into two groups for the week.

Introduce activity stations

- Show the equipment and explain the two activities for the week.
- Ask confident learners to demonstrate the activities.

Whole class activity

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

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
WELLBEING

Mindful me

- Learners sit cross legged with their hands cupped around their mouths.
- Take a deep breath and then exhale slowly, pretending to blow up a balloon.
- As you breathe out, grow your hands out and pretend you have a big balloon in your hands.
- Breathe normally and pretend to throw your balloon into the air.
- Talk about how breathing helps us to relax.

BEGINNING KNOWLEDGE ASSESSMENT 4

A poster about sea creatures

Prepare
- Divide learners into groups. They will receive a group mark.

Instructions
- Find out facts about three sea creatures. Use the information in the LAB, general knowledge, DBE workbook, library books, and so on.
- Plan a poster with a heading, drawings and written facts, and the pictures they drew on Monday.

Make the poster
- As a group, learners make their poster on a large piece of paper.
- They use the checklist on LAB page 96 to make sure they have done everything.
- Complete the activity during today's Visual Arts period.

PHONICS ASSESSMENT 1

Fill in the sounds

Dictate the sounds
Learners write sounds in the boxes as you say them.
1.  
2.  
3.  
4.  
5.  

Dictate the words
1.  
2.  
3.  
4.  
5.  

Take in books to mark

READING

Sentence making

Cut out
- Learners cut out the sentence strip on LAB page 129.

Read together
- What does the word ‘are’ tell us about the tense?
- Can you find a small sentence at the beginning of this long sentence?

Ask questions about sentence strip
- What? Dams
- Are what? are walls

- Of what? of concrete
- Do what? that are built
- Where? across rivers
- Why? to block
- What? the flow
- Of what? of the river

Learners cut off the words/ word groups
Jumble words then reconstruct the sentence.

Learners stick sentence into exercise books.
**TUESDAY**

**SHARED WRITING**

**Write a story**

**Introduction**
- Learners tell the story *What happened at the beach* in their own words.

**Show the writing frame**

**Brainstorm**
- Where did the class go?
- What did the children see?
- Who did something silly?
- What was it?
- What happened when they came home?
- How did they feel?

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

---

**GROUP GUIDED READING**

**Independent Work**
- Introduce this week’s independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.
- Call one GGR group a day for Reading and Comprehension Assessment.

**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 one to two minutes.
- Ask questions to check understanding.

---

**VISUAL ARTS**

**A poster about sea creatures**

**Group work**
- Learners complete the poster they began during the BK lesson. This is an integrated activity.

**Self-assess**
- Complete the rubric on LAB page 96.

**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**

---

*Our class went _______. We saw ___________.
He ___________.
When we came home ___________.
We felt ___________.*
LISTENING AND SPEAKING  preparation for poster presentations

Explain task
- This is preparation for an assessment activity.
- Each group will take a turn to present their poster about sea creatures to the rest of the class.
- Each learner will say two or three sentences about the poster.
- Each learner must give a different fact and point to the sea creature on the poster as they speak about it.

Groups prepare their presentation
- Presentations take place on Thursday and Friday.

BEGINNING KNOWLEDGE  Oceans

Prior knowledge
- Show class a map of the world.
- What does all the blue on the world map stand for? (the ocean)
- Ask learners to name any ocean they know.

Read the page
- This is a famous painting by the Japanese artist Hokusai. (can you see the boat?)
- Discuss the picture and read the text with the learners.

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

ABC  PHONICS  LAB Heading  [Sepedi/isiXhosa]

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

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

Pairs
- Read the syllables and words.

Write
- Write words for the pictures.

Read the sentence

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

READING  Rivers and dams

Read together
- Read the last three pages of Rivers and dams 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.
**REVISE**
- Remind learners about the format of a letter:
  - greeting
  - main idea
  - details
  - closing

**WRITE**
- Tell learners this is an assessment.

**A THANK YOU LETTER**
- They write a letter to their teacher to say thank you for an outing (real or imaginary).
- They say what they enjoyed the most, and one thing they learned.

**15 MIN**

**GROUP GUIDED READING**

**INDEPENDENT WORK**
- Introduce this week’s independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.
- Call one GGR group a day for Reading and Comprehension Assessment.

**30 MIN**

**READING AND COMPREHENSION ASSESSMENT 1**

**GROUP C**
- Learners whisper-read a story from their anthology.
- Call them one at a time to listen to them read.
- Listen to each child read for one to two minutes.
- Ask questions to check understanding.

**5 MIN + 30 MIN**

**PERFORMING ARTS**

**IMPROVISE**

**INTRODUCTION**
- Recap the story *What happened at the beach*.

**GROUPS**
- Learners improvise a short scene from the story. They can choose which section.
- Everyone must have a turn.
- Tomorrow they will perform these scenes for assessment.

**30 MIN**

**PHYSICAL EDUCATION ASSESSMENT 2**

**PLAY A GAME**
- Observe and assess half the learners during this lesson.

**CHOOSE A GAME**
- Select from Cat and Mouse, S.T.O.P or Wolf, wolf, what’s the time?

**EXPLAIN THE ACTIVITY**
- Tell learners the rules of the game you have selected.
- Check that they understand the rules by asking questions.
- Supply any equipment you might need.

**MODEL THE GAME**
- With a learner.

**PLAY THE GAME**
- Learners play the game.
- Observe and assess the learners.

**MARKING:**
- See page 121
- Marks: 5

**MARKING:**
- See page 119
- Marks: 10

**MARKING:**
- See page 125
- Marks: 10
LISTENING AND SPEAKING ASSESSMENT 2
Poster presentations
Assess half the groups today and half on Friday.

Explain task
- Each group takes a turn to bring their sea creatures poster to the front.
- Each learner in the group says two or three sentences about the poster, giving one fact that they learnt.
- Each learner needs to give a different fact. Point to the sea creature on the poster as they speak about it.
- Tell learners that this is an assessment and that they need to stand up straight and speak clearly and loudly.

BEGINNING KNOWLEDGE Safety near water
Prior knowledge
- What happened to Neo in the read-aloud story?

Discuss
- How can we keep ourselves safe when we are having fun at a river, dam or the sea?
- Talk about the importance of learning to swim.

PHONICS [Phonics activity heading from LAB]
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 reconstructed on Tuesday.
- Which words show that this is still happening now? (are, block)
- What would we say if this were in the past tense? (were, blocked)

[Versioners: These questions are language specific and would need to be written about the sentence in each language. Focus on the present tense (this is simple present tense. This same language convention is repeated in weeks 7 and 8)]
**GROUP GUIDED READING**

Handwriting and Independent Work
- Introduce this week’s independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.
- Call one GGR group a day for Reading and Comprehension Assessment.

**READING AND COMPREHENSION ASSESSMENT 1**

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

**READING AND COMPREHENSION ASSESSMENT 2**

Written comprehension
**Introduction**
- Tell the learners this is an assessment.

**Revision**
- Re-read the text *Rivers and dams in South Africa*.

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

**PERFORMING ARTS ASSESSMENT 2**

Perform a scene from the story
**Introduction**
- Remind learners about the scene they practised the previous day.

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

**PHYSICAL EDUCATION**

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

**Cool down**
**LISTENING AND SPEAKING**

**Oceans**

The biggest and deepest ocean is the Pacific Ocean. Australia is in the Pacific Ocean. The Atlantic Ocean is the next biggest, followed by the Indian Ocean. The Southern and the Arctic Oceans are the two smallest.

South Africa is bordered by the **Indian and Atlantic Oceans**. They meet at Cape Agulhas in the Western Cape. The **Indian Ocean is warmer** than the Atlantic Ocean.

Most of the salt in the ocean comes from? Rocks on the land. It gets into the sea from the rivers.

**Pairs** Tell what you found out.

**Class**
- Share and give more information. Show the oceans on a globe if possible.

**BEGINNING KNOWLEDGE**

**Oceans**

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

For recovery timetable, replace this lesson with Group Guided Reading, while class writes answers in exercise book.

**PHONICS ASSESSMENT 2**

**Dictation**

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

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

Marking:
See page 118
Marks: 5

**Five**
**words**
**to**
**be**
**supplied**

**WRITING**

**A class trip**

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

**Write**
- Learners write their own story about a class outing.
GROUP GUIDED READING

Handwriting and Independent Work
- Introduce this week’s independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.
- Call one GGR group a day for Reading and Comprehension Assessment.

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 one to two minutes.
- Ask questions to check understanding.

LISTENING AND SPEAKING ASSESSMENT 2

Poster presentations (continued)
Assess the remaining half of the groups.

Explain task
- Each group takes a turn to present their sea creatures poster to the front.
- Each learner in the group says two or three sentences about the poster, giving one fact that they learnt.
- Each learner needs to give a different fact. Point to the sea creature on the poster as they speak about it.
- Tell learners that this is an assessment and that they need to stand up straight and speak clearly and loudly.

PHYSICAL EDUCATION ASSESSMENT 2

Play a game (continued)
Observe and assess half the learners during this lesson.

Choose a game
Select from Cat and Mouse, S.T.O.P or Wolf, wolf what’s the time?

Explain the activity
- Tell learners the rules of the game you have selected.
- Check that they understand the rules by asking questions.
- Supply any equipment you might need.

Model the game with a learner.

Play the game
- Learners play the game.
- Observe and assess the learners.

TEACHER’S WEEKLY REVIEW

This week, I have:
- taken in the LABs and commented on the Writing
- checked and corrected the other LAB pages and identified areas of concern or specific learners needing more assistance
- referred back to the Week Overview and identified any lesson I was not able to complete
- scanned my lap book and noted any children needing additional one-to-one teaching time or individual reading practice with me next week.

I have scheduled a time next week for:
- any class catchup or general feedback that is needed
- individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
WEEK 9 OVERVIEW

Animal homes

PREPARATION

Flashcards

bee  beehive  pollen  nectar  honey

Sentence strip

The boys found a swallows’ nest under the roof at school.

INDEPENDENT WORK

1 Paired Reading LAB page 117
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

Lang eds, these are the same as for last version, please insert in all weeks

party  concert  school  pot  stew

EQUIPMENT FOR ACTIVITIES

- Crayons, markers, scissors, glue and poster paper.
- Equipment required for selected Physical Education activities
- Photocopies of relevant assessment activities (see TG pages XX-YY)
The boys, the girls and the swallows’ nest

Swallows are small birds. They fly a lot. They look for safe places to build nests. They build nests from mud.

The boys found a swallows’ nest under the roof at school. Jakob threw stones at it. “Look at that!” he said. “None of you can throw as hard as me!”

Sipho and Samson looked away but Amos said, “I can throw hard.” He picked up a stone and threw it. It hit the swallows’ nest. A piece of the nest fell down. The swallows flew around crying.

“Stop it, stop it!” shouted Lindi.

“Stop it now!” shouted Ayanda.

“Shall we call the teacher?” said Lindi quietly to Ayanda.

“They will say we are tell-tales, said Ayanda, and she started crying. The swallows and Ayanda cried so loudly that the teacher came out. She was very annoyed.

“Oh, no!” she said, “Who is breaking the swallows’ nest?” Jakob pointed at Amos. “He did it!” he said, “I saw him! He threw a stone and it hit the nest!”

“Amos?” said the teacher, “That’s not like you. I’m very disappointed. You are usually a kind boy. And all of you – do you know why swallows build their nests on our walls?”

“No,” said the children.

“They come to us because they want us to protect them. “Granny says swallows bring us good luck,” said Sipho, “especially if they fly into the house.”

“That’s true,” said Ayanda, “and it’s bad luck to break their nests. My uncle broke a swallows’ nest and the next day he stood on a beer bottle and cut his foot wide open.”

Amos was ashamed. “I want to look after the swallows,” he said. “I’m sorry I broke the nest.”

Every morning, the children ran to see the swallows and watch them bring mud in their beaks to mend their nest. Then the watched them put grass and feathers into the nest. “They are making a bed for their babies,” said the teacher, “just like your mums and grannies make beds for you. Now they will lay eggs.”

Before long, the swallows were taking flying ants into the nest. “The baby swallows have hatched!” shouted Amos. At break time he stayed next to the nest to make sure no one broke it.

Then one day the baby swallows flew out. Amos was very happy. “They are like my family now,” he said.

“Yes,” said Ayanda “and you looked after them, so you won’t have bad luck. My uncle still has a sore leg because he broke a swallow’s nest.”

VOCAB

tell-tale – a person who tells about bad things that other people have done
annoyed – another word for cross
hatched – came out of the egg
MONDAY

READ-ALOUD

The boys, the girls and the swallows’ nest

Before reading
• Ask learners if they have ever seen a swallows’ nest made of mud on a house or wall.

Reading
• Read the story aloud with expression.

After reading
• Why did Amos try to break the swallows’ nest?
• Why do swallows build their nests near people?
• Is it true that looking after swallows can bring good luck?

BEGINNING KNOWLEDGE

Prior knowledge
• What have we learnt about bees already this term?

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

Discuss these questions
• What are bees’ homes called? What is the honeycomb made of?
• What shape is the honeycomb? What do the bees keep in the honeycomb?

PHONICS

[LAB activity]

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

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

Pairs
• Read the syllables and words.

Write
• Write words for the pictures.

Read the sentence

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

READING

The boys, the girls and the swallows’ nest

Read the whole story to and with the learners

Comprehension
• On page 154 point to the words that tells us where the swallows’ nest was.
• On page 155 point to the words that tell us how people felt.
• On page 156 point to the word that tells us why swallows build their nest near people.
• On page 157 point to the word that tells us how Amos felt when the teacher was cross.
• On page 158 point to the word that means the same as ‘fix’.
• On page 159 point to the word that tells us the baby swallows came out of their eggs.
**WRITING**

**My news**

Provide a topic for the news

Pairs: Use the My News frame on the back cover of the LAB to tell news briefly.

Learners write news in exercise books. Encourage them to use longer sentences and to provide details.

**GROUP GUIDED READING**

Handwriting
- Demonstrate the three handwriting tasks for the week.
- Learners copy one of these tasks for 15 mins on 3 days a week.
- Remind learners to practise consistent letter formation, sizing, position on the line, slant and to identify their best letter.

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

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

**VISUAL ARTS**

**Hexagon poster**

Discuss
- Patterns using different tones of the same colour
- Thick and thin lines

Make patterns
- Copy and distribute the hexagon outlines (TG page 132)
- In groups, learners will make a hexagon poster.
- To prepare, they use markers or crayons to decorate their hexagons with patterns.
- Keep the page safe to complete on Tuesday.

**PHYSICAL EDUCATION**

**Introduction**

Prepare
- Choose four different activities from page 5 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.
- Ask confident learners to demonstrate the activities.

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

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
**WELLBEING**  Mindful me

- Learners sit comfortably with index fingers from both hands in front of their mouths.
- They breathe in to a count of five. Breathe out and at the same time roll their fingers around each other. Listen for the ‘swish’ sound.
- They open their eyes and tell each other how they feel.
- Talk about what the sound reminded them of.

---

**BEGINNING KNOWLEDGE**  Facts about bees

**Review**

- Review what learners know about bees – draw on knowledge from earlier in the term and what they learnt yesterday.

**Write**

- Write one fact about bees in each cell of the honeycomb.

**Share**

- Learners share their facts with a partner.

---

**PHONICS**  (Phonics activity heading from LAB)

**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 on LAB page 131.

**Read together**

- Why is there an apostrophe in the word ‘swallows’?
- What do we find at the end of the sentence?

**Ask questions about sentence strip**

- *Who?* The boys
- *Did what?* found
- *What?* a swallows’ nest
- *Where?* under the roof
- *Where?* at school.

**Learners cut off the words/word groups**

Jumble words then reconstruct the sentence.

**Learners stick sentence** into exercise books.
**SHARED WRITING**

**Write a story**

**Review**
- Review the story about the swallows’ nest.
- Learners take turns to tell the story in sequence.

**Brainstorm**
- What will the girls do? (try to break a spider’s web, stamp on an ants’ nest)
- What will the boys do?
- What will the teacher say?
- How will they fix the problem?

**Show the writing frame**
- title
- opening sentence
- sequence of events
- ending

**Shared writing**
- Use the writing frame and learners’ ideas.

---

**GROUP GUIDED READING**

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

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

**GGR: 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**

**Hexagon poster**

**Cut**
- Learners cut out their hexagons carefully, making sure to maintain the shape.

**Group work**
- In groups, learners fit their hexagon shapes together to make a pleasing pattern.
- They stick them onto a large piece of paper, leaving no gaps.

**Display**

---

**PHYSICAL EDUCATION**

**Activity stations**

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

**Cool down**

---

**For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.**
WEDNESDAY

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

**Question**
- How do you feel when you/others hurt a living creature? (a bird, an ant, a bee)

**Pairs**
- Discuss the question.

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

**BEGINNING KNOWLEDGE**  Animals that carry their homes

**Prior knowledge**
- Ask learners if they know any animals that carry their home with them. (snail, tortoise, limpet or mussel)

**Discuss and read**
- Discuss the picture and read the text to the learners.
- How will you find out the answer?
- Learners do research at home and bring answer on Friday.

**ABC PHONICS**  [LAB Heading]  [language specific]  [Sepedi/isiXhosa]

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

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

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

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

**Read the sentence**

**READING**  The boys, the girls and the swallows’ nest

**Read together**
- Read the story The boys, the girls and the swallows’ nest to and with the class.

**Read in groups**
- In groups of three, take turns to read two pages each.

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

Review background knowledge
• Discuss different animal homes.

Brainstorm vocabulary
• Names of animals: bee, swallow, ant
• Animal homes: hive, nest, anthill

Write
• Learners choose an animal and write four to five sentences about it and its home.
• Illustrate the paragraph.

Copy the pages
• Photocopy or give learners blank paper to copy their paragraph.
• Staple the pages to make a reference book for the book corner.

GROUP GUIDED READING

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

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

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

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

PERFORMING ARTS  Role play

Warm up
• Make the sounds of different animals we have learnt about: bee buzzing, birds calling, frog croaking, whale song.

Move in different ways
• Give different instructions: move like a bee returning to the hive, an ant scurrying back to the anthill with food, a bird flying back to the nest, a tortoise moving slowly home, a snail moving along the ground.

Cool down
• Move live birds returning to nest, settling down and going to sleep.

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

LISTENING AND SPEAKING  Sing/recite

The ants went marching two-by-two
looking for food,
looking for food.
They found some leaves,
some seeds,
some crumbs
they took it home
they took it home.

Marching to the anthill
two-by-two
two-by-two.

Getting ready for winter
safe in their anthill.

To store the food in
the anthill
under the ground
under the ground.

BEGINNING KNOWLEDGE  Be kind to living creatures

Prior knowledge
• What did Amos learn about being kind to the swallows?
What did he do?

Think - pair- share
• Think of ways of being kind to animals/creatures.
• Ask different learners to write the ideas on the board.

PHONICS  [Heading]  [Phonics activity heading from LAB]

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 reconstructed on Tuesday.
• Which words tell us where the nest was (under the roof)
• What other words like under could we use? (on, next to, below, etc.)

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

Revision
- Re-read the story *The boys, the girls and the swallows’ nest*.

Answer the questions
- Check answers together

**GROUP GUIDED READING**

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

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

**GGR: 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**  Singalong

Warm up the voice
- Make different sounds using your tongue, lips and by moving your jaw.

Sing
- Choose a traditional or popular song.
- Learners sing it with actions and dynamics (loud/soft, fast/slow).

Cool down
- Learners hum the song through closed lips.

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.

**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
Tortoises are very ancient creatures. They have been around for over 200 million years. Most tortoises live a very long time. Tortoises that are more than 100 years old are found in many places. In Durban, there is a tortoise who is more than 110 years old. His name is Admiral and he lives in the Mitchell Park Zoo. Some kinds of tortoises can grow very big. In the Seychelles, there are giant tortoises that weigh more than 400 kg and are 1.3 metres long.

Pairs Tell what you found out.

Class
• Share and give more information.

Animals that carry their homes

Write and draw what you found out
• Write one thing you learned.
• Draw a picture.

Timed word reading

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

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

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

Write
• Learners write a similar story, using the writing frame from Tuesday.
GROUP GUIDED READING

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

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

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

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

Cool down

TEACHER’S WEEKLY REVIEW

This week, I have:
- taken in the LABs and commented on the Writing
- checked and corrected the other LAB pages and identified areas of concern or specific learners needing more assistance
- referred back to the Week Overview and identified any lesson I was not able to complete
- scanned my lap book and noted any children needing additional one-to-one teaching time or individual reading practice with me next week.

I have scheduled a time next week for:
- any class catchup or general feedback that is needed
- individual, one-to-one teaching, e.g. when the class is busy, or early in the morning.

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
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.

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.

READING

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

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.

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.
BEGINNING KNOWLEDGE AND 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.

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.

PHYSICAL EDUCATION

- Play traditional games.
- Have a sports day, where teams compete against each other. Do activities from the term.
### ASSESSMENT PLAN, TERM 2

- Suggested photocopyable tasks for formal assessment in weeks 6–8 are at the end of this Teacher’s Guide.
- 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.
- Assessment procedures and marking criteria follow in this teacher’s guide.

#### Formal Assessment Term 2 Week 6

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Resource</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Writing 1: Write news</td>
<td>EXERCISE BOOKS</td>
<td>TG p. 69</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Listening and Speaking 1: Listen to story with enjoyment</td>
<td>ORAL</td>
<td>TG p. 70, 72, 74</td>
</tr>
<tr>
<td>Tuesday – Thursday</td>
<td>Beginning Knowledge 1: Classify wild animals</td>
<td>TG p. 126</td>
<td>TG pp. 70</td>
</tr>
<tr>
<td>Friday</td>
<td>Writing 2: Write a story Handwriting 1</td>
<td>EXERCISE BOOKS</td>
<td>TG p. 76</td>
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#### Formal Assessment Term 2 Week 7

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<th>Day &amp; Day</th>
<th>Activity</th>
<th>Resource</th>
<th>Page(s)</th>
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<tbody>
<tr>
<td>Monday &amp; Tuesday</td>
<td>Visual Arts 1: Construct a crocodile from recycled materials</td>
<td>PRACTICAL</td>
<td>TG pp. 81 &amp; 83</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Beginning Knowledge 2: Match animals to descriptions</td>
<td>TG p. 128</td>
<td>TG p. 82</td>
</tr>
<tr>
<td>Tuesday – Friday</td>
<td>Physical Education 1: Perceptual motor and co-ordination</td>
<td>PRACTICAL</td>
<td>TG pp. 83, 85, 87 &amp; 89</td>
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<tr>
<td>Wednesday</td>
<td>Writing 3: Write a paragraph</td>
<td>EXERCISE BOOKS</td>
<td>TG p. 85</td>
</tr>
<tr>
<td>Wednesday &amp; Thursday</td>
<td>Performing Arts 1: Movement</td>
<td>PRACTICAL</td>
<td>TG p. 85</td>
</tr>
<tr>
<td>Thursday</td>
<td>Beginning Knowledge 3: Keeping safe</td>
<td>TG p. 129</td>
<td>TG p. 86</td>
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#### Formal Assessment Term 2 Week 8

<table>
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<th>Day – Day</th>
<th>Activity</th>
<th>Resource</th>
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<tbody>
<tr>
<td>Monday – Friday</td>
<td>Reading and Comprehension 1: Oral reading</td>
<td>ORAL</td>
<td>TG p. 93, 95, 97, 99 &amp; 101</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Beginning Knowledge 4: Poster about sea creatures Phonics 1: Write sounds</td>
<td>LAB p. 96</td>
<td>TG p. 94, 95</td>
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<tr>
<td></td>
<td></td>
<td>TG p. 130</td>
<td>TG p. 94</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Writing 4: Write a thank-you letter Physical Education 2: Sports and games</td>
<td>EXERCISE BOOKS</td>
<td>TG p. 97</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PRACTICAL</td>
<td>TG p. 97, 101</td>
</tr>
<tr>
<td>Thursday &amp; Friday</td>
<td>Listening and Speaking 2: Present group poster</td>
<td>ORAL</td>
<td>TG p. 98 &amp; 101</td>
</tr>
<tr>
<td>Thursday</td>
<td>Reading and Comprehension 2: Written comprehension Performing Arts 2: Perform a scene</td>
<td>TG p. 131</td>
<td>TG p. 99</td>
</tr>
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<td></td>
<td></td>
<td>PRACTICAL</td>
<td>TG p. 99 &amp; 100</td>
</tr>
<tr>
<td>Friday</td>
<td>Phonics 2: Dictation</td>
<td>EXERCISE BOOKS</td>
<td>TG p. 100</td>
</tr>
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</table>

### MARK SHEETS TERM 2

Use this QR code to download mark sheets for the assessment activities.

![Funda Wande mark sheets QR code](QR_code_image)
### LISTENING AND SPEAKING Assessment rubrics and checklists

#### LISTENING AND SPEAKING Formal Assessment Activity 1: Listen to a story with enjoyment  
(Week 6 Tuesday/Wednesday/Thursday) TG pages 70, 72, 74  
<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>
| • Retells the story of *How Zebra got his stripes* in sequence with beginning, middle and end  
• Answers lower order questions correctly  
• Answers higher order questions with reasons | Struggles to retell the story in sequence and struggles to answer lower order questions correctly | Retells the beginning of the story and answers one or two of the questions | Retells the beginning and middle of the story in sequence and answers all lower order questions | Retells the beginning, middle and ending of the story and answers all lower order and some higher order questions | Retells the whole story in sequence with beginning, middle and end and answers both lower and higher order questions confidently |

#### LISTENING AND SPEAKING Formal Assessment Activity 2: Present group poster  
(Week 8 Thursday/Friday) TG pages 98, 101  
<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>
| • Presents 2–3 sentences describing 1 fact about a sea creature  
• Indicates the correct sea creature on the poster  
• Posture: stands up straight and looks at the audience  
• Voice projection: clear and audible | Talks about the topic in only 2–3 words. Does not refer to the poster. Posture and voice projection are poor. | Talks about the topic in 2 sentences using the poster. Posture and voice projection are weak. | Talks about the topic in 3 sentences using the poster. Posture and voice projection are adequate. | Talks about the topic in 3 excellent sentences using the poster. Posture and voice projection are excellent. |

#### CLASSROOM OBSERVATION (Weeks 1–9)  
<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>
| 1. Listens to stories with enjoyment  
2. Retells stories that are read or told  
3. Tells own stories confidently and in sequence  
4. Participates and contributes actively in story lessons  
5. Answers questions about the story that is read or told | Fulfils 1 criterion | Fulfils 2 criteria | Fulfils 3 criteria | Fulfils 4 criteria | Fulfils 5 criteria |

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

Total 20 marks
## PHONICS Assessment rubrics and checklists

### PHONICS Formal Assessment Activity 1: Write sounds
(Week 8 Tuesday)
TG page 94 (Copy TG page 130)

1 mark for each correct answer:
1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

*versioners insert the 5 sounds you will test and the 5 completed words. Numbered 1-10 (See phonics ms).*

### PHONICS Formal Assessment Activity 2: Dictation
(Week 8 Friday)
TG page 100 (Copy TG page 131)

1 mark for each correct word:
1. 
2. 
3. 
4. 
5. 

*versioners insert the 5 words you will test Numbered 1-5. (See phonics ms).*

### CLASSROOM OBSERVATION
(Weeks 1–9)

<table>
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<tr>
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<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Builds words using phonics taught (LAB activities)</td>
<td>Fulfils 1 criterion</td>
<td>Fulfils 2 criterion</td>
<td>Fulfils 3 criterion</td>
<td>Fulfils 4 criterion</td>
<td>Fulfils 5 criterion</td>
</tr>
<tr>
<td>2. Reads words using phonics taught</td>
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<tr>
<td>3. Uses invented spelling in writing</td>
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<tr>
<td>4. Spells words correctly in dictation activities</td>
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</tr>
<tr>
<td>5. Shows increasing fluency (accuracy and speed) in timed word reading</td>
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</tr>
</tbody>
</table>

Total 20 marks
# ASSESSMENTS

## READING AND COMPREHENSION Assessment rubrics and checklists

### READING AND COMPREHENSION Formal Assessment Activity 1: Oral reading (GGR)
(Week 8 Monday to Friday) TG pages 93, 95, 97, 99, 101  
<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>4</th>
<th>6</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reads aloud to teacher for 1–2 minutes</td>
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<tr>
<td>• Uses visual cues for prediction</td>
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</tr>
<tr>
<td>• Recognises sight words and decodes words using phonics and contextual analysis</td>
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</tr>
<tr>
<td>• Reads fluently and with expression</td>
<td></td>
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</tr>
<tr>
<td>• Responds to at least 3 questions (both lower- and higher-order questions)</td>
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</tr>
<tr>
<td>• Is able to identify characters and setting</td>
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</tr>
<tr>
<td>Unable to predict the story from visual cues. Reads from own book a text of 1–2 lines with support from the teacher. Is unable to answer any questions or identify characters</td>
<td></td>
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</tr>
<tr>
<td>Partially predicts the story from visual cues. Reads word by word a text of 3–4 lines and responds correctly to 1–2 lower-order questions or identifies setting</td>
<td></td>
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</tr>
<tr>
<td>Can predict most of the story from visual cues. Reads aloud from own book a text of 5–6 lines and responds correctly to 3 lower-order questions. Can identify characters and setting</td>
<td></td>
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<tr>
<td>Can predict the story from visual cues. Reads fluently from own book a text of 7–8 lines and responds correctly to 3 questions, both lower- and higher-order. Can identify characters and setting</td>
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</tr>
<tr>
<td>Can predict the story from visual cues. Reads fluently and with expression from own book a text of more than 10 lines and responds correctly to 3 questions, both lower- and higher-order. Can give details about characters and setting</td>
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</tbody>
</table>

### READING AND COMPREHENSION Formal Assessment Activity 2: Written comprehension
(Week 8 Thursday) TG page 99 (Copy TG page 131)  
1 mark for each correct answer:  
1. Rivers – fresh, yes; Dams – fresh, yes (4 marks)  
2. concrete, rocks and earth (2 marks)  
3. the government, farmers (2 marks)  
4. Learners’ own answer (2 marks)

### CLASSROOM OBSERVATION (Weeks 1–9)  
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
<td>Fulfils 1 criterion</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils 5 criteria</td>
</tr>
<tr>
<td>1. Listens attentively and asks and answers questions during Shared Reading</td>
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<tr>
<td>2. Identifies words/word groups during Sentence Making and is able to cut the correct words out</td>
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<tr>
<td>3. Is able to re-assemble the sentence correctly without assistance</td>
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<tr>
<td>4. Reads the story in small groups and independently</td>
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<tr>
<td>5. Records vocabulary from the story in the personal dictionary</td>
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</tbody>
</table>

<p>| Total | 25 marks |</p>
<table>
<thead>
<tr>
<th>HANDWRITING Assessment rubrics and checklists</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HANDWRITING Formal Assessment Activity 1</strong></td>
</tr>
<tr>
<td>(Week 6 Friday)</td>
</tr>
<tr>
<td>TG page 77 (Copy TG page 127)</td>
</tr>
<tr>
<td>The learner:</td>
</tr>
<tr>
<td>1. Writes 2–3 short sentences paying attention to directionality, correct letter formation of both upper- and lower-case letters, size and spacing within lines</td>
</tr>
<tr>
<td>2. Uses punctuation marks, e.g. full stops, question marks, commas, inverted commas, exclamation marks correctly</td>
</tr>
<tr>
<td>3. Writes the words on the lines</td>
</tr>
<tr>
<td>Needs support to write 1 short sentence with punctuation.</td>
</tr>
<tr>
<td>Writes 1 short sentence with correct letter formation, spacing between words and size of letters are not observed.</td>
</tr>
<tr>
<td>Writes 2 short sentences with punctuation paying attention to letter formation and observing spacing between words.</td>
</tr>
<tr>
<td>Writes 3 and more short sentences with punctuation paying careful attention to correct letter formation, size and observing spacing between words.</td>
</tr>
</tbody>
</table>

| **CLASSROOM OBSERVATION**                      |
| (Weeks 1–9)                                    |
| The learner:                                   |
| 1. Holds pencil and positions writing materials correctly |
| 2. Forms 26 lower- and upper-case letters correctly |
| 3. Writes and uses punctuation marks: full stops, question marks, commas |
| 4. Writes words with correct spacing between letters and words |
| 5. Copies and writes two or more sentences legibly |
| Fulfils 1 criterion                            |
| Fulfils 2 criteria                             |
| Fulfils 3 criteria                             |
| Fulfils 4 criteria                             |
| Fulfils 5 criteria                             |

Total 10 marks
**WRITING Assessment rubrics and checklists**

**WRITING Formal Assessment Activity 1: Write news**  
*(Week 6 Monday)*  
*TG page 69*  
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>The learner:</td>
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<tr>
<td>• Writes one paragraph (at least five sentences) on personal experiences or an event</td>
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<tr>
<td>• Uses capital letters (at the beginning of a sentence and for proper names) and correct punctuation (full stops, commas, apostrophe)</td>
<td>Struggles to write 1 sentence of own news and does not use any punctuation</td>
<td>Attempts to write 2 sentences of own news but uses capital letters incorrectly</td>
<td>Writes 3 sentences of own news using capital letters and full stops</td>
<td>Writes 4 sentences of own news in paragraph format using capital letters, full stops and correct grammar and spelling</td>
<td>Writes 5 sentences of own news in a paragraph format using capital letters, full stops and correct grammar and spelling</td>
</tr>
</tbody>
</table>

**WRITING Formal Assessment Activity 2: Write a story**  
*(Week 6 Friday)*  
*TG page 76*  
<table>
<thead>
<tr>
<th></th>
<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
<td></td>
<td></td>
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</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>
<td>Attempts to complete the writing frame but vocabulary is limited. Uses some correct punctuation. Drawing relates partially to the story</td>
<td>Completes the writing frame but vocabulary is limited. Uses some correct punctuation. Drawing relates partially to the story</td>
<td>Completes the writing frame adequately, but vocabulary is limited. Uses most correct punctuation. Drawing relates to the story</td>
<td>Completes the writing frame using original ideas and rich vocabulary, correct punctuation and an appropriate drawing</td>
</tr>
</tbody>
</table>

**WRITING Formal Assessment Activity 3: Write a paragraph**  
*(Week 7 Wednesday)*  
*TG page 85*  
<table>
<thead>
<tr>
<th></th>
<th>1</th>
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<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Writes a paragraph about fresh water creatures using the writing frame</td>
<td>Struggles to complete the writing frame independently. Drawing is not related to the topic. Tenses are confused</td>
<td>Attempts to complete the writing frame. Tense is not clear. Drawing relates partially to the topic. Tenses are confused</td>
<td>Completes the writing frame but vocabulary is limited. Uses correct tense. Drawing relates partially to the topic</td>
<td>Completes the writing frame adequately, using interesting vocabulary. Uses present tense correctly. Drawing relates to the topic</td>
<td>Completes the writing frame using original ideas and rich vocabulary, correct punctuation and an appropriate drawing</td>
</tr>
</tbody>
</table>

**WRITING Formal Assessment Activity 4: Write a letter**  
*(Week 8 Wednesday)*  
*TG page 97*  
<table>
<thead>
<tr>
<th></th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Writes a thank you letter using the writing frame</td>
<td>Struggles to complete the writing frame independently. The letter is not related to the topic. Greetings are not correctly used</td>
<td>Attempts to complete the writing frame. The letter is partially related to the topic. Greetings are correctly used</td>
<td>Completes the writing frame and the letter is partly related to the topic. Greetings are correctly used</td>
<td>Completes the writing frame adequately, using interesting vocabulary. The letter is related to the topic. Greetings are correctly used</td>
<td>Completes the writing frame using original ideas and rich vocabulary. The topic is related to the topic and greetings are used correctly</td>
</tr>
</tbody>
</table>

**Total**  
|  | 25 marks |
## Assessments

### Life Skills Assessments

**BK AND PSWB Assessment rubrics and checklists**

### BK/PSWB Formal Assessment Activity 1: Classify wild animals (Week 6 Tuesday)

**TG page 70 (Copy TG page 126)**

<table>
<thead>
<tr>
<th>1 mark for each correct answer:</th>
<th>10 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carnivores: lion, wild dog, mongoose (3 marks)</td>
<td></td>
</tr>
<tr>
<td>Omnivores: ant, baboon, ostrich (3 marks)</td>
<td></td>
</tr>
<tr>
<td>Herbivores: elephant, giraffe, hippo, tortoise (4 marks)</td>
<td></td>
</tr>
</tbody>
</table>

### BK/PSWB Formal Assessment Activity 2: Match animals to descriptions (Week 7 Tuesday)

**TG page 82 (Copy TG page 128)**

1 mark for each correct answer:  
- tadpole – 3; crocodile – 5; otter – 4; dragonfly – 2; fish – 1

### BK/PSWB Formal Assessment Activity 3: Keeping safe (Week 7 Thursday)

**TG page 86 (Copy page 129)**

1 mark for each correct answer:
1. yes  
2. no  
3. current  
4. Learners’ own answer (2 marks)

### BK/PSWB Formal Assessment Activity 4: Poster about sea creatures (Week 8 Tuesday)

**LAB page 96, TG page 94-95**

10 marks

Assess (for 5 marks)
- Content, illustrations, captions
- Use of language
- Design and layout of the poster

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustrations, photos, captions, drawings and other resources are not relevant to the topic. No design and layout. Space not utilised. Language is poorly used with grammar and spelling errors</td>
<td>Some illustrations, photos, captions, drawings and resources are relevant to the topic. Poor or no design and layout. Space not utilised. Limited language and spelling errors</td>
<td>A number of illustrations, photos, captions, drawings and resources support the topic. Limited design and layout lacking coherence. Space utilised satisfactorily. Language and spelling adequate</td>
<td>Most illustrations, photos, captions, drawings and resources support the topic. Promising design and layout but lacking coherence. Space utilised satisfactorily. Correct, appropriate and descriptive language used without any errors</td>
<td>All illustrations, photos, captions, drawings and resources support the topic. Overall design, use of colour and resources support the message. Excellent appropriate and descriptive language without any errors</td>
</tr>
</tbody>
</table>

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

**5 marks**

The learner:

1. Listens attentively during lessons  
2. Participates in discussions  
3. Takes turns and shares  
4. Discusses own feelings and thoughts  
5. Is considerate of other learners

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

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

**5 marks**

The learner:

1. Follows instructions  
2. Uses initiative when completing activities  
3. Contributes own ideas to discussions  
4. Gives an opinion on the theme topics, e.g. Why are class rules important?  
5. Shows evidence of research in the Find Out activities

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

Total 40 marks
### VISUAL ARTS Assessment rubrics and checklists

#### VISUAL ARTS Formal Assessment Activity 1: Construct a crocodile from recycled materials  
(Week 7 Monday/Tuesday)  
TG page 81, 83  

<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>• Plan a model using recycled egg boxes</td>
<td>Poor plan. Did not construct a model properly. Struggled to follow instructions or work with a partner</td>
<td>Weak plan. Model was untidy and does not look realistic. Followed some instructions. Struggled to work with a partner</td>
<td>Adequate plan. Model was neat and looked reasonably realistic. Followed most instructions and worked adequately with partner</td>
<td>Good plan. Model was neat and realistic. Followed instructions and worked with partner</td>
<td>Plan was well conceptualised. Model was neat and realistic with textured surface. Followed instructions and worked well with partner</td>
</tr>
<tr>
<td>• Construct a crocodile</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Paint the model adding texture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Follow instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Work with a partner</td>
<td></td>
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</tbody>
</table>

#### Classroom observation  
(Weeks 1–9)  

<table>
<thead>
<tr>
<th>The learner is able to:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete all activities</td>
<td>1 criterion fulfilled successfully</td>
<td>2 criteria fulfilled successfully</td>
<td>3 criteria fulfilled successfully</td>
<td>4 criteria fulfilled successfully</td>
<td>All 5 criteria fulfilled successfully</td>
</tr>
<tr>
<td>2. Show evidence of planning before executing the activities</td>
<td></td>
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<tr>
<td>3. Successfully use tools – scissors, paintbrushes, crayons, kokis, glue, etc.</td>
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<tr>
<td>4. Follow instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Show evidence of enjoyment and creativity</td>
<td></td>
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</tr>
</tbody>
</table>

**Total**  
15 marks
### ASSESSMENTS

#### LIFE SKILLS

### PERFORMING ARTS Assessment rubrics and checklists

<table>
<thead>
<tr>
<th>Performing Arts Formal Assessment Activity 1: Movement (Week 7 Thursday) TG page 85, 87</th>
<th>5 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner is able to:</td>
<td>1</td>
</tr>
<tr>
<td>• Follow instructions</td>
<td>Does not follow instructions independently and is unable to perform movements with any confidence. Is unable to use imagination when interpreting movements</td>
</tr>
<tr>
<td>• React to commands</td>
<td></td>
</tr>
<tr>
<td>• Perform locomotor and non-locomotor movements, e.g. skip, gallop, run</td>
<td></td>
</tr>
<tr>
<td>• Use imagination to interpret movements, e.g. waddle like a duck</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performing Arts Formal Assessment Activity 2: Perform a scene (Week 8 Thursday) TG page 99, 100</th>
<th>5 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner is able to:</td>
<td>1</td>
</tr>
<tr>
<td>• Work with a group to select a scene</td>
<td>Does not contribute any ideas to the group. Does not act or speak in the scene</td>
</tr>
<tr>
<td>• Select characters</td>
<td></td>
</tr>
<tr>
<td>• Role-play the scene in sequence</td>
<td></td>
</tr>
<tr>
<td>• Use clear dialogue</td>
<td></td>
</tr>
<tr>
<td>• Use appropriate actions</td>
<td></td>
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<tr>
<td>• Speak clearly and with appropriate volume</td>
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</tr>
</tbody>
</table>

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

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

**Total** 15 marks
### PHASES EDUCATION Assessment rubrics and checklists

#### Physical Education Formal Assessment Activity 1: Perceptual motor and co-ordination
(Week 7 Tuesday–Friday)  
TG page 83, 85, 87, 89  
10 marks

<table>
<thead>
<tr>
<th>The learner is able to demonstrate:</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></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>• Co-ordination</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>• Following instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Does not follow instructions</td>
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<td>10</td>
</tr>
<tr>
<td>Unable to control or bounce the ball at all</td>
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<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Attempts to follow some instructions. Can only control and bounce the ball occasionally</td>
<td></td>
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<td>10</td>
</tr>
<tr>
<td>Follows instructions most of the time. Controls and bounces the ball about half of the time</td>
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</tr>
<tr>
<td>Follows instructions well. Controls and bounces the ball most of the time</td>
<td></td>
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</tr>
<tr>
<td>Follows instructions well. Controls and bounces the ball accurately throughout the activity</td>
<td></td>
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<td>10</td>
</tr>
</tbody>
</table>

#### Physical Education Formal Assessment Activity 2: Sports and games
(Week 8 Wednesday, Friday)  
TG page 97, 101  
10 marks

<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>• Follow instructions</td>
<td></td>
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<td>10</td>
</tr>
<tr>
<td>• Understand the rules of the game</td>
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<tr>
<td>• Participate actively in the game</td>
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</tr>
<tr>
<td>• Co-operate with other learners</td>
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<td>10</td>
</tr>
<tr>
<td>Is unable to follow the instructions. Does not understand the rules or participate in the game. Unable to work with others</td>
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<td>10</td>
</tr>
<tr>
<td>Follows some of the instructions and attempts to follow the rules and participate in the game. Co-operation with others needs attention</td>
<td></td>
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<td>10</td>
</tr>
<tr>
<td>Follows most of the instructions. Knows most of the rules and participates in the game. Is able to co-operate with other learners</td>
<td></td>
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<td>10</td>
</tr>
<tr>
<td>Follows all instructions. Knows the rules and participates in the game. Co-operates adequately with others</td>
<td></td>
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<td>10</td>
</tr>
<tr>
<td>Follows all instructions very well. Knows the rules and participates fully in the game. Excellent co-operation with others</td>
<td></td>
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<td>10</td>
</tr>
</tbody>
</table>

#### Classroom Observation
(Weeks 1–9)  
10 marks

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>
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<tr>
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<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

125
What do they eat?

Sort the animals. Write their names.

Carnivore: lion, wild dog

Omnivore: elephant, giraffe, baboon

Herbivore: mongoose, hippo, ant, tortoise, ostrich
Don’t be scared

Copy what the Lion said.

“Don’t be frightened, little girl.
I love my hair, just like you.
If you don’t hurt me,
I won’t hurt you!”
Fresh water creatures

Match the names and the information.

- **tadpole**
  - It can be found in both salt and fresh water. Big ones sometimes eat little ones.

- **crocodile**
  - It is an insect. It hatches underwater. The adult hovers as it flies.

- **otter**
  - It is a mammal. It catches fish in rivers and dams, but it eats them on land.

- **dragonfly**
  - It is a young frog. It lives in the water all the time. As it grows, it develops legs.

- **fish**
  - It lives mostly in rivers. It eats other animals. It likes to sleep on sandy river banks in the sun.
Keeping safe near rivers

Read and answer the questions.

Be very careful when you play near a river. If you fall in, the current can carry you away. Rivers sometimes flow very quickly and there are often rocks and other things hidden below the surface. It is dangerous even if you are a good swimmer.

1. You need to be careful when you play near a river.
   Yes ○ No ○

2. It is safe to swim in a river if you are a good swimmer.
   Yes ○ No ○

3. You can be washed away by the _________.
   current ○ rocks ○ swimmer ○

4. Write one sentence to say why it is important to be safe near rivers.
   ____________________________________________
Write the sounds.

1 2 3 4 5

Fill in the sounds.

1 g e r m

2 d f

3 d f

4 m r

5 l f

6 l f
Comprehension

Read Rivers and dams in South Africa.
Tick the correct answers.

1. The water in rivers is ___________.
   - ○ fresh
   - ○ salty

2. Rivers in South Africa can flow into ___________.
   - ○ The Atlantic Ocean
   - ○ The Indian Ocean
   - ○ other rivers

3. Dams are made from ___________.
   - ○ sand
   - ○ concrete
   - ○ rocks and earth

4. Dams are built by ___________.
   - ○ the government
   - ○ teachers
   - ○ farmers

5. Why are dams and rivers important?

________________________________________