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*Indicates LAB page

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<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tr>
<td>10 min</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Admin Period: Register/calendar/ birthdays/announcements</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>1h 30 min</strong></td>
<td></td>
<td></td>
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<td>MATHS BLOCK</td>
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<table>
<thead>
<tr>
<th>1h 35 min</th>
<th>LITERACY BLOCK</th>
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<td><strong>15 min</strong></td>
<td>Oral: News</td>
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<td></td>
<td>Oral: Listening and Speaking</td>
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<td>Oral: Listening and Speaking</td>
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<td></td>
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**TRANSITION:** sharpen pencils, hand out books, hand exercises

<table>
<thead>
<tr>
<th>10 min</th>
<th>*Phonics</th>
<th>*Phonics</th>
<th>*Phonics</th>
<th>*Phonics</th>
<th>*Phonics</th>
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<tbody>
<tr>
<td></td>
<td>A. TWR</td>
<td>B. Dictation</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>10 min</th>
<th>*Handwriting</th>
<th>Handwriting</th>
<th>Handwriting</th>
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**TRANSITION:** Action rhyme/song

<table>
<thead>
<tr>
<th>15 min</th>
<th>Reading: Teacher Read aloud</th>
<th>Shared Reading: Comprehension</th>
<th>Shared Reading: Vocabulary</th>
<th>Shared Reading: A. Language B. Fluency practice*</th>
<th>Reading: Independent work review</th>
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<table>
<thead>
<tr>
<th>15 min</th>
<th>EFAL</th>
<th>*Writing: Comprehension</th>
<th>*Writing: Vocabulary</th>
<th>*Writing: Language</th>
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**TRANSITION:** Stretch and shake. Group moves to mat for GGR

<table>
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<tr>
<th>15 min</th>
<th>GGR</th>
<th>GGR</th>
<th>GGR</th>
<th>GGR</th>
<th>GGR</th>
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<table>
<thead>
<tr>
<th>15 min</th>
<th>GGR</th>
<th>GGR</th>
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|--------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|

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**TRANSITION:** breathing exercise, hand out materials

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**TRANSITION:** Change clothes, move outside, provide equipment

<p>| 25 min | PE set up (30 min) | PE Activity stations | PE Activity stations | PE Activity stations | PE Activity stations |</p>
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<td>The crowned crane</td>
<td>A night I will never forget</td>
<td>The big day – a story in four parts about soccer match safety</td>
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<td>Pollution</td>
<td>Children can make a difference to the environment</td>
<td>The Umgeni River</td>
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<td>Pollution</td>
<td>The magic fruit tree</td>
<td>The Umgeni River</td>
<td>Trees for the planet: for climate change, for paper, for medicine, for food</td>
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<td>Things in the museum</td>
<td>The shoemaker</td>
<td>Objects then and now: shoes, cars, clothes, electricity</td>
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<td>Letters from the past: headrest, Benin Bronzes, beadwork, clay pots</td>
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<tr>
<td>Thurs–Fri</td>
<td>Writing 2: Dream story</td>
<td>EXERCISE BOOK</td>
<td>TG page 118, 120</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>Handwriting 1: Cursive Lower case &amp; joins</td>
<td>LAB page 153</td>
<td>TG page 120</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>Phonics 2: Dictation</td>
<td>LAB page 169</td>
<td>TG page 120</td>
<td></td>
</tr>
</tbody>
</table>
The Funde Wande Programme integrates Home Language Literacy with Life Skills. It does this through using common themes and integrated lesson plans and recycling key vocabulary.

**Why?**
- Enhances and adds depth to both subjects.
- Ensures all language skills are learnt in the meaningful context of a relevant topic.
- Simultaneously deepens content and concept knowledge of Life Skills topic.
- Broadens, deepens and recycles key vocabulary.
- Deeper understanding of concepts and how they are connected to each other improves reading comprehension and overall academic competence.
- All learning is deeper, more meaningful and more relevant.

**How?**
- The teacher researches the topics outlined in the curriculum to ensure new learning is not superficial.
- She understands the key concepts involved and the outcomes or purpose of the topic.
- The topic is introduced in a Life skills lesson, either orally or using a non-fiction reading text.
- Read aloud, shared reading and independent reading texts, linked to the topic, are provided for reading practice.
- Life skills lessons further develop new concepts, new vocabulary and skills linked to the topic.
- Literacy lessons further develop oral, reading, writing and language skills in this context.
- Reading and writing activities in both subjects recycle and reinforce new vocabulary.

**INTEGRATED LEARNING CYCLE**

1. Teacher deepens own knowledge of topic by doing research.
2. Teacher follows the lesson plans built around the topic.
3. In Life Skills new concepts, skills and vocabulary taught.
4. In Literacy, children read texts linked to the topic. All language work is based on these texts.
5. In both subjects important concepts and vocabulary are recycled and reinforced.
6. Skills in both subjects are enhanced.
Teaching Home Language

LISTENING AND SPEAKING 15 min

Why?
- Develop listening skills
- Develop speaking skills

How?
- Weekend news (Monday)
- Listening & Speaking skills (Tuesday)
- Listening & Speaking skills (Wednesday)
- Listening & Speaking skills (Thursday)
- Review of week (Friday)

Think-Pair-Share methodology
- Children are on the mat. (Preferable)
- Teacher presents problem or task.
- Think: Think in silence (1 min).
- Pair: Tell your thoughts to a partner. Listen to their thoughts (5 min).
- Share: Selected children are invited to share their thoughts with the class (5 min).
- Respond: Teacher models affirming responses to children and how to ask for clarification politely. Children learn and practise these skills.

Content
In Weeks 1–8 there will be recounts of personal experiences, discussions about interviewing older people, presentations about objects from the past, retelling a story, and answering open ended questions. In Week 9 there will be focus on listening to, and presenting, a play reading and dialogue.
**Why?**

- Develop knowledge of letter-sound relationships in the context of words.
- Use this knowledge to blend sounds and segment sounds when reading and writing.
- Learn to spell 10 words each week.
- Recognise high frequency words/common word parts on sight through timed word reading.

**Phonics Curriculum Grade 3**

In Term 1, revise sounds taught in previous grades.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Baseline</td>
<td>Revision</td>
<td>nt; ntw</td>
<td>nk; nkw</td>
<td>kh; khw</td>
<td>nx; nxw</td>
<td>gc; gcw</td>
<td>hl; hlw</td>
<td>mb; ty</td>
</tr>
<tr>
<td>Term 2</td>
<td>Revision</td>
<td>kw; tw</td>
<td>gw; jw</td>
<td>qw; zw</td>
<td>nz; nz</td>
<td>gg; gx</td>
<td>gh; ty</td>
<td>oo; oo</td>
<td>kw; jw</td>
</tr>
<tr>
<td>Term 3</td>
<td>Revision</td>
<td>ny; ts</td>
<td>nw; kr</td>
<td>qw; mf</td>
<td>ndl; ngc</td>
<td>ngq; nts</td>
<td>tsw; xhw</td>
<td>krw; ngx</td>
<td>ngw; nkq</td>
</tr>
<tr>
<td>Term 4</td>
<td>Revision</td>
<td>mp; mv</td>
<td>ncm; ndw</td>
<td>ngc; ngq</td>
<td>nkq; nkx</td>
<td>nkc; qhw</td>
<td>ntl; nts</td>
<td>ngx; ngw</td>
<td>Revision</td>
</tr>
</tbody>
</table>

**How?**

**Rapid sound recognition** *(Alternate days for 2 minutes)*

- The aim is to develop automatic and accurate sound recognition.
- At a fast pace, show flashcards of sounds already taught (or point to them on the wall or board).
- Individual learners, groups or whole class say the sound.

**High frequency words** *(During GGR)*

- Ranked lists of the most common words in XXXX [versioner, substitute name of language] can be found at the back of this Teacher’s Guide. These are words the children should be able to read automatically by the end of the year.
- Write the high frequency words on the board or flashcards.
- Teach these as whole words.
- Read frequently, e.g. on flashcards. Each time go a little more quickly. Vary the order.

**LAB activities** *(Daily)*

- The LAB has activity pages to practice using phonics already taught.
- Walk around and assist. Provide further instruction during GGR if necessary.
- Mark learner’s sentences.
- Check answers as a class.
**Timed word reading (Alternate Fridays)**
- Form pairs. Each partner has a turn to read the words for 1 minute.
- Teacher times this and calls ‘start’ and ‘stop’.
- Learners circle the last word they read.
- Afterwards teacher reads all the words.
- Learners check and count words read correctly. (Subtract incorrectly read words.)
- Challenge learners to improve their score.

**Dictation (Alternate Fridays)**
- Dictation tests the children’s ability to spell the phonic words and to write sentences.
- Say each word or sentence clearly and slowly. Repeat it once only.
- Give learners time to write, using their best handwriting.
- Check and correct: Write the words or sentences on the board for learners to mark.
- If a word is spelled incorrectly, learners write the correct word in pencil above.

**Why?**
- In Term 3, learners continue to learn and practise cursive handwriting, focusing on speed and legibility.
- In Handwriting Lessons, the focus is on the writing of words and short sentences.
- This entails the consolidation of the correct formation of the upper and lowercase letters and the use of under and over joins. Spacing between words becomes important.
- Children can begin using cursive for all writing activities in Term 3.

**How?**
- There is one LAB page for handwriting each week, which includes a lesson for each day of the week, shown with different colours.
- Each day, learners trace the letter or pattern for the day in the LAB, and then do further practice in their handwriting exercise books.
Preparation for handwriting lessons

- Draw sets of four lines on a section of the board. These can be permanent (paint) or semi-permanent (chalk dipped in sugar-water).
- Learners need LAB, handwriting exercise book and a sharpened pencil ready. No erasers!

Lesson process

Demonstrate on board

- Learners face the board for the demonstration.
- Write each word or sentence on the lines on the board.
- Describe/articulate the formation of the word: where to start, position on line, the type of joins (upper or lower), capitals etc. Show the space between words.
- Model not lifting the chalk as you write in cursive and writing with a smooth flow.

Learners

- write with finger on desk as teacher demonstrates
- write independently in LAB, tracing over the words for the day
- write independently in handwriting exercise books to copy the words or sentence for the day for additional practice.

Teacher

Walks around and provide feedback about:

- pencil grip and posture: froggy legs grip, a supporting hand on the paper; sitting up and not bending head to paper, elbow free to move.
- handwriting: appropriate pressure on paper, starting and ending position, letter formation; not lifting the pencil; neat joins.

Learners choose their ‘best’ word in each line and circle it for teacher to look at. Alternatively, teachers can tick an especially well-formed letter when marking.

Books should be taken in regularly for feedback.
Teacher read aloud (Monday)

Teacher read-aloud stories include literature-based stories and stories linked to Life Skills.
- The literature-based stories are linked to the Shared Reading text or to the theme.
- The Life Skills stories introduce a new theme with an appropriate narrative.

Why?
- Develops listening and concentration skills.
- Introduces rich language to extend learners’ oral vocabulary.
- Introduces different genres of literature or a new theme in Life Skills.

How?

Before reading
- Ask 2–3 questions to link to the learners’ prior experience/knowledge.
- Provide a purpose or reason for listening.

Read the story
- Use expression or dramatisation to capture the children’s attention.
- Briefly explain any unknown vocabulary as you read the story, without spoiling the flow of the story.

After reading
- Allow 1–2 minutes of free response.
- Check understanding and concentration with 2–3 questions.
Shared reading (Tuesday)

Why?

- Develops reading and language skills with the support of the teacher within a meaningful context.
- These skills include: comprehension, vocabulary development, sentence construction and reading fluency.

How?

Before reading

- Orientate children to the text by drawing on their prior knowledge, reading the title, and looking at 1–2 illustrations. **DO NOT TAKE MORE THAN 2–3 MINUTES.**

Shared reading

- Read the story with the learners. Learners follow, joining in where they can, and pointing to the words in their LABs as you read.
- Read fluidly and with expression.
- With subsequent reading, as learners begin to read more confidently, drop the volume of your voice. When you encounter difficult words or phrases, raise your voice.
- Each day ask the children to read a word or sentence out of context to check that they are reading and not just memorising.

After reading

Over a two-week theme, children will practise the following reading skills:

- Comprehension: a different comprehension strategy will be targeted in each text; each text is followed by two short, written comprehension activities.
- Vocabulary: five reading vocabulary words will be introduced.
- Language/sentence work: a key sentence is used to develop knowledge of grammar.
- Fluency/pacing: fluency is modelled and a Fluency practice activity provided.
Language/grammar

- Key sentences are identified in the shared reading text to develop knowledge of grammar.
- There is a specific language focus in each theme.
- Parts of speech are revised incidentally.

Why?

- Develop grammar skills by identifying the purpose of individual words/word groups/parts of words in a sentence.
- Link grammatical features with specific writing genres, e.g. processes, recounts, transferring information to and from a graphic organiser.
- Build understanding of correct sentence structure.
- Develop children’s writing confidence.

How?

Introduce the sentence

- Write the key sentence(s) on the board. Read with the learners.
- Learners locate the sentence(s) in the text and underline/highlight it.

Work with the sentence

Identify specific words/groups of words/parts of words. Ask oral questions:

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

Write

- Children then write their own sentences or complete sentences based on the key sentences.

Bridge to English

- In Week B, an English version of the sentence is discussed with the learners.
Vocabulary
Vocabulary/flashcard words are identified in each shared reading text. Children will hear and see the words and learn to read and write them.

**Why?**
- Extends reading vocabulary.

**How?**

**Vocabulary flashcards**
- Make flashcards for the five vocabulary words. On the back of the flashcard, write the English word.
- Place them on the Word Wall and read daily over the course of the two-week theme.
- Work with the words: point out an aspect of the structure of the word (e.g. the number of syllables, beginning sound, ending sound etc.); place in alphabetical order; sort into words with the same number letters, that begin/end with the same letter etc.

**Find the words**
- Re-read the story, or part of the story (what to read is indicated in TG) as shared reading, with the learners.
- Learners find and underline/circle/highlight the vocabulary words in the text.
- Discuss the meaning of each of the words.

**Practise reading and writing the words**
- Learners write the words as part of the LAB activities.
- They copy the vocabulary words into their Personal Dictionaries.
- In addition, they can work with the flashcard words in groups as described.

**Bridge to English**
- In Week B, English versions of the vocabulary words are discussed with the learners. Turn the flashcard over so that children see the English word.
Fluency practice

Why?

- Develop the ability to read quickly, accurately and with expression.
- Oral Reading Fluency is a **bridge to comprehension**: if learners read words quickly and accurately, they will be able to focus on the meaning of the text.
- Repeated reading practice develops fluency.
- Assessing the number of words a learner can read in a passage in one minute gives the teacher a good idea of their reading ability.

**DBE Benchmarks for Oral Reading Fluency in English**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>All learners should know their <strong>LETTER-SOUNDS</strong> well, sounding at least 40 correct letters per minute.</td>
</tr>
<tr>
<td>Grade 2</td>
<td>All learners should be able to read at least 50 correct <strong>WORDS</strong> per minute when reading a passage.</td>
</tr>
<tr>
<td>Grade 3</td>
<td>All learners should be able to read at least 80 correct <strong>WORDS</strong> per minute when reading a passage.</td>
</tr>
</tbody>
</table>

How?

- Every second Tuesday, learners are timed reading a text. This is an extract from Shared Reading Story, without picture prompts.
- Allow children to practise if appropriate. Repeated readings increase speed.
- Every second Friday they are timed reading High Frequency or phonics words. Repeated reading increases recognition.

Methodology

- Learners work in pairs. Teacher starts clock.
- First learner reads aloud from the LAB to a partner. Unknown words are skipped.
- Teacher stops the clock after one minute. Learner circles the last word read.
- Repeat with other partner reading.
- Teacher reads the text aloud so that any unknown words can be read and learners hear where they may have read a word incorrectly.
- Learners add up the number of words read, excluding any unknown words.
- **Repeat** this timed repeated reading activity so that learners have an opportunity to improve their own times and correct mistakes.
- Note, this is **not a competition between learners** but rather learners trying to improve their own time with each rereading, each fortnight. After the lesson, learners can be encouraged to reread the text or words for further fluency practice. This can be in spare time with a partner timing, or at home, with family members.
Independent reading (Every day, parallel to GGR)

Why?

• Develop independence in reading to prepare learners for higher grades.
• Provide daily decoding and reading practice.
• Develop reading motivation by reading interesting, authentic texts.
• Deepen learner’s background knowledge, which contributes to comprehension.

How?

Independent reading texts

• Five short texts are provided each week.
• The first text consists of sentences based on the week’s spelling words or known phonics. All the children, even the least able, should be able to sound out and read this text.
• The following four texts deepen knowledge about the theme. They recycle vocabulary in different contexts. They are illustrated.
• Each text has a short activity/questions to check learners’ understanding and to allow them to respond to the text.

Explain and demonstrate in Week 2

• Explain what independent reading is. You read a text by yourself, without saying the words aloud. You ‘have a go’ at decoding and understanding.
• Explain what you don’t do when you read independently: Talk, stand up, give up.
• Explain what to do if you come to a word you don’t understand: Look at the parts of the word, sound out the letters, ask a friend, guess what it means and read on.
• Explain what to do if you finish the text. Answer the questions.

Review every Friday

• On Fridays, the teacher reads the week’s Independent reading texts to the learners while they follow in their books.
• Discuss the texts, answer questions orally, and learners self-correct their work.
**Group Guided Reading (Every day)**

**Why?**
- Provides differentiated teaching to small groups of learners who have similar abilities and needs.
- Uses appropriately levelled texts so learners experience reading success.
- Opportunity for checking progress and teaching new reading skills.

**How?**

**Guided Reading Groups**
- Divide the class into five groups of similar abilities.
- Some will be at the Early Reading Level, but most should be Early Fluent readers.
- Call each group to work with you for 15 minutes at a time, twice a week. (If this is too difficult to organise, spend 30 minutes with each group once a week.)
- Use an appropriate text for the level of the group. This may mean choosing a text from
  - the anthology or any other levelled readers
  - the week’s shared reading text
  - one of the independent reading texts.
- This is your special time with each group. Check progression. Use teaching opportunities to develop their reading skills.
- Diagnose where extra help is needed and set a time for this.

**For activities for the Early Reading Level, click here**
**For activities for the Early Fluent Reading Level, click here**
<table>
<thead>
<tr>
<th>Level</th>
<th>Reading Star</th>
<th>I can read longer texts</th>
<th>I need</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Reading star</td>
<td>- Read 4 or more sentences&lt;br&gt;- Read aloud or silently&lt;br&gt;- Recognise high frequency words&lt;br&gt;- Sound out unknown words&lt;br&gt;- Read smoothly, notice punctuation&lt;br&gt;- Answer higher order questions</td>
<td>- I need more things to read.&lt;br&gt;- Practise reading in GGR and by myself.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Reading Rocket</th>
<th>I can understand what I read</th>
<th>I need</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Reading rocket</td>
<td>- Predict meaning from title/illustrations&lt;br&gt;- Notice punctuation&lt;br&gt;- Read with expression&lt;br&gt;- Answer questions</td>
<td>- Teach me, please.&lt;br&gt;- Practise reading in GGR and by myself.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Reading Sun</th>
<th>I can read aloud</th>
<th>I need</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Reading Sun</td>
<td>- Sound out words&lt;br&gt;- Recognise high frequency words&lt;br&gt;- Read 1–3 short sentences aloud&lt;br&gt;- Read them at a good pace</td>
<td>- Help me to sound it out.&lt;br&gt;- Give me HF words to learn.&lt;br&gt;- Practise reading in GGR.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Reading Eagle</th>
<th>I can recognise letters</th>
<th>I need</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Reading Eagle</td>
<td>- Count letters in word&lt;br&gt;- Say which letters are the same&lt;br&gt;- Name letter-sounds&lt;br&gt;- Find capital letters</td>
<td>- Teach me, please.&lt;br&gt;- Look at the alphabet with me.&lt;br&gt;- Practise in GGR.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Reading Bluebird</th>
<th>I can hear sounds in words</th>
<th>I need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading Bluebird</td>
<td>- Clap syllables&lt;br&gt;- Count syllables&lt;br&gt;- Say beginning sounds&lt;br&gt;- Say ending sounds&lt;br&gt;- Count the sounds in a word&lt;br&gt;- Odd one out</td>
<td>- Teach me, please.&lt;br&gt;- Give me some examples.&lt;br&gt;- Practise in GGR.</td>
</tr>
</tbody>
</table>
**Independent writing**

**Why?**
- Helping learners write meaningful text and express themselves with clarity and ease.

**How?**
- Copy the activity onto the board as shown in day-by-day notes.
- Learners’ writing is done in writing exercise books.
- In Term 3, independent writing alternates between Week A with one single writing session, and Week B with two consecutive writing lessons.

**Single lessons (Week A, Friday)**
- In the brief pre-writing discussion (2–3 minutes), introduce the task.
- Learners write freely based on a task. This is a stress-free opportunity for learners to develop writing confidence.
- Encourage and compliment new and interesting ideas and vocabulary.
- Encourage learners to ‘have a go’ with spelling.
- **Marking:** Comment rather than allocate a mark. This is more motivational than marks. Respond to the content. Example: *Your uncle sounds an interesting person* or *I wish I had visited Durban.*

**Double lessons (Week B, Thursday and Friday)**
- This is more structured writing to teach learners to write correctly in a specific genre.
- In Term 3, the genres are a sequential recount, process flow chart, description, story and dialogue.
- Each genre is linked to a reading text as an example. Point out:
  - text features such as paragraphing, headings, subheadings and layout
  - grammar linked to the genre (tense, who is writing, special punctuation).
- The key sentence selected for Language lessons also align to the genre.
- In the first of the two writing lessons, there will be some preparation (shared writing, or making notes, writing a draft).
- In the second lesson, learners will write their final draft.
- Wherever possible, have children read their writing to a friend or group so they can check that it makes sense and self-edit.
• Marking: Mark these more structured texts
  - **Allocate 50% of the marks for the content**
    Look for: logical writing, not random thoughts; ideas that deviate from your example; interesting word choice (adjectives, adverbs, pronouns that make the writing more interesting), paragraphing based on one topic per paragraph, and understanding of the genre.
  - **Allocate 50% of the marks for language and spelling**
    Look for: sentences rather than phrases; correct sentence structure; appropriate punctuation; correct spelling; consistent tense use; appropriate tense for genre; variation in length of sentences, correct layout and organisation.

**Written comprehension**

There is a short comprehension each week to build up the children’s confidence and ensure a positive attitude to comprehension tests. Although there are only a limited number of questions per comprehension, the focus is on inferential, rather than literal questions in Term 3. There are also reference-type questions where children provide a page number rather than an answer.

**Why?**

• To teach learners to find answers in the text (that is, not by memorising the text but by a close look at, or analysis of, the text).
• To introduce learners to **different types of question formats** that they may encounter in external or standardised tests, e.g. tables, multiple-choice, checklists, gap-fill, full sentences, etc.
• To introduce learners to different **levels of questions**, so that they are able to see the link between a question, the type of answer required, and where the answer will be found. Learners should be able to identify if the question is a **Search and Find** (literal), **Read and think** (inferential) or **On my own** (personal opinion) question.
• To introduce comprehension strategies that the children can use so that they read with understanding. This term these include finding facts in NF texts, predicting, identifying the characters, setting and main idea in stories summarising a text, giving an opinion and justifying the opinion.
How?

Read the comprehension questions

- Explain what is required when answering different types of questions. **Explain only the question types for that week**, e.g.
  - **Completing a table**: represent the information from the text in a table.
  - **Multiple-choice question**: read all the possible answers and tick/circle only the correct one.
  - **True/False**: read the statement and write T or F
  - **Gap-fill**: select a few words to complete the sentence.
  - **Full sentence**: answer the question using a full sentence with correct punctuation.
  - **Sequencing of events**: number the events in a story

- Remind learners of the different types of answers that may be required:
  - **Search and find** – literal: the answer is right there in the text.
  - **Read and think** – inferential: The answer is suggested in the text but you will have to think about it and write it in your own words.
  - **On my own** – personal opinion: The answer is not in the text but in your own head.

- Explain the **comprehension strategy** of the week if applicable (often this is implicit rather than explicit).

Written work

- Children complete the written comprehension exercise in the LAB.
- If there is time, mark the activity with the class, explaining why particular answers are correct or why different answers are appropriate with some questions.
BEGINNING KNOWLEDGE

Read to learn lessons

Why?

- Develop read to learn skills for future textbook and non-fiction reading.
- Develop a knowledge of the structure of non-fiction texts and organisational devices such as tables.
- Develop skills of transferring knowledge.

How?

Prior knowledge

- As for shared reading, read the title and orientate children to the topic.
- Find out what they know about the topic already (orally).

New knowledge

- Point out the structure/format of the text, e.g. table, Venn diagram, experiment, labelled diagram, comparison, paragraphs with subheadings, photographs with captions etc.
- Read the text to the children, explaining any new words in context.

Writing

- Read the activity linked to the text.
- Children complete the LAB activity.

KWL lessons

Why?

- Help learners build knowledge by integrating new information with what is already known.
- Provide practice in formulating their own questions and looking for answers.
- Provide writing practice.
- Encourage learners to reflect on what they have learned.

Monday & Tuesday:
Beginning Knowledge/PSWB; Visual Arts, PE →

Wednesday & Thursday:
Beginning Knowledge/PSWB; Performing Arts, PE →

Friday: Theme review, PE.
How?

Copy the KWL chart on the chalkboard (Week A Monday)
Use the chart from the LAB as shown below. Please note the prompts are for the teacher’s information only.

<table>
<thead>
<tr>
<th>What we know</th>
<th>Write what learners know. Learners choose at least one point to copy into the KWL chart in their LAB.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(first Monday of new topic)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What we want to know</th>
<th>Write learners questions here. They choose at least one point to copy into their KWL chart.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(first Monday and Thursday)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What we learned</th>
<th>Complete during report back on Thursday. Learners write at least one point.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(first and second Thursday)</td>
<td></td>
</tr>
</tbody>
</table>

Think-Pair-Share
- **Think:** On their own, learners think about what they already know about the topic.
- **Pair:** Learners discuss together what they already know.
- **Share:** Some learners tell the class (give everyone a chance over the term). Teacher records some ideas in column 1 of KWL chart on the board.

Writing
- Ask learners what they want to learn about the topic. Encourage all learners to formulate questions. Write some questions into Row 2.
- Learners choose at least one thing from each row to copy into their KWL charts, or write their own ideas.

Reflect on what has been learned (Week A and B Thursday)
- Go back to Monday’s KWL chart.
- Ask questions:
  - What have we learned this week?
  - Did we find out what we wanted to know?
  - What do you want to find out next week? (first Thursday only)
- Help learners to write their answers in the chart.

Thumbs up/thumbs down (also called Concept checking questions)

Why?
- To deepen learners’ knowledge of key concepts.
- To assess learners’ understanding of key concepts.

Activity
- Choose three key concepts related to the topic and write each one on a flashcard.
- Hold up a flashcard and ask learners to read it aloud.
Bridge to English

Why?
- To prepare learners for reading textbooks in English in Grade 4.
- To develop learners’ academic literacy in English.

Activity
- Hold up each of the flashcards used in Thumbs up/Thumbs down.
- Ask learners if they know the words in English. Turn the flashcard over to reveal the English word.
- Help them to use the words in sentences.
- Put the English words on the EFAL word wall.
- Learners copy them into their personal dictionaries/vocabulary books.

Activity/process lessons

Why?

Prior knowledge
- Link to Read to Learn text.

New knowledge
- Develop process skills linked to Beginning knowledge, e.g. categorisation, observation, experimentation etc.
- Develop general knowledge, experiential knowledge and specific in-depth knowledge of particular topics.
- Develop skills of transferring knowledge.
CREATIVE ARTS

**Why?**
- Explore different ways of looking at the world
- Provide the opportunity to explore and express ideas visually and physically
- Nourish creativity and imagination

**How?**
- There is a LAB page for Visual Arts every second week. These alternate between teaching visual arts vocabulary and concepts and art appreciation (Art Gallery).
- Practical Visual Arts activities are usually conducted over three lessons. The teacher must provide paper, crayons, paint etc.
- Display the completed work in the classroom.
- Make a collection of waste materials to be used for 3D art.
- Visual Art – develops skills such as line, colour, texture etc. Painting, Drawing, collage, etc.
- For Performing Arts, it is a good idea to have a classroom collection of props such as scarves, hats and a mock microphone.

PHYSICAL EDUCATION

**Monday**

**Prepare**
- Choose four different activities from page 25 for the week.
- Prepare the equipment for the activities.
- Divide the class into four groups for the week.

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

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

**Tuesday–Friday**

**Warm up**
- Run on toes like fairies/Stomp like a giant/Glide like a swan
- Follow my instructions: Walk sideways/turn left/turn right/squat/jump up
- Rhythmic clapping/clicking/stomping activities, lead by different learners.
**Activity stations**
- Groups rotate through the activity stations, doing one activity a day, Tuesday–Friday. See below for activity ideas.
- Teacher moves from group to group, observing and advising.

**Cool down**
- Deep breathing
- Standing or seated stretches of different body parts
- Tense and release muscles, starting at toes and moving up to head

**Activities for Physical Education activity stations for Term 3**
Choose four activities per week, focusing on different skills.

1. **Locomotor**
   - movements like twisting, turning, bending, curling, sideways, forwards, backwards in a sequence – combined and co-coordinated in groups
   - Hopping over a distance carrying something and holding hands with a partner
   - Jumping while standing, double take-off and single take-off
   - Leaping: simulating actions, e.g. kangaroo, springbuck, rabbit, etc.

2. **Perceptual motor**
   - Kick a moving ball and change direction, to a target or a partner
   - Throwing balls to targets and between partners with one and two hands, high and far partner

3. **Rhythm: Skipping with a rope**
   - Advanced movement such as cross over, double skip, etc.

4. **Coordination: Volleyball and gymnastics**
   - Volleyball activities: hand-eye co-ordination, serve, dig and set actions
   - Gymnastics: Partner activities such as straddle vault over the bent back of a partner

5. **Spatial orientation: Obstacle course and games**
   - Obstacle course that includes activities for crawling, jumping and landing from a certain height, agility, speed, etc.
   - Games such as “one against three”, partner tag; catch your partner’s tail

6. **Balance: Movement and gymnastics**
   - Stand and walk on tiptoe and heel
   - Crawl on hands and knees
   - Balance walking forward and backwards
   - Climbing on a jungle gym: moving freely on balancing pole/beam
   - Simple dismounts off apparatus
   - Gymnastics: balancing actions such as hand stand, head stand, launches, etc.
   - Gymnastic movement such as forward roll, backward roll, hand spring, and cartwheel

7. **Laterality**
   - Partner activities: pulling and pushing movements L/R
   - See-saw
WEEK 1 OVERVIEW

STAYING SAFE

OUTCOMES FOR THE WEEK

Learners will:
- Learn more about public safety, focusing on the dangers of electricity
- Listen and respond to announcements about public safety
- Read a story about a boy and his dog who saved his family from a fire
- Learn the identifying characteristics of a recount and read examples of recounts
- Write a recount about a day in the holidays
- Understand emphasis and contrast in visual arts
- Perform a role play on staying safe.

PREPARATION

Flashcards (English on the back)

<table>
<thead>
<tr>
<th>Literacy</th>
<th>then</th>
<th>after that</th>
<th>finally</th>
<th>soon</th>
<th>hero</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Skills</td>
<td>safe</td>
<td>connection</td>
<td>illegal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>safe</td>
<td>connection</td>
<td>illegal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sentences

My name is Mallo. This is a recount of a night I will never forget. It happened in 2020. I was eight years old. I lived in Grassy Park.

MATERIALS

- Language exercise book for writing, independent reading responses and handwriting
- Print three short public announcements about public safety to read aloud in L & S, e.g.
  - or from the Department of community, public or traffic safety in your city or province
- Paint or crayons

ASSESSMENT

Take in and mark: Independent writing (A day in the holidays) (Friday); Vocabulary (Wednesday); Sentences (Thursday); Handwriting (Friday); IW responses (Friday)

Informal: Timed word reading (Friday)
This story is an introduction to the Life Skills theme of Staying Safe. The teacher reads it on Monday (see TG page 28). It links to the picture story in Tuesday’s Beginning Knowledge lesson on LAB page 16. Learners can follow the picture story in their LAB as you read.

As you read, mime the feelings and actions.

My name is Vuyo. I live in the Eastern Cape. I am nine years old.

My ma said we did not have enough money to get electricity in our house. But one day umakhelwane said he would get us electricity if we paid him R500. He said it was okay because the government was going to give it to us anyway one day. He learned how to be an electrician, but he did not have a job. He said he was making his own job.

My mother paid him R500. He came to our house and put plugs in the wall. He joined long wires to the plugs. He dug a long hole from our house to the electricity pole. He put the wires in the long holes and put sand on top of them. Then he joined the wires to the ESKOM wires on the pole. He said, “Don’t ever touch the wires!” We were very happy to have lights at night, like our neighbours.

I like to play school with my friend Khwezi. Sometimes the goats are our learners. Yesterday Khwezi was being the teacher. The goats and I were being the class. Khwezi was teaching us how to do sums. She wrote on the wall.

One of the goats walked away from the class. Khwezi said it could be excused. The goat walked over the place where the wires were under the sand. Then there was a big bang. The goat fell down. We ran to the goat. We saw some wires touching it. The goat was dead.

My mother ran out of our house. She was screaming “My child! My child!” She asked the electrician to come and take the wires away. She said if the wires could kill a goat then they could kill us.
MONDAY

LISTENING AND SPEAKING

Think-Pair-Share
- Think: Do you have any special news? What did you do over the school holidays? Is there one day that stands out for you?
- Pair: Tell your partner about one special day in your holidays.
- Share:
  - A few learners share some news with the class.
  - Ensure all learners get a turn each term.
  - Record observations in your lap book.

Holiday news

PHONICS

Revise sounds XX and XX
- Do rapid sound recognition of sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

[For Sepedi Monday and Wednesday, throughout PHONICS]
- Compare the two easily confused sounds.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING

Short words (cursive)
- Follow the procedure for Handwriting lessons on page 9.

READING

Teacher read aloud

Before reading
- Introduce the topic of safety: What dangerous things can you name at home? On the road? In your community?
- Provide a purpose for listening: In this story we’ll learn about keeping safe near electricity. Listen to find out how Vuyo learnt about dangerous electrical connections.

After reading
- Why did Vuyo’s family want to have electricity in their home?
- Who put the electricity into the house? How much did he charge?
- What happened when the goat walked over the wires?
- Do you think that Vuyo’s family knew that their connection was dangerous?
- What do you think would have happened if Vuyo or Khwezi touched the wires?

EFAL

- Teach a lesson from your EFAL programme.
MONDAY

GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups A & B
- **Independent work:** Sentences

BEGINNING KNOWLEDGE

**Introduce the concept**
- Have you ever done something that wasn’t safe? What was it? Who taught you to do things more safely?

**Think-Pair-Share**
- **Think:** What do you know about staying safe? Name some ways you know about staying safe.
- **Pair:** Tell your partner.
- **Share** with the class.

**Shared Writing: KWL chart**
- Write the learners’ contributions in row 1 of your KWL chart on the board.
- Ask: What would you like to learn about staying safe this week? Write this in row 2.
- Learners choose one thing from each row to copy into their KWL charts.

VISUAL ARTS

**About the painting**
- Claude Monet was a French painter who was born in 1840. He liked to go outside and paint what he could see in nature. He started painting landscapes of gardens and water using oil paints. His paintings were not like photos but were more informal. He started a new way of painting called “Impressionism”.
- This painting “Impression: Sunrise” shows the harbour near his home as the sun is coming up with ships and mist in the distance.

**Focal points**
- **Pairs**
  - Look closely at the painting.
  - Answer questions in LAB.

**Class discussion**
- Why did you look at the sun in the picture first?
- What colour is the sun?
- What colours are in the rest of the painting?
- We call the bright colour the focal point of the painting because that is where your eyes go first.

PHYSICAL EDUCATION

**Introduction**
- Follow the procedure for PE activity stations on page 25.
TUESDAY

LISTENING AND SPEAKING  Staying safe
- Read or play (on your phone) a public announcement about staying safe.

Think-Pair-Share  Think: What did you learn from the announcement?  Pair: Tell your partner one way we could all stay safer.  Share with the class.  Use your lap book to record observations.

PHONICS  Practice
- Do rapid sound recognition of sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING  Short words (cursive)
- Follow the procedure for Handwriting lessons on page 9.

SHARED READING  Comprehension
Before reading
- Read and briefly discuss the title and first illustration. (Do not turn the page.)
- Provide a purpose for reading: What do you think happened that night? (Prediction)

Shared reading
- Read the story with the children.
- Stop to explain any new words or concepts, e.g. using the pictures or a synonym.

After reading
- Who made a good prediction in their heads during the reading? Tell us about it.
- Explain: This is called a recount. It is written by Mallo. He recounted a sequence of events that happened to him.

WRITING  Comprehension
Read and discuss questions
- Draw attention to the logo.
- Remind learners that these are all read and think questions.
- Remind them they should write the answers in their own words.

Write
- Complete the LAB activity.

Check and correct.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups C & D
- **Independent work:** A special school day
  - Note: From this term, learners respond to the text in their exercise books.

BEGINNING KNOWLEDGE

**Read and discuss**
- Use the story to help learners understand the dangers of illegal electricity connections.
- Why didn’t the family have electricity in their house?
- How much did they pay for the man to install it?
- What did he warn them about?
- What were the girls doing outside? Have you ever played a game like this?

**Live wire!**
- What happened to the goat?
- What did the mother say?

**Think-Pair-Share**
- **Think:** What would you do if you saw electric wires on the ground? Who would you tell?
- **Pair:** Explain to your partner.
- **Share** with the class.

**Write**
- Learners complete the LAB activity.

VISUAL ARTS

**Make a focal point**

**Activity (pencil on paper)**
- Learners use a pencil to scribble on a piece of paper, covering the entire page.
- They look for shapes and pictures in the scribble pattern and decide where to make focal points.
- They choose one or two spots and colour them in using a bright colour, e.g. red or orange.
- They complete the picture by colouring in the rest of the shapes using paler colours or shading some of the shapes with pencil.

PHYSICAL EDUCATION

**Activity stations**
- Follow the procedure for PE activity stations on page 25.
LISTENING AND SPEAKING  Staying safe

- Read/play a second public announcement about staying safe.

Think-Pair-Share
- Think: What did you learn from the announcement?
- Pair: Tell your partner one way we could all stay safer.
- Share with the class.
- Use your lap book to record observations.

PHONICS  Revise sounds XX and XX

- Do rapid sound recognition of sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

[For Sepedi Monday and Wednesday, throughout PHONICS]
- Compare the two easily confused sounds.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING  Short words (cursive)

- Follow the procedure for Handwriting lessons on page 9.

SHARED READING  Vocabulary

Vocabulary words
- Show and read the week’s vocabulary words on the board or on flashcards:

<table>
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Shared reading
- Re-read the text together with the learners.
- Word search: As you read learners spot the vocabulary words in the LAB text. They underline or circle each word. Note: Some words appear twice in this text.
- Discuss the meaning of each word in the context of the sentence and the story.

Learners sort flashcards into alphabetical order.

WRITING  Vocabulary

Oral
- Go through the LAB activities orally.

Write
- Complete the written LAB activity.
- Learners copy the five vocabulary words into their Personal Dictionaries.
- Display vocabulary flashcards on the Word Wall.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups E & A
- **Independent work:** A birthday treat

BEGINNING KNOWLEDGE  Fire safety at home

**Read and discuss**
- For each comic strip discuss:
  - What is happening?
  - Why did the fire start?
  - How did the adults keep the children safe?
  - How could the fire have been prevented?
- Can you think of other ways fires could start at home?
- How can we stop fires at home?

**Shared writing**
- Help the learners to match the captions for each comic strip.
  Encourage them to add a sentence about preventing fires.

PERFORMING ARTS  Role play

**Introduction**
- Children work in pairs or groups.
- They think about the dangerous situations they have learnt about so far.
- They think of how they could act out these situations.

**Practice**
- Each pair/group role-plays the situation.
- They prepare to present to the class tomorrow.
- Teacher walks around and guides.

PHYSICAL EDUCATION  Activity stations

- Follow the procedure for PE activity stations on page 25.
LISTENING AND SPEAKING  Staying safe

- Read a third public announcement about staying safe.

Think-Pair-Share
- Think: What did you learn from the announcement?
- Pair: Tell your partner one way we could stay safer.
- Share with the class.
- Use your lap book to record observations.

PHONICS  Complete the sentences

- Do rapid sound recognition of the sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING  Short words (cursive)

- Follow the procedure for Handwriting lessons on page 9.

SHARED READING  Language

Introduce the sentences
- Write the five sentences on the board.
- Read the sentences slowly with the children.
- Children find the sentences in the text on page 2.
- They underline/highlight the sentences.

Work with the sentences
- Identify the proper nouns (June, Grassy Park, Mallo). Explain the term.
- Look at each sentence and ask what it tells you:
  - Sentence 1. Who the writer is
  - Sentence 2. What the recount is about
  - Sentence 3. When it happened
  - Sentence 4. The age of the writer
  - Sentence 5. Where it happened
- Which two sentences are in the present tense? Which are in the past tense?

WRITING  Language

Prepare
- Rub out the sentences on the board.
- Answer the questions in the LAB orally.

Write
- Complete the LAB page.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading**: Groups B & C
- **Independent work**: A journey

BEGINNING KNOWLEDGE

KWL chart (page 11)
- **Concept review**: Help learners to complete the last row.
- **Thumbs up/thumbs down**: Hold up a bilingual flashcard for each word and ask the questions.

**safe**
1. You are protected from something.
2. You are in danger.
3. You are not worried about being hurt by anything or anybody.

**connection**
1. This often refers to electricity.
2. Electrical connections are always safe.
3. Wires are joined together in an electrical connection.

**illegal**
1. This means it is against the law.
2. This means you are allowed to do something.
3. This means you can get into trouble with the police if you do it.

Bridge to English: safe, connection, illegal

PERFORMING ARTS

**Perform**
- Each group performs their role play for the class.

**Evaluate**
- Encourage positive comments after each performance.
- Comment on the characters, dialogue and action.

PHYSICAL EDUCATION

**Activity stations**
- Follow the procedure for PE activity stations on page 25.
LISTENING AND SPEAKING

Review of week

Think-Pair-Share
- **Think** of the best thing about being back at school. Then think of what you are planning to do better this term.
- **Pair**: Share with your partner.
- **Share** with the class. Affirm positive attitudes to school and schoolwork.

PHONICS

Timed word reading

- Follow the procedure for timed word reading on page 8.

HANDWRITING

Short words (cursive)

- Follow the procedure for Handwriting lessons on page 9.

READING

Independent work review

Read and answer questions
- Read this week’s IW texts aloud **to** the class. Learners follow in their books.
- Allow learners to share one response with their partner, e.g. show a drawing or read a response.

Discuss the texts
- Which text did you like best? Why?
- Did you learn any new facts? New words?

Marking
- Read the responses and comment only. Note who is able to respond coherently.

PERSONAL WRITING

A recount

- Learners write two paragraphs about one day in their holidays.
- Pre-writing discussion: Which day will you write about? I am interested in what you do when you are not at school.
- Explain procedure for ‘having a go’ at writing and spelling.
- **Look for**: Interesting observations by child, the day described clearly and in sequence.
This week, I have:
• taken in the LABs and exercise books
• checked and corrected the work 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 2 OVERVIEW

WEEK 2 • STAYING SAFE

Staying safe

OUTCOMES FOR THE WEEK

Learners will:
- Identify signs that warn of danger and draw/make a danger sign
- Discuss substances that are poisonous to ingest
- Talk about safe places to play
- Listen to an African legend about the Crowned Crane
- Read a chapter story/recount about getting lost at a soccer game
- Write a recount about ‘A day I will never forget’
- Paint using colour for emphasis
- Move to and sing a South African song.

PREPARATION

Flashcards (English on the back)

<table>
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<tr>
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<tbody>
<tr>
<td></td>
<td>harmful</td>
<td>medicine</td>
<td>warning</td>
</tr>
</tbody>
</table>

Sentences

My name is Mallo. This is a recount of a night I will never forget. It happened in 2020. I was eight years old. I lived in Grassy Park.

MATERIALS

- Learners’ exercise books
- Paint or crayons and paper for Visual Arts activity
- Materials to make safety signs
- Equipment required for selected Physical Education activities

ASSESSMENT

Take in and mark: Independent writing (An outing I will never forget, Friday); Vocabulary and language work (Thursday); Handwriting (Friday); IW responses (Friday)

Informal: Dictation (Friday); Fluency practice (Thursday)
The teacher reads this story on Monday (see TG page 40).

**Introduction:** Show a picture of a Crowned Crane.

**Explain:** There is an African legend explaining how these birds got their feather crown.

Once, long ago, there was an African princess who lived with her father, the king. She loved African animals and birds and would often walk in the veld to find them.

One day the princess went to look for some hoopoe birds. She left early in the morning and walked for many hours. But it was the middle of summer and as the sun rose higher in the sky it became very, very hot. The princess decided she had better go home right away.

The princess looked around, and she realised she was lost. She didn’t know which way to go home. She became very afraid. She knew there would still be many hours of sun and it would burn her skin and make her thirsty. She sat down in the grass and began to cry.

Just then a flock of grey crane birds flew overhead. They saw the princess crying and landed gracefully beside her. They wanted to help the princess. The cranes spread out their beautiful wings and made a shady shelter for the princess. They gently flapped their wings like fans, to make it cooler. One crane flew off to find the king to tell him to send help.

Soon the princess was comfortable in the shade, away from the hot sun, and she stopped crying. When the king and his men found her, she was sitting in the shade of the crane’s wings and chatting to the elegant birds.

The king was so happy to see his daughter safe and sound that he decided to reward the cranes. He said that from then on, the cranes would wear a golden crown of feathers on their heads. It would remind people that they had saved the little princess. He also gave them a new name. Instead of cranes, they would be called crowned cranes.
MONDAY

LISTENING AND SPEAKING

Think-Pair-Share

- **Think**: Do you have any special news? What did you do over the weekend?
- **Pair**: Tell your partner your news. Respond kindly to each other.

- **Share**:
  - A few learners share some news with the class.
  - Ensure all learners get a turn each term.
  - Record observations in your lap book.
- **Prepare children for school week ahead** (what to bring, special events, etc.).

PHONICS

Revise sounds XX and XX

- Do rapid sound recognition of sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

**[For Sepedi Monday and Wednesday, throughout PHONICS]**

- Compare the two easily confused sounds.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING

Short words (cursive)

- Follow the procedure for Handwriting lessons on page 9.

READING

Teacher read aloud

**Before reading**

- Show a picture of a Crowned Crane.
- Read the introduction.
- Provide a purpose for listening: To hear the legend.

**Read the text to the learners**

**After reading**

- Do you think the cranes deserved their reward? Why/Why not?
- Are legends true stories? What other legends have you heard?

EFAL

- Teach a lesson from your EFAL programme.
**GROUP GUIDED READING AND INDEPENDENT WORK**

- **Group reading:** Groups A & B
- **Independent work:** Sentences

---

**BEGINNING KNOWLEDGE**

**Think-Pair-Share**
- **Think:** Think of things you could swallow or eat that are dangerous.
- **Pair:** Share your ideas with your partner.
- **Share** with the class.

**Read and discuss**
- Read the LAB page together.

---

**Harmful substances**

**Think-Pair-Share**
- **Think:** What different type of harmful products can you see? e.g. cleaning chemicals, medicines, liquids that are unidentified like paraffin.
- **Pair:** Tell your partner.
- **Share** with the class.

**Complete the activity in the LAB**

---

**VISUAL ARTS**

**Focal points**

**Activity (paint or crayons)**
- Learners look at the painting by Claude Monet on LAB page 12.
- They identify the focal point.
- They plan and sketch their own picture of a scene with a focal point, e.g. a fire, bright lights, etc.

**Keep safe to complete tomorrow**

---

**PHYSICAL EDUCATION**

**Introduction**

- Follow the procedure for PE activity stations on page 25.
TUESDAY

LISTENING AND SPEAKING

Discuss the read-aloud story

Think-Pair-Share

- **Think:** What dangers did the princess face? (getting heatstroke, dehydration, being lost) What could she have done differently? (wear a hat, carry water, tell someone where she is going)
- **Pair:** Tell your partner.
- **Share:** With the class.
- Use your lap book to record observations.

PHONICS

**Practice**

- Do rapid sound recognition of sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING

**Short words (cursive)**

- Follow the procedure for Handwriting lessons on page 9.

SHARED READING

**Fluency**

- Read any two pages of the story with the learners.
- Model *fluency and expression* (notice punctuation, pronunciation, convey meaning through expression, read at a good pace).

**Paired reading**

- Partners read a page in turn practising reading fluently and with expression.
- Listen and give feedback as you walk around or use this time for one-on-one time.

WRITING

**Comprehension**

- Read and discuss the task (a summary of the recount)
  - Children use their own words (On your own questions).
  - Everyone will express themselves a little differently.

**Write**

- Complete the LAB activity.

**Check and correct** allowing for differences in the story summary.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups C & D
- **Independent work:** The big day (Chapter 1)

BEGINNING KNOWLEDGE

**Safety signs**

Read and discuss
- Children work in pairs to see which signs they recognise and what they mean.
- Discuss the signs one by one with the class explaining, or letting children explain, what they mean and where you might see them.

Think-Pair-Share
- **Think:** What other signs do you know? Can you describe them?
- **Pair:** Explain to your partner.
- **Share** with the class.

VISUAL ARTS

**Focal points (continued)**

Complete the pictures/paintings

Display and discuss
- Learners explain where the focal point of their painting is.

PHYSICAL EDUCATION

**Activity stations**

- Follow the procedure for PE activity stations on page 25.
**LISTENING AND SPEAKING**

**Think-Pair-Share**
- **Think:** This week you are going to write about an outing that you have been on that you will never forget. It could be with the family or school, recent or long ago.
- **Pair:** Partner A sets the scene (who, when, where, what) and then recounts what happened. This will continue tomorrow so that Partner B can tell their recount.
- **Share** with the class.

**Personal recount**

- **Think:** This week you are going to write about an outing that you will never forget. It could be with the family or school, recent or long ago.
- **Pair:** Partner A sets the scene (who, when, where, what) and then recounts what happened. This will continue tomorrow so that Partner B can tell their recount.
- **Share** with the class.

**PHONICS**

**Revise sounds XX and XX**
- Do rapid sound recognition of sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

**HANDWRITING**

**Short words (cursive)**
- Follow the procedure for Handwriting lessons on page 9.

**READING**

**Vocabulary and language review**
- **Revise and check last week’s work**
- **Vocabulary (page 18)**
  - Read flashcards from last week:
    
    | then       | after that | finally | soon | hero |
    |------------|------------|---------|------|------|
  - Read them again, mixing them up and going faster.
  - Learners check last week’s LAB activity and correct.
- **Language (page 22)**
  - Check and correct the answers to the questions.
- **Read**
  - Learners read their paragraph to a partner.

**WRITING**

**Bridge to English**
- **Vocabulary**
  - Talk about how to say the flashcard words in English. Turn over each flashcard and say the word in English:
    
    | then       | after that | finally | soon | hero |
    |------------|------------|---------|------|------|
  - Each group takes one sentence to discuss and change to English.
  - Write the groups’ English sentences on the board.
- **Sentence**
  - Complete the LAB activity.
  - Check and correct answers as a class.
- **Write**
  - Learners copy/write the English sentences:
    - My name is Mallo. This is a recount of a night I will never forget. It happened in 2020. I was eight years old. I lived in Grassy Park.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups E & A
- **Independent work:** *The big day* (Chapter 2)

BEGINNING KNOWLEDGE

**Investigate**
- What sort of signs do we need at school?
- Share ideas with your partner.

**Read and discuss**
- Read the questions and instructions.

**Use technology skills**
- Learners work in pairs. Give each pair materials to make a sign.
  - **Plan** a sign.

Make a safety sign
- **Make** a simple sign using materials.
- **Display** the sign and talk about it.

Evaluate
- Is your sign useful? Why/why not?

PERFORMING ARTS

Sing a South African song

**Introduction**
- Learners warm up their voices by humming at different volumes and pitches.
- Remind learners of the story they read about the birthday treat on the Gautrain.
- Ask if anyone knows a song about a train, e.g. Shosholoza, Hoe die trein.

**Practice**
- As a class, learn a train song.
- Sing with expression, articulating the words clearly.
- Add body percussion, e.g. clapping, stamping, snapping fingers.
- Practise until all learners can sing the song confidently.

Versioners to suggest a suitable song

PHYSICAL EDUCATION

Activity stations

Follow the procedure for PE activity stations on page 25.
**THURSDAY**

**LISTENING AND SPEAKING**

**Pair-Share**
- **Pair**: Partner B sets the scene (who, when, where, what) and recounts what happened.
- **Share** with the class.

**PHONICS**

**Practice**
- Do rapid sound recognition of the sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

**HANDWRITING**

**Short words (cursive)**
- Follow the procedure for Handwriting lessons on page 9.

**READING**

**Fluency practice**
- Each partner reads the text in turn.
- Time each reading (1 min each). Write the number of lines read.
- Repeat.

**Feedback**
- Read the text with learners.
- Learners circle any words they read incorrectly.
- Encourage them to practise reading the text at home.

**SHARED WRITING**

**Writing a recount**
- Before the lesson, write these time words on the board as a reference: first, then, after that, finally.
- Children discuss what they will write about using Think-pair-share.
- Write example sentences as shared writing based on the class ‘share’. Example:
  - Para 1: My name is Sipho. I will never forget my outing to Gold Reef City. I was seven. I went there with my family.
  - Para 2: We arrived at 10 am. First we went on the big wheel. Then we went on the dodgem cars.
- **Revise features of a recount:**
  - A real event, told in first person (I), introduced properly, events are mentioned in sequence, time words are used.
  - Learners can begin writing their recount if there is time.
GROUP GUIDED READING AND INDEPENDENT WORK

- Group reading: Groups B & C
- Independent work: The big day (Chapter 3)

BEGINNING KNOWLEDGE

KWL chart (pg 11)
- Help learners to complete the last row.
  
  **harmful**
  1. Something that can hurt you.
  2. Something that helps you.

  **medicine**
  1. Some medicines can be dangerous for children/
  2. All medicines are safe to swallow.

  **warning**
  1. A warning tells you something is dangerous.
  2. A warning tells you something is safe

Bridge to English: helpful, harmful, protect

PERFORMING ARTS

Introduction
- Sing the train song from the previous lesson.

Groups
- Divide the class into four groups.
- Each group talks about and practises moving to the song. These can be interpretive dance movements or can be stylised train movements.

Movement to music

Perform
- Each group sings and moves to the music in turn.

Evaluate
- Encourage positive comments after each performance.
- Comment on movement and music aligning, keeping to a steady rhythm and interpretation of music.

PHYSICAL EDUCATION

Activity stations

- Follow the procedure for PE activity stations on page 25.
LISTENING AND SPEAKING

Think-Pair-Share

- **Think**: Talk about one interesting thing you learnt this week, especially what you learnt about staying safe.
- **Pair**: Share with your partner.
- **Share**: What will you do differently next week to stay safe?

PHONICS

Dictation

- Follow the procedure for dictation on page 8.
- **Words**: X and X
- **Sentence**: XXXXXX

HANDWRITING

Short words (cursive)

- Follow the procedure for Handwriting lessons on page 9.

READING

Independent work review

- Read and answer questions
  - Read this week’s IW texts aloud to the class. Learners follow in their books.
  - Allow learners to share one prediction with their partner.
- Discuss the texts
  - Which text did you like best? Why?
  - Did you learn any new facts? New words?
- Marking
  - Read the predictions and comment only. Note who is able to predict coherently.

INDEPENDENT WRITING

Recount: An outing I will never forget

- Write your recount in your exercise books.
- Write two paragraphs. Use the prompts on the board to guide you.
- Use time words (from yesterday) to show a sequence.
- **Look for**: Recount told in first person, tenses correct, vocabulary and high frequency words spelled correctly. Well-chosen topic, introduction sets the scene, events logically sequenced.

An outing I will never forget

*Paragraph 1: Set the scene: Who ...; when ...; where ..., what ...
Paragraph 2: Sequence of events*
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups D & E
- **Independent work:** The big day (Chapter 4)

BEGINNING KNOWLEDGE

Checking and feedback
- Go through last week’s DBE Workbook pages together.
- Learners correct or complete.

Complete DBE Workbook pages
- Life Skills Workbook 35 pages 6 and 7.
- Home Language Workbook 1 – select a page.

DBE Workbook time

30 min

PHYSICAL EDUCATION

Activity stations

- Follow the procedure for PE activity stations on page 25.

TEACHER’S WEEKLY REVIEW

This week, I have:
- taken in the LABs and exercise books
- checked and corrected the work 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 3 OVERVIEW

Take in and mark:
Independent writing (A flow chart); Vocabulary; Sentences; Handwriting (Friday);
IW responses

Informal:
Timed word reading (Friday)

ASSESSMENT

MATERIALS

- Language exercise book for writing, independent reading responses and handwriting
- Art materials: paint, crayons, paper, polystyrene trays
- Equipment required for selected Physical Education activities
- Learners’ exercise books

OUTCOMES FOR THE WEEK

Learners will:
- Learn more about young environment activists
- Analyse and classify litter in the environment
- Listen and respond to personal experiences around pollution
- Read the story about the Umgeni River in KZN
- Learn to read a flow chart
- Explore pattern and printmaking.

PREPARATION

Flashcards (English on the back)

<table>
<thead>
<tr>
<th>Literacy</th>
<th>source</th>
<th>river</th>
<th>polluted</th>
<th>dams</th>
<th>waterfall</th>
</tr>
</thead>
<tbody>
<tr>
<td>source</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>river</td>
<td></td>
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</tr>
<tr>
<td>polluted</td>
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<tr>
<td>dams</td>
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<tr>
<td>waterfall</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>pollution</th>
<th>litter</th>
<th>materials</th>
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<tr>
<td>pollution</td>
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</tr>
<tr>
<td>litter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>materials</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sentence
A healthy river has a lot of different kinds of fish and tiny animals living in the water.

Pollution

50
Children can make a difference to the environment

This story is an introduction to the Life Skills theme of Insects. The teacher reads it on Monday (see TG page 52). Learners can look at the picture on LAB page 58 to see what Yola looks like.

Do you know what pollution is? It is anything that makes the earth dirty or unhealthy. Pollution can damage the air, the land and the water around us – and most pollution is caused by people!

In Khayelitsha in the Western Cape there are children, like eco-warrior Yola Mgogwana, who are fighting against pollution in their township, in their schools and in the whole world.

When she was just a little girl, Yola decided that the environment was suffering because people did not look after it. She said, “People are poisoning the earth by littering. So, I’m teaching them to take care of the earth by not polluting the water and air and throwing rubbish on the streets.”

At first, her family didn’t understand why she cared so much about the environment, but now they support her. They agree that people need to change their ideas and look after the world. They always say, ‘Sifuna ichange’ [We want change].

She joined a group called Eco Warriors at her school and started to learn about pollution and climate change. Then she started to tell people in her community how to clean up around their streets, how to grow vegetables and how to use water and electricity wisely so that there was enough for everyone.

Every morning on her way to school, she carries a black bag and collects litter. She collects plastic bottles and chip and sweet wrappers, which they turn into ecobricks at her school.

In 2019, when she was only 11, she helped to lead a protest for the environment. She and hundreds of other young people marched to the Parliament buildings in Cape Town. She gave a speech that challenged President Ramaphosa and the government to make an effort to stop pollution and stop climate change. She carried a poster that said “People must change to stop climate change!”

Yola wants to be a lawyer when she grows up and fight for the rights of poor people to have enough clean water, air and land to live on.

Later this week you can read about other Eco Warriors like Yola.
MONDAY

LISTENING AND SPEAKING

Think-Pair-Share
• **Think:** What did you do over the weekend? How did you feel about the things you did?
• **Pair:** Tell your partner about your weekend and how you felt.

• **Share:**
  – A few learners share some news with the class.
  – Ensure all learners get a turn each term.
  – Record observations in your lap book.

Prepare children for school week ahead
*(what to bring, special events, etc.)*

PHONICS

Revise sounds **XX** and **XX**

• Do rapid sound recognition of sounds taught in Grade 2.
• Learners complete the LAB page.
• Check and mark together.

[For Sepedi Monday and Wednesday, throughout PHONICS]

• Compare the two easily confused sounds.
• Learners complete the LAB page.
• Check and mark together.

HANDWRITING

Numbers (cursive)

• Follow the procedure for Handwriting lessons on page 9.

READING

Teacher read aloud

**Before reading**
• Introduce the topic of pollution:
  – Do you know what pollution is? Can you name any kinds of pollution?
  – Who do you think can stop pollution?
  – Provide a purpose for listening: Listen to find out about a young learner who is trying to stop pollution.

**Read the text to the learners**

**After reading**
• Where does Yola live?
• What does she do to protect the environment?
• Why do we call her an Eco Warrior?
• What is the most important thing she has done so far?

EFAL

• Teach a lesson from your EFAL programme.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading**: Groups A & B
- **Independent work**: Sentences

BEGINNING KNOWLEDGE

**Introduce the concept**
- Is there a lot of litter near where you live? What do you think causes it?

**Think-Pair-Share**
- **Think**: What do you know about the kind of litter you see where you live. How is it caused?
- **Pair**: Tell your partner.
- **Share** with the class.

**Pollution**

**Shared Writing: KWL chart**
- Write the learners’ contributions in row 1 of your KWL chart on the board.
- Ask: What would you like to learn about pollution this week? Write this in row 2.
- Learners choose one thing from each row to copy into their KWL charts.

VISUAL ARTS

**Patterns in nature**
- Explain that patterns are lines, shapes or colours that are repeated over and over to create something pleasing to the eye.
- Remind learners that they use patterns when practising handwriting.
- Nature is full of patterns. Ask learners to think about any natural patterns they know, e.g. patterns on a butterfly wing, spots on a lady bug, etc.

**Making patterns**

**Look closely at the pictures**
- These are all natural patterns.
- Guess what each pattern is a part of.
- Which pattern do you like best?

**Class discussion**
- Which of these patterns uses line? Shape? Colour?
- Can you think of any other patterns in nature?

**Draw** patterns in the veins of the leaf – these can be any repetitive patterns, e.g. squiggles, zig-zags, dots, etc.

PHYSICAL EDUCATION

**Introduction**
- Follow the procedure for PE activity stations on page 25.
**LISTENING AND SPEAKING**

**Where we play**

15 min

**Think-Pair-Share**

- **Think**: Where do you play or hang out with your friends? Is it a clean, safe space? Why or why not?
- **Pair**: Tell your partner about where you play.
- **Share** with the class.
- Use your lap book to record observations. Make a note of where the children in your class play for the lesson tomorrow.

**PHONICS**

**Practice**

PG 55

10 min

- Do rapid sound recognition of sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

**HANDWRITING**

**Numbers (cursive)**

PG 50

10 min

- Follow the procedure for Handwriting lessons on page 9.

**SHARED READING**

**Comprehension**

PG 44-49

15 min

- Read and briefly discuss the title.
- Read the introductory paragraph on page 44. Establish that this will be a true story (non-fiction).
- Who has been to KZN? (link to children’s experiences)

**Shared reading**

- Read page 44. Explain that this is a flow chart. It sums up the journey of this river and makes it simple. The story/text that follows will explain in detail.
- Read the whole text with the children. Link to photographs.
- Stop to explain any new words or concepts, e.g. using the pictures or a synonym.
- Allow one child to answer the question at the end of each page.

**After reading**

- What did you learn about this big river?
- Have you ever seen a river (where and when?).

**WRITING**

**Comprehension**

PG 56

15 min

- Draw attention to the three logos.
- Explain that this week all the questions can be answered by looking at the flow chart, because it sums up or simplifies the text.

**Write**

- Complete the LAB activity.

**Check and correct**
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups C & D
- **Independent work:** Greta Thunberg

BEGINNING KNOWLEDGE

**Note:** If your school has a Science Kit, this activity can be replaced with a water study. Use the Science kit to study a small sample of water from a pond, stream or even a puddle.

**Discuss**
- What is litter and where does it come from?
- Where do you find litter?
- Why do people litter?

**Read and do**
- Discuss the words *matter* (anything that takes up space) and *material* (the stuff matter is made out of).
- Discuss different types of litter at school.
- Learners will go out into the playground and pick up litter for approximately 10 minutes. Give each group a bag to collect the litter in and some protection for their hands.
- Explain what a tally is.
- Learners collect litter and mark their table.
- They return to the classroom and count the total number of pieces of litter in each category.

VISUAL ARTS

**Printmaking**

**Discuss**
- Explain that making prints is a quick way of using shapes to make patterns.
- A print is a repeated pattern that can be made by using an object dipped in paint and applied to paper.

**Activity**
- Give each learner a natural object, e.g. leaf, flower, pebble, bark – interesting shapes and veins make prints more interesting – and some thick paint on a flat surface like a polystyrene tray.
- Press your object into the paint so that the paint covers the surface of the object.
- Place the object paint-side down on a clean piece of paper. Press down.
- Lift the object off the paper and repeat.
- Make a pattern using the same or different objects and different colours.

**Display and discuss**
- Display the artwork.
- Discuss which objects made the best prints and why.
- Discuss whether you need to reapply paint for each print or whether you could make a “shadow print” with less paint.

PHYSICAL EDUCATION

**Activity stations**

- Follow the procedure for PE activity stations on page 25.
WEDNESDAY

LISTENING AND SPEAKING

Cleaning my own play environment

Think-Pair-Share
• Think: How could you keep your playing space cleaner and safer? (have a bin, collect litter, pick up dog mess using plastic bags, etc.)
• Pair: Tell your partner.
• Share with the class. Have a broader discussion. Some points to reinforce:
  Cleaning one area should not pollute another, litter should be disposed of responsibly, preventing litter is as important as clearing it.
• Use your lap book to record observations.

PHONICS

Revise sounds XX and XX

• Do rapid sound recognition of sounds taught in Grade 2.
• Learners complete the LAB page.
• Check and mark together

[For Sepedi Monday and Wednesday, throughout PHONICS]

• Compare the two easily confused sounds.
• Learners complete the LAB page.
• Check and mark together

HANDWRITING

Numbers (cursive)

• Follow the procedure for Handwriting lessons on page 9.

SHARED READING

Vocabulary

Vocabulary words
• Show and read the week’s vocabulary words on the board or on flashcards:

<table>
<thead>
<tr>
<th>source</th>
<th>river</th>
<th>polluted</th>
<th>dams</th>
<th>waterfall</th>
</tr>
</thead>
</table>

Shared reading
• Re-read the story together with the learners.
• Word search: As you read learners spot the vocabulary words in the LAB text. They underline or circle each new word. Some words will appear more than once.

Learners sort flashcards into alphabetical order.

WRITING

Vocabulary

Oral
• Revise alphabetical order. If there is an alphabet frieze, refer children to this.
• Go through the LAB activities orally.

Write
• Complete the written LAB activity. Check and correct.
• Learners copy the five vocabulary activity into their Personal Dictionaries.

Display vocabulary flashcards on the Word Wall.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading**: Groups E & A
- **Independent work**: Ayakha Melithafa

BEGINNING KNOWLEDGE

**What litter did you find?**

**Analyse and discuss**
- Look at the table the learners completed the previous day.
- Analyse the results and make a table on the board with total number of each type of material collected by the whole class.
- Discuss where most items were found.
- Discuss why these items were lying on the ground, e.g. no bins, laziness, etc.
- Discuss strategies for stopping litter.

**Answer questions**
- Learners complete the activity in the LAB.

PERFORMING ARTS

**Create a movement sentence**

**Prepare**
- Discuss different types of pollution already learnt about.
- Discuss how each makes learners feel, e.g. the smell of a pile of litter, the sight of pollution on the beach, the feeling of choking from smoke, walking along a litter strewn road, etc.

**Groups**
- Learners work in groups of six.
- Brainstorm: How can you move to show your reaction to different types of pollution?
- Select one reaction and design a series of movements showing how you feel – at least six movements at different levels (high, middle, low, spinning, etc.).
- Learners prepare and practise a movement sequence.

PHYSICAL EDUCATION

**Activity stations**

- Follow the procedure for PE activity stations on page 25.
LISTENING AND SPEAKING

Think-Pair-Share
- **Think**: How could we make our classroom and playground cleaner and safer?
- **Pair**: Tell your partner.
- **Share** with the class. Have a broader discussion and write actionable points on the board, e.g. Ask principal for rubbish and recycle bags. One group each day stays for 5 minutes after break and clears litter from playground; Another group does a classroom cleanup at the end of the day. Litter bags taken to dustbins each day. Recyclables put in separate bag etc.
- Use your lap book to record observations.

PHONICS

Complete the sentences
- Do rapid sound recognition of the sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING

Numbers (cursive)
- Follow the procedure for Handwriting lessons on page 9.

SHARED READING

Introduce the sentence
- Read the sentence on the board.
- Establish the tense (timeless present tense) and explain that it is used for non-fiction writing.
- Children find and underline the sentence in the text on LAB page 47.

Join sentences
- Revise what a sentence is.
- Explain what a conjunction or joining word is.
- Write and, but and because on the board. Explain the differences in meaning.
- Explain that using conjunctions avoids repetition, creates longer sentences, i.e. so you can vary length, smooths out choppy writing.
- Help the children join the example sentences orally.

WRITING

Write
- Complete the LAB page.
- Some children read their sentences aloud.

Language
- A healthy river has a lot of different kinds of fish and tiny animals living in the water.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups B & C
- **Independent work:** Robert Mazibuko

BEGINNING KNOWLEDGE

**Concept review**

- **KWL chart (LAB page 53)**
  - Help learners to complete the last row.

**Thumbs up/thumbs down**

- Hold up a bilingual flashcard for each word and ask the questions.

- **pollution**
  1. Pollution is not caused by humans.
  2. Most pollution is caused by humans.
  3. Pollution is causing climate change.

- **litter**
  1. Litter is waste in the wrong place.
  2. Litter brings rats, flies and mosquitoes, which cause sickness.
  3. It doesn’t matter if we throw litter down anywhere.

- **materials**
  1. Materials are the stuff that stuff you can touch is made from.
  2. Litter is made up of materials.
  3. All pollution is made up of materials that you can touch.

**Bridge to English:** pollution, litter, materials

PERFORMING ARTS

**Movement sequence (continued)**

- **Perform**
  - In groups, learners perform their movement sequences.
  - The class guesses what their pollution situation is.

- **Evaluate**
  - Affirm each group.

PHYSICAL EDUCATION

**Activity stations**

- Follow the procedure for PE activity stations on page 25.
LISTENING AND SPEAKING

Review of week

Think-Pair-Share
- **Think:** How did you think, feel or do when you learnt about pollution this week?
- **Pair:** Share with your partner.
- **Share** with the class.
- Emphasise that although some pollution is caused by things beyond our control (factories etc), there are things we can all do about pollution, e.g. planting trees, clearing litter, explaining about climate change to others etc.

PHONICS

Timed word reading

- Follow the procedure for timed word reading on page 8.

HANDWRITING

Numbers (cursive)

- Follow the procedure for Handwriting lessons on page 9.

READING

Independent work review

Read and answer questions
- Read this week’s IW texts aloud to the class. Learners follow in their books.
- These are all about people who are concerned about the environment.
- Which did you enjoy most? Why?

Marking
- Take in and initial or make a general comment on the learners’ responses.

INDEPENDENT WRITING

Writing facts

- Learners write about a process they are familiar with.
- You can choose a process, or the children can choose for themselves (How I pack my school bag; How I make my school lunch; How I make my bed etc.). You may choose something linked to activities they have done this week, e.g. How I made my art pattern (linked to artwork); How I cleaned the place where I play (oral).
- Look for: Logical sequence, details, good observation.

**How I pack my school bag**
1. I check my pencil case.
2. I put my pencil case in my bag.
3. I put my PE shorts in my bag.
This week, I have:
• taken in the LABs and exercise books
• checked and corrected the work 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.
OUTCOMES FOR THE WEEK

Learners will:
- Celebrate Arbor Day and learn more about indigenous South African trees
- Read about and understand the positive impact trees have on the environment
- Learn how to plant a tree
- Listen to an African legend about a tree
- Make a flow chart based on a text
- Create a block print
- Paint an Arbor Day picture.

PREPARATION

Flashcards (English on the back)

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<thead>
<tr>
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<th>polluted</th>
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<tr>
<td>source</td>
<td>river</td>
<td>polluted</td>
<td>dams</td>
<td>waterfall</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>Arbor Day</th>
<th>climate change</th>
<th>forest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arbor Day</td>
<td>climate change</td>
<td>forest</td>
<td></td>
</tr>
</tbody>
</table>

Sentence
A healthy river has a lot of different kinds of fish and tiny animals living in the water.

MATERIALS
- Art materials: thick paint, polystyrene trays, thick waste cardboard, thick wool or string, scissors, pencils, A3 and A4 paper for printing and painting
- Equipment required for selected Physical Education activities
- Learners’ exercise books

ASSESSMENT

Take in and mark: Handwriting
Informal: Dictation, Comprehension (Flow Chart), Fluency practice times, BK activities

Formal Assessment Activities

| Fri | Writing Assessment 1: Information report | PRACTICAL | TG page 72 |
Once, long ago, in Africa the animals heard about a magical tree. They heard that every kind of fruit grew on the tree: pineapples, apples, oranges, bananas and more. They knew that only one type of fruit grows on each tree so they knew this was magical.

King Lion called a meeting and said, “Who will go and look for this tree and then take us to it? You have to remember the path you take.”

Jackal said, “I will go. I am fast.” He trotted a long way through the African bush and eventually found the tree. It was filled with fruit. He was so excited that he ate an orange and then began to trot back. He remembered the route. But … oh dear… just as he was about to come to the animal meeting place, he saw a little rock rabbit running in the veld. Forgetting everything, he ran after the rock rabbit until it disappeared down a hole. He went back to the meeting place but realised he had been so focused on the rock rabbit that he had forgotten the route. The animals were disappointed.

Zebra said, “I will go. I am as fast as jackal.” He galloped a long way through the African bush and eventually found the tree. It was filled with fruit. He was so excited that he ate a banana and then began to trot back. He remembered the route. But … oh dear… just as he was about to come to the animal meeting place, he saw the greenest, most delicious looking patch of grass. Forgetting everything, he began grazing until he had finished all the grass. Then he went back to the meeting place but realised he had been so focused on the grass that he had forgotten the route. The animals were disappointed.

Then tortoise spoke. “I will go. I know I am slow but I am reliable.” He walked slowly a long way through the African bush and eventually found the tree. It was filled with fruit. He did not eat any fruit but turned around and began to walk back. He remembered the route. He did not stop. When he reached the meeting place, he told King Lion and the other animals how to get to the magic tree.

The animals all went there and had a feast of different fruit. Tortoise had saved the day.
MONDAY

LISTENING AND SPEAKING

Think-Pair-Share
- **Think**: Do you have any special news? What did you do over the weekend?
- **Pair**: Tell your partner your news. Respond kindly to each other.

**News**
- **Share**:
  - A few learners share some news with the class.
  - Ensure all learners get a turn each term.
  - Record observations in your lap book.

Prepare children for school week ahead (what to bring, special events, etc.).

PHONICS

Revise sounds **XX** and **XX**
- Do rapid sound recognition of sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

*For Sepedi Monday and Wednesday, throughout PHONICS*
- Compare the two easily confused sounds.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING

Places and days (cursive)
- Follow the procedure for Handwriting lessons on page 9.

READING

Teacher read aloud
- What is a fable? (a story that teaches you something).
- What fables have you heard?
- Provide a purpose for listening: Let’s see what this fable will teach us.

Read the text to the learners

After reading
- What did the fable try to teach us?

EFAL
- Teach a lesson from your EFAL programme.
**GROUP GUIDED READING AND INDEPENDENT WORK**

- **Group reading:** Groups A & B
- **Independent work:** Sentences

---

**BEGINNING KNOWLEDGE**

**Arbor Day**

**Think-Pair-Share**

- **Think:** Think of a tree that grows near your home.
- **Pair:** Tell your partner about the tree – its size, colour, fruit, etc.
- **Share** with the class.

**Read and discuss**

- **Ask:** Why should we plant trees?

---

**VISUAL ARTS**

**Arbor Day picture**

**Prepare**

- Talk about the prints you made last week using natural objects.
- Explain that there are also other ways of printing, e.g. a block print where some parts of a block stick out and others are lower (relief).
- If possible, show a picture of a print block (https://artclasscurator.com/making-art-with-kids-block-printing/)

**Activity (make a print block)**

- Use a stiff piece of waste cardboard (about 15 cm²) and some thick string or wool.
- Wind the wool around the card so that the lines on the front look like tree trunks. Secure the string at the back with tape.
- Spread paint on the front of the block making sure that the string is covered with thick paint.
- Start on the left of a blank piece of paper (landscape) and print some tree trunks using the block. Repeat until the full width of the sheet is covered with tree trunks.

**Keep safe to complete tomorrow**

---

**PHYSICAL EDUCATION**

**Introduction**

- Follow the procedure for PE activity stations on page 25.
LISTENING AND SPEAKING

Discussing the story

Think-Pair-Share
- **Think:** Is the story I told yesterday a true story? Why or why not? How do we know Tortoise was a clever animal? What did the fable teach us?
- **Pair:** Tell your partner.
- **Share** with the class.
- Use your lap book to record observations.

PHONICS

Practice

- Do rapid sound recognition of sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING

Places and days (cursive)

- Follow the procedure for Handwriting lessons on page 9.

SHARED READING

Comprehension

Shared reading
- Read any two pages of the text with the learners (not the flow chart).
- Model fluency and expression (notice punctuation, pronunciation, good pace, help understanding).

Paired reading
- Partners read a page in turn practising reading fluently and with expression.
- Listen and give feedback as you walk around or use this time for one-on-one time.

WRITING

Comprehension

Read and discuss the task

Write
- Complete the LAB activity.
- Check and correct.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading**: Groups C & D
- **Independent work**: Trees for climate change

BEGINNING KNOWLEDGE

**Planting trees to fight pollution**

Read and discuss

- Review what learners know about Arbor Day.
- Read the flow chart on how to plant a tree.

Draw

- Complete the LAB activity.

VISUAL ARTS

**Arbor Day picture (continued)**

**Activity (print)**

- Cut a leaf shape (about 5 cm long) from a polystyrene tray and carve veins on it using a pencil OR find a small leaf with prominent veins.
- Use thick paint in different shades of green, yellow and brown to coat the veined side of the leaf.
- On the top of the page (above the trunks printed yesterday), print leaves to make trees.
- Add any other details like grass, birds, forest creatures, etc. using paint or kokis.
- Learners talk about the different types of printing and patterns they used.

**Display and discuss**

PHYSICAL EDUCATION

**Activity stations**

- Follow the procedure for PE activity stations on page 25.
**LISTENING AND SPEAKING**

**Retelling a story**

**Think-Pair-Share**

- **Think** about the story of The Magic Tree.
- **Pair**: Tell the story to your partner. (One partner tells the story today, one tomorrow.)
- **Share**: Invite a child to tell the story to the class.
- Use your lap book to record observations.

**PHONICS**

**Revise sounds XX and XX**

- Do rapid sound recognition of sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

[For Sepedi Monday and Wednesday, throughout PHONICS]

- Compare the two easily confused sounds.
- Learners complete the LAB page.
- Check and mark together.

**HANDWRITING**

**Places and days (cursive)**

- Follow the procedure for Handwriting lessons on page 9.

**READING**

**Vocabulary and language review**

**Vocabulary (LAB page 60)**

- Read flashcards from last week:
  - source
  - river
  - polluted
  - dams
  - waterfall
- Learners check last week’s LAB vocabulary activity and correct.

**Sentence work (LAB page 64)**

- Write the correct joined sentences on the board. Learners check.
- Learners read their own sentences to a partner.

**WRITING**

**Bridge to English**

**Vocabulary**

- Talk about how to say the flashcard words in English. Turn over each flashcard and say the word in English:
  - source
  - river
  - polluted
  - dams
  - waterfall

**Sentence**

- Discuss how to express the key sentence in English.
- Note vocabulary word. Divide the sentence into three parts:
  - English sentence: A healthy river / has a lot of different kinds of fish and tiny animals / living in the water.

**Write**

- Complete the LAB activity.
- Check and correct answers as a class.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups E & A
- **Independent work:** Trees for medicine

BEGINNING KNOWLEDGE

**How to plant a tree**

**Read and discuss**
- Re-read the flow chart on LAB page 75.
- Learners explain the steps in their own words.

**Write**
- Learners write a procedure for planting a tree using their own words.

PERFORMING ARTS

**Mime sequences**

**Prepare**
- Explain that mime is an acting technique that suggests actions or feelings without words by using only a sequence of gestures, expressions and movements.
- Model a mime, e.g. cleaning your teeth using exaggerated actions and facial expressions.

**Do**
- Name some simple mime scenes, e.g. getting out of bed – happily or reluctantly; tasting food that you like, or food that you don’t like.
- Learners mime the appropriate sequence of actions.

**Groups**
- In groups of two or three, learners think of a short story they could mime.
- They practise the mime in groups.

PHYSICAL EDUCATION

**Activity stations**

- Follow the procedure for PE activity stations on page 25.
THURSDAY

LISTENING AND SPEAKING

Re-tell story

Pair-Share

- Repeat yesterday’s activity with the second partner telling the story.
- Use your lap book to record observations.

PHONICS

Practice

- Do rapid sound recognition of the sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING

Places and days (cursive)

- Follow the procedure for Handwriting lessons on page 9.

READING

Fluency practice

Pairs read

- Each partner reads the text in turn.
- Time each reading (1 min each). Write the number of lines read.
- Repeat.

Feedback

- Read the text with learners.
- Learners circle any words they read incorrectly.
- Encourage them to continue practising reading the text at home.

SHARED WRITING

Flow chart: how paper is made

- Look at examples of flow charts (Journey of the Umgeni River).
- What do you notice about a flow chart? (Shows progress or a process. Set out as a diagram. Contains only important points or steps. Short sentences, phrases or just words. Goes in one direction.)
- Why would use a flow chart? (Easier to read, makes things simpler and easier to understand.)
- Read Trees for paper from LAB page 84 with the class.
- Explain that learners will complete a flow chart about this text tomorrow to help people understand the process of making paper.
- Features of a flow chart:
  - A progression or process in sequence, arrows and ovals in between steps, told in timeless present tense, short sentences or words, easy to understand.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading**: Groups B & C
- **Independent work**: Trees for food

BEGINNING KNOWLEDGE

**KWL chart (pg 53)**
- Help learners to complete the last row.

**Concept review**
- Thumbs up/thumbs down
  - Hold up a bilingual flashcard for each word and ask the questions.

**Arbor Day**
1. Arbor Day is celebrated in the first week of September.
2. Some people plant trees on Arbor Day.
3. Arbor Day is a day to cut down trees.

**climate change**
1. Climate change happens because there is more carbon in the air than before.
2. Climate change is a good thing for the earth.
3. Climate change is a bad thing for the earth.

**forest**
1. A forest is one tree by itself.
2. Many trees together make up a forest.
3. Forests help fight climate change.

Bridge to English: Arbor Day, climate change, forest

PERFORMING ARTS

**Mime sequences**

**Warm up**
- Make circles with wrists and hips, ankles and neck, etc. simultaneously.

**Perform**
- Each group performs their mime sequence in turn.

**Evaluate**
- Encourage positive comments after each performance.
- Comment on facial expression, gesture and movement.

PHYSICAL EDUCATION

**Activity stations**

- Follow the procedure for PE activity stations on page 25.
LISTENING AND SPEAKING

Think-Pair-Share
- Think: Think about what you learnt about trees this week.
- Pair: Share with your partner.
- Share with the class.

PHONICS

Dictation
- Follow the procedure for dictation on page 8.
Words: XX and XX
Sentence: XXXXXX

HANDWRITING

Places and days (cursive)
- Follow the procedure for Handwriting lessons on page 9.

READING

Independent work review
- Read and answer questions
  - Read this week’s IW texts aloud to the class. Learners follow in their books.
  - After each text, read the question/s. With texts for Monday to Thursday give answers, learners self-mark.
- Discuss the texts
  - Which text did you like best? Why?
  - Did you learn any new facts? New words?
- Marking
  - Initial only. Note who is not able to read and answer questions.

PERSONAL WRITING

A recount
- Create a flow chart in your exercise books. Copy the two steps on the board and complete.
- You can make as many steps as you like.
- Writing can be in point form or sentences.
- Possible additional points:
  - The chips are mixed with chemicals to make pulp.
  - The pulp is dried out in sheets.
  - The rough paper is smoothed.
  - Paper is made into products.
- Marking
  - Look for: Flow chart template used correctly, good summing up of steps, steps in logical order, timeless present tense, vocabulary and hf words spelled correctly.
This week, I have:
• taken in the LABs and exercise books
• checked and corrected the work 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 5 OVERVIEW

How people lived long ago

OUTCOMES FOR THE WEEK

Learners will:
- Learn about life in the past through reading and observation
- Learn how to interview an older person about their memories
- Create a group drama based on what they learnt
- Read a traditional European folk tale from long ago
- Analyse and learn about objects from the past
- Learn about patterns in African art
- Write instructions about how to make a shoe
- Understand more about museums
- Continue work on conjunctions and joining/separating sentences.

PREPARATION

Flashcards (English on the back)

<table>
<thead>
<tr>
<th>Literacy</th>
<th>imaginary</th>
<th>magic</th>
<th>hope</th>
<th>famous</th>
<th>popular</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>imaginary</td>
<td>magic</td>
<td>hope</td>
<td>famous</td>
<td>popular</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>museum</th>
<th>exhibit</th>
<th>information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>museum</td>
<td>exhibit</td>
<td>information</td>
</tr>
</tbody>
</table>

Sentences
He cut out the new leather and left it on his worktable.

MATERIALS

- Language exercise book for writing, independent reading responses and handwriting
- Corrugated cardboard and paper glue for technology
- Art supplies
- Equipment required for selected Physical Education activities
- Learner’s exercise books
- Reference articles for Art gallery (LAB page 96):

ASSESSMENT

Take in and mark: Independent writing (Procedure); Vocabulary; Sentences; Handwriting (Friday); IW responses
Informal: Timed word reading
This story is an introduction to the Life Skills theme of How people lived long ago. The teacher reads it on Monday (see TG page 76). Learners can look at illustrations in the LAB and identify some of the objects discussed.

The twins’ teacher took the class to the museum to look at things that people used long ago.

She divided the class into groups. Each group looked for particular things. Jennilee’s group had to look for things that we wished we had in loadshedding. Zane’s group had to look for things that we could use if we didn’t have plastic.

Jennilee’s group found a wood-burning stove. They opened a little door on the stove and saw a place to make a fire. “This would be good in loadshedding,” said Jennilee, “You just need firewood.”

On the stove they found a very old metal iron for ironing clothes. “Oh, I see,” said Jennilee, “the fire made the top of the stove hot and then the iron got hot.” They found another iron that could open. The children wondered how it worked. They asked the lady working in the museum. She said it was a coal iron. You could put red hot coals inside the iron to make it hot. “My gran would like one of those when she’s trying to iron and the lights go out!” said one of the boys.

Then they found something that had a handle and rollers. The museum lady said it was called a mangle. It was for squeezing water out of clothes. She showed them how you could put wet clothes between the rollers, and turn the handle. Then the rollers would squeeze the water out.

Zane’s group quickly saw that nothing in the museum was made out of plastic. They found an ostrich egg shell that San people used for keeping water in. They found suitcases made from hard leather. They found the shell of a hard pumpkin that people used for keeping sour milk in. The lady in the museum said it was called a gourd. They found clay pots on little legs that African people used for keeping food hot. They also found a lot of very beautiful pots that were used for keeping African beer. They found one the size of a very small cup. The museum lady laughed and told them that people used to give beer to visitors that they didn’t like in that one. The children thought that was funny.

Their teacher talked about how people looked after all these things and didn’t use them once and then throw them away. She asked them if they could think of one big difference that would make. “I know,” said Zane, “there would be no litter.” “Yes,” said the teacher, “No litter. Wouldn’t that be wonderful?”
MONDAY

LISTENING AND SPEAKING

Think-Pair-Share
- **Think:** What did you do over the weekend? How did you feel about the things you did?
- **Pair:** Tell your partner your weekend and how you felt.
- **Share:**
  - A few learners share with the class.
  - Ensure all learners get a turn each term.
  - Record observations in your lap book.

**Prepare children for school week ahead**
(what to bring, special events, etc.).

PHONICS

Revise sounds XX and XX
- Do rapid sound recognition of sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

[For Sepedi Monday and Wednesday, throughout PHONICS]
- Compare the two easily confused sounds.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING

Months (cursive)
- Follow the procedure for Handwriting lessons on page 9.

READING

**Teacher read aloud**

**Before reading**
- Introduce the topic of objects from long ago.
  - Have you ever been to a museum? What did you see there?
- Provide a purpose for listening: Listen to find out more about things from long ago that you can see in a museum.

**Read the text to the learners**

**After reading**
- What did Jenilee’s group look for?
- What did Zane’s group look for?
- Why did people leave less litter long ago?
- Explain: Things in a museum are called exhibits.

EFAL
- Teach a lesson from your EFAL programme.
GROUP GUIDED READING AND INDEPENDENT WORK
- **Group reading:** Groups A & B
- **Independent work:** Sentences

BEGINNING KNOWLEDGE
**Introduce the concept**
- Have you ever seen old-fashioned things from long ago? What objects from long ago can you name?

**Think-Pair-Share**
- **Think:** What do you know about how people lived long ago?
- **Pair:** Tell your partner.
- **Share** with the class.

**How people lived long ago**
**Shared Writing: KWL chart**
- Write the learners’ contributions in row 1 of your KWL chart on the board.
- Ask: What would you like to learn about how people lived long ago this week? Write this in row 2.
- Learners choose one thing from each row to copy into their KWL charts.

VISUAL ARTS
**Learn about patterns in Africa**
African Art is often based on patterns. Sometimes the patterns are symmetrical; sometimes they have a focal point. They are usually brightly coloured. They represent the culture and heritage of the people who make them.

Explain that some of the art is not done using paint and canvas or paper. It can be painted on buildings or other objects. It might be etched on clay like in the clay pots they learnt about in Term 1. Or it can be made out of different materials like beads.

**Art gallery: Patterns in Africa**

**Pictures and text**
- Look closely at the two main pieces of artwork on page 96.
- Read the articles about the BMW and the Dream Chair.

**Class discussion**
- Is art usually seen on items like cars or chairs?
- Which piece of artwork do you like the most? The car or the chair? Why?
- Have you ever seen Ndebele painting or Zulu beadwork? Where?
- Would you like to make patterns like these?

PHYSICAL EDUCATION
**Introduction**
- Follow the procedure for PE activity stations on page 25.
TUESDAY

LISTENING AND SPEAKING

Interviews

- Think-Pair-Share
  - **Think:** What is an interview? Have you ever seen an interview on TV? What happens?
  - **Pair:** Tell your partner.
  - **Share** with the class.
  - **Explain:** This week you will interview an older person at home to find out about what life was like long ago. On Friday we will talk about what you found out.
  - Use your lap book to record observations.

PHONICS

Practice

- Do rapid sound recognition of sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING

Months (cursive)

- Follow the procedure for Handwriting lessons on page 9.

SHARED READING

Comprehension

Before reading
- Read and briefly discuss the title.
- What are your favourite kind of shoe?

Shared reading
- Read the flow chart on page 86.
- Read the story with the children. Link to photographs.
- Stop to explain any new words or concepts, e.g. using the pictures or a synonym.
- Allow one child to answer the question at the end of each page.

After reading
- Was there a happy ending? What happened?

WRITING

Comprehension

Questions
- Draw attention to the logos.
- Children will need to refer to the story for answers (not the flow chart).

Write
- Complete the LAB activity.

Check and correct.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups C & D

- **Independent work:** *Shoes then and now*

BEGINNING KNOWLEDGE

**Read and discuss**
- Explain that the objects in the pictures are like the exhibits you might see in a museum. Discuss what the learners already know about what can be found in a museum.
- Explain that many museums have natural history as well as historical items, but that in this lesson we are looking at things from long ago.
- Remind them of the story of the class visit to the museum.
- Identify which items could be used in case of loadshedding and which are used instead of plastic.
- Learners talk about other objects from long ago that they can think of.

**Write**
- Complete the LAB activity.

A visit to a museum

- Remind them of the story of the class visit to the museum.
- Identify which items could be used in case of loadshedding and which are used instead of plastic.
- Learners talk about other objects from long ago that they can think of.

VISUAL ARTS

**Design a repeating pattern**

**Introduction**
- Remind learners of the pictures they saw of African art patterns (LAB page 96).
- Show them additional pictures of beadwork, African fabric, painted Ndebele houses, etc. If you can, show them actual objects.
- Point out how the patterns repeat, i.e. the same elements of pattern (colours or shapes) are seen over and over.
- See: https://www.ckjs.org.uk/Home_Learning/Year_3/Summer_Term/Week_6_1st_June/Art_Presentation.pdf

**Activity (pencil and paper)**
- Fold a sheet of A4 paper into four horizontal strips.
- Using a pencil and ruler, experiment and draw a design of a repeating pattern in each block.
- Each block should have a different pattern.
- Learners select the pattern they like the most and colour it using kokis or sharp crayons.

Keep safe for next week

PHYSICAL EDUCATION

**Activity stations**
- Follow the procedure for PE activity stations on page 25.
LISTENING AND SPEAKING  Older people you know

Think-Pair-Share
• Think: Who is the oldest person you know? What will you ask them when you interview them about life in the past?
• Pair: Tell your partner.
• Share with the class.
• Use your lap book to record observations.

PHONICS  Revise sounds XX and XX

• Do rapid sound recognition of sounds taught in Grade 2.
• Learners complete the LAB page.
• Check and mark together.

[For Sepedi Monday and Wednesday, throughout PHONICS]
• Compare the two easily confused sounds.
• Learners complete the LAB page.
• Check and mark together.

HANDWRITING  Months (cursive)

• Follow the procedure for Handwriting lessons on page 9.

SHARED READING  Vocabulary

Vocabulary words
• Show and read the week’s vocabulary words on the board or on flashcards:
  imaginary   magic    hope   famous   popular

Shared reading
• Re-read the story together with the learners.
• Word search: As you read learners spot the vocabulary words in the LAB text.
• They underline or circle each new word. Some words appear more than once.

Learners sort flashcards into alphabetical order.

WRITING  Vocabulary

Oral
• Go through the LAB activities orally.

Write
• Complete the written LAB activity. Check and correct.
• Learners copy the five vocabulary words into their Personal Dictionaries.

Display vocabulary flashcards on the Word Wall.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading**: Groups E & A
- **Independent work**: *Cars then and now*

BEGINNING KNOWLEDGE  
Shoes from long ago

Read and discuss
- Read the information and pictures.
- Discuss the different kinds of shoes shown.

Write
- Learners complete the LAB activity.
- They match the information boxes with the correct pictures.

PERFORMING ARTS  
Prepare a drama

Prepare
- Review the interviews learners have conducted with older people.
- As a class, learners name some of the people they interviewed and what they told them.

Groups
- Learners work in groups of six.
- They discuss their interviews and select one activity they heard about, e.g. how it was to catch a train or going to the shops long ago.
- They select an idea that they can act out (offer help if necessary).

PHYSICAL EDUCATION  
Activity stations

- Follow the procedure for PE activity stations on page 25.
THURSDAY

LISTENING AND SPEAKING

Interviewing an older person

Think-Pair-Share
- **Think**: How are you polite and respectful when you interview an older person?
- **Pair**: With your partner take turns to role play asking an older person for an interview.
- **Share** with the class (one or two pairs).
- Use your lap book to record observations.

PHONICS

Complete the sentences

- Do rapid sound recognition of the sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING

Numbers (cursive)

- Follow the procedure for Handwriting lessons on page 9.

SHARED READING

Language

Introduce the sentence
- Read the sentences on the board.
- Children find and underline the sentence in the text on pages 86–91.

Join sentences
- Identify and underline all the nouns (leather, worktable) and pronouns (he, it) in the sentences.
- Revise what a **conjunction** or joining word is.
- Revise why we use conjunctions. (avoids repetition, creates longer sentences, smooths out choppy writing).
- Discuss why we sometime use separate, short sentences (easier to read, helps understanding)
- Use the LAB and help the children join the example sentences (matching) and then separate them.

WRITING

Language

Write
- Complete the LAB page.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups B & C
- **Independent work:** Clothes then and now

BEGINNING KNOWLEDGE

**Concept review**

**KWL chart (LAB page 95)**
- Help learners to complete the last row.

**Thumbs up/thumbs down**
- Hold up a bilingual flashcard for each word and ask the questions.

<table>
<thead>
<tr>
<th>museum</th>
<th>exhibit</th>
<th>information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Things from long ago can be found in museums.</td>
<td>1. Things on display in a museum are called exhibits.</td>
<td>1. Information is usually facts about a person or thing.</td>
</tr>
<tr>
<td>2. Some museums also have other objects like plants, animals and insects.</td>
<td>2. Exhibits can be real objects or pictures.</td>
<td>2. People can tell you information.</td>
</tr>
<tr>
<td>3. All museums are exactly the same.</td>
<td>3. All exhibits are the same.</td>
<td>3. Information can also be written down.</td>
</tr>
</tbody>
</table>

**Bridge to English:** museum, exhibit, information

PERFORMING ARTS

Prepare a scene

**Introduction**
- Remind learners of the activity they discussed the previous day.

**Practice**
- In groups, learners prepare their scene:
  - Select characters
  - Write dialogue
  - Find or make props
  - Practise the scene.
- They will perform this scene for assessment in Week 6.

PHYSICAL EDUCATION

Activity stations

- Follow the procedure for PE activity stations on page 25.
FRIDAY

LISTENING AND SPEAKING

Review of week

Think-Pair-Share
• **Think**: What was the most interesting thing you found out from your interview with an older person?
• **Pair**: Share with your partner.
• **Share** with the class.

PHONICS

Timed word reading

• Follow the procedure for timed word reading on page 8.

HANDWRITING

Numbers (cursive)

• Follow the Numbers (cursive)
• for Handwriting lessons on page 9.

READING

Independent work review

Read and answer questions
• Read this week’s IW texts aloud to the class. Learners follow in their books.
• Which did you enjoy most? Why?

Marking
• Take in and initial or make a general comment on the children’s responses.

INDEPENDENT WRITING

How to make shoes

• Children write a paragraph with instructions about how shoes are made.
• They use the flow chart on LAB page 86 as a guide for vocabulary and procedure.
• The first two sentences are provided.
• Stop children 5 minutes before the end.
• They read what they have written to a partner.
• Discuss: Which is easier for you to understand? The diagram or the text? (There is no right answer.)
• **Look for**: Clear, detailed instructions. Instructions that go beyond the sentences in the flow diagram.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups D & E
- **Independent work:** Making electricity – then and now

BEGINNING KNOWLEDGE  DBE Workbook time

**Checking and feedback**
- Go through last week’s DBE Workbook pages together.
- Learners correct or complete.

**Complete DBE Workbook pages**
- Life Skills Workbook 1 Worksheet 2 Worksheet 39
- How people lived long ago, pages 14 and 15.
- Home Language Workbook – select a page.

PHYSICAL EDUCATION  Activity stations

- Follow the procedure for PE activity stations on page 25.

TEACHER’S WEEKLY REVIEW

**This week, I have:**
- taken in the LABs and exercise books
- checked and corrected the work 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 6 OVERVIEW

How people lived long ago

OUTCOMES FOR THE WEEK

Learners will:

• Read about different African artefacts from the past and understand what they tell us
• Listen to a granny’s story about life in South Africa very long ago
• Think and talk about the oldest object in their house
• Recount what an older person has told us
• Write a personal story about something from the past
• Continue to work with conjunctions and joining sentences
• Use the technological process to make a pair of shoes.

MATERIALS

• Cardboard boxes (corrugated cardboard) for making shoes
• Scissors, glue, paint, etc.
• Equipment required for selected Physical Education activities
• Learners’ exercise books

ASSESSMENT

Informal: Dictation, Independent writing (Something from the past), Handwriting, Fluency practice times, BK activities.

Formal Assessment Activities

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Type</th>
<th>TG Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues–Thurs</td>
<td>Listening and Speaking 1: Presentation-Something form long ago</td>
<td>ORAL</td>
<td>90, 92, 94</td>
</tr>
<tr>
<td>Tues</td>
<td>Listening and Speaking 2: Listening Comprehension – Things my granny’s granny told her</td>
<td>LAB page 115</td>
<td>90</td>
</tr>
<tr>
<td>Mon–Tues</td>
<td>Visual Arts 1: African pattern art</td>
<td>PRACTICAL</td>
<td>89, 91</td>
</tr>
<tr>
<td>Thurs</td>
<td>Performing Arts 1: Group dramatisation</td>
<td>PRACTICAL</td>
<td>93, 95</td>
</tr>
<tr>
<td>Fri</td>
<td>Physical Education 1: Games</td>
<td>PRACTICAL</td>
<td>97</td>
</tr>
</tbody>
</table>

PREPARATION

Flashcards (English on the back)

<table>
<thead>
<tr>
<th>Literacy</th>
<th>imaginary</th>
<th>magic</th>
<th>hope</th>
<th>famous</th>
<th>popular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life</td>
<td>investigate</td>
<td>design</td>
<td>test</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sentences

He cut out the new leather and left it on his worktable.
My granny tells me things that her granny told her. I love to listen to her.

My granny says that when her granny was little, they did not live in brick houses. They lived in beautiful round houses made of grass. In isiZulu these houses are called amaqhugwana. These houses were very comfortable to live in. When it was hot, they were cool inside. When it was cold, they were warm inside.

To make these houses people started with a frame made of wood. Then they added thick thatch grass to the frame. Each family had a few grass houses for their home. Each house had a small door. People had to bend down to go in.

My granny’s granny also remembered about the family’s Nguni cattle. Nguni cattle are different from ordinary cattle. They are the most beautiful cattle in the world. Their skin is a mix of white, black and brown and each cow has a different pattern on its skin. My granny’s father had many cattle, and he knew the skin colours of every cow. He loved to see them come into the isibaya (kraal) after being out all day eating grass in the veld. The cattle slept in the isibaya at night.

Under the isibaya was a closed pit where dried mealies were stored. The pit was safe at night.

My granny’s granny remembered her mother making Zulu beer in clay pots for people to drink. But the Zulu beer had another use. Listen carefully to understand.

Termites are insects that look like big ants but termites eat leaves and sticks while ants eat the same food as people. Sometimes termites attacked the kraal. They wanted to eat the dried mealies in the pit and the grass of the grass houses. So, people had to find ways to keep the termites away.

To stop the termites eating the dried mealies, the pit had a tight lid on it. Air could not get in. When the termites got in, they died because they could not breathe.

To stop the termites eating the grass houses, women poured left-over Zulu beer all around the grass houses. Ants came to eat the sugar in the beer. The ants would not let the termites go past. So, the termites could not get to the grass houses.

Granny says people were very clever in old times!
WEEK 6 • HOW PEOPLE LIVED LONG AGO

MONDAY

LISTENING AND SPEAKING

Think-Pair-Share
- **Think:** Did you talk to or spend time with an older person this weekend? What did you learn from them?
- **Pair:** Tell your partner. Respond kindly to each other.
- **Share:**
  - A few learners share some news with the class.
  - Ensure all learners get a turn each term.
  - Record observations in your lap book.

PHONICS

Revise sounds XX and XX
- Do rapid sound recognition of sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

[For Sepedi Monday and Wednesday, throughout PHONICS]
- Compare the two easily confused sounds.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING

Sentences (cursive)
- Follow the procedure for Handwriting lessons on page 9.

READING

Teacher read aloud

Before reading
- Has your granny ever told you about things her granny did in the olden days?
- Listen to what my granny’s granny told me about life long ago.

After reading
- Why did granny say people were clever in those days?

EFAL

- Teach a lesson from your EFAL programme.

Prepare children for school week ahead
(what to bring, special events, etc.).

Also prepare them for Listening and speaking assessment tomorrow.
They should either talk to an older person or find the oldest object in their house.

News

Prepare children for school week ahead
(what to bring, special events, etc.).

Also prepare them for Listening and speaking assessment tomorrow.
They should either talk to an older person or find the oldest object in their house.

Before reading
- Has your granny ever told you about things her granny did in the olden days?
- Listen to what my granny’s granny told me about life long ago.

After reading
- Why did granny say people were clever in those days?
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading**: Groups A & B
- **Independent work**: Sentences

BEGINNING KNOWLEDGE

**Making shoes**

**Investigate**
- Tell learners they are going to take part in a technological process of making shoes. This starts with *investigation* where they find out as much information as possible.
- In small groups, learners think about the importance of shoes, their characteristics and possible materials.
- They complete the LAB activity

**Design**
- The next step in the technological process is for learners to design a shoe.
- They work alone and draw a design.

**VISUAL ARTS ASSESSMENT 1**

**Repeated African patterns**

**Prepare**
- Talk about the two patterned objects you read about in Week 5 – the chair and the BMW.
- Remind learners of the repeated pattern they designed last week.

**Activity (draw)**
- Learners select an object that they think would look good with a repeated pattern on it.
- Give some suggestions, e.g. a house, a bowl, a pot, a jug, etc.
- Learners draw an outline of the object on plain paper. The drawing must fill most of the page.
- They draw their own repeated pattern on the object in pencil.

**PHYSICAL EDUCATION**

**Introduction**
- Follow the procedure for PE activity stations on page 25.
**TUESDAY**

**LISTENING AND SPEAKING ASSESSMENT 1**

**Something from the past**

15 min

Think-Pair

- Think of what you will talk about.
- Pair: Practise your presentation. Tell your partner what you are going to talk about and what you will say.

**Explain what you will be looking for**

- Good presentation (posture, eye contact, clear, loud voice)
- Good introduction (I am going to talk about ...)
- Interesting topic, i.e. a good explanation of object/what it was used for or clear retelling of something told by an older person about life long ago
- Good oral language (grammar)
- Interesting words (vocabulary)

**Write**

- The oldest object in my house is ...
- My Granny/Grandpa told me about ...

**Handwriting**

- Sentences (cursive)
  - Follow the procedure for Handwriting lessons on page 9.

**Shared Reading and Reading Aloud**

**Read-aloud story**

- Re-read the read-aloud story, Things my Granny’s Granny told her.
- Do not stop to explain or ask questions.

**Listening and Speaking Assessment 2**

**Listening comprehension**

- Write
  - Complete the LAB Assessment activity.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups C & D
- **Independent work:** A letter from the past – headrest

BEGINNING KNOWLEDGE

**Make shoes**

**Prepare**
- Remind learners that they are working through a process to make shoes from waste material. They have investigated and planned, they will now make the shoes.

**Make**
- In pairs, learners read the procedure for making shoes from cardboard boxes.
- On their own they start to create their own pair of shoes.
- Allow them to be creative and adapt the procedure to suit their design and available materials.

**Keep the shoes to complete later**

VISUAL ARTS ASSESSMENT 1

**Repeated pattern (continued)**

**Activity (colour or paint)**
- Learners colour the pattern on their page, using bright crayons or paint.
- They either cut their object out and paste on a plain, dark background, or colour the background a dark colour so that the patterns stand out.

**Display and discuss**
- Learners explain how the pattern makes the object look beautiful as well as useful.

PHYSICAL EDUCATION

**Activity stations**
- Follow the procedure for PE activity stations on page 25.
LISTENING AND SPEAKING ASSESSMENT 1

Something from the past (continued)

Presentations
- Assess some children today.
- Begin with the more confident children.

PHONICS

Revise sounds XX and XX
- Do rapid sound recognition of sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

[For Sepedi Monday and Wednesday, throughout PHONICS]
- Compare the two easily confused sounds.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING

Sentences (cursive)
- Follow the procedure for Handwriting lessons on page 9.

READING

Vocabulary and language review

Vocabulary (LAB page 102)
- Read flashcards from last week:
  - imaginary, magic, hope, famous, popular
- Learners check last week’s LAB vocabulary activity and correct.

Sentence work (LAB page 106)
- Write the correct joined sentences on the board.
  - Learners check.
- Learners read their own sentences to a partner.

WRITING

Bridge to English

Vocabulary
- Talk about how to say the flashcard words in English. Turn over each flashcard and say the word in English:
  - imaginary, magic, hope, famous, popular

Sentence
- Discuss how to express the first key sentence in English.
- Provide the words for leather and worktable.
- Divide the sentence into two parts. Teach the word and
  - English: He cut out the new leather / and left it on his worktable.

Write
- Complete the LAB activity.
- Check and correct answers as a class.
**GROUP GUIDED READING AND INDEPENDENT WORK**

- **Group reading:** Groups E & A

- **Independent work:** A letter from the past – Benin Bronzes

---

**BEGINNING KNOWLEDGE**  Did your shoes work?

**Did your shoes work?**

**Read and discuss**

- Remind learners of the stages of the technological process. Explain that they will test, evaluate and communicate about their shoes.
- Read the section on testing the shoes (Question 1).
- Read the section on evaluating the process (Question 2 and 3).
- Read the section on how to talk about the process (Activity 4).

**Write**

- Learners answer the questions in the LAB.

---

**PERFORMING ARTS ASSESSMENT 1**

**Perform a scene from long ago**

**Perform**

- Half the groups perform their play for the class.

**Evaluate**

- Encourage positive comments after each performance.
- Comment on the characters, dialogue, props and action.

**Marking:**

See page 148

**Marks:** 5

---

**PHYSICAL EDUCATION**  Activity stations

- Follow the procedure for PE activity stations on page 25.
PHONICS

Practice

- Do rapid sound recognition of the sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING

Sentences (cursive)

- Follow the procedure for Handwriting lessons on page 9.

READING

Fluency practice

Pairs read

- Each partner reads the text in turn.
- Time each reading (1 min each). Write the number of lines read.
- Repeat.

Feedback

- Read the text with learners.
- Learners circle any words they read incorrectly.
- Encourage them to continue practising reading the text at home.

SHARED WRITING

Something from the past

- Talk about the oral presentations the class has heard this week.
- Make a list of things children have talked about so far.
- Choose one to write about as shared writing with the class.

Features you could emphasise:

- Use of joined sentences and conjunctions (link to language), tense used consistently, reported speech (if writing about what granny said), good adjective (description of object from long ago), interesting details that make the writing your own (the phones were black with a number dial).
Concept review

BEGINNING KNOWLEDGE

KWL chart (pg 95)
- Help learners to complete the last row.

Thumbs up/thumbs down
- Hold up a bilingual flashcard for each word and ask the questions.

investigate
1. To investigate means to find something out.
2. You investigate something because you already know everything about it.
3. You investigate something if you want more information.

design
1. To design something is to break it apart.
2. One way to design something is to draw a picture of what you want.
3. Another way to design something is to make a small model of what you want.

test
1. To test something is to check whether it is working or not.
2. To test something is to try something out.
3. We test something to get marks.

Bridge to English: investigate, design, test

PERFORMING ARTS ASSESSMENT 1

Perform a scene from long ago (continued)
Perform
- Half the groups perform their play for the class.
Evaluate
- Encourage positive comments after each performance.
- Comment on the characters, dialogue, props and action.

Marking:
See page 148
Marks: 5

PHYSICAL EDUCATION

Activity stations
- Follow the procedure for PE activity stations on page 25.
**LISTENING AND SPEAKING**

**Think-Pair-Share**
- **Think:** What did you learn about life long ago this week?
- **Pair:** Share with your partner.
- **Share:** What will you do differently when you talk to an older person?

**PHONICS**

**Dictation**
- Follow the procedure for dictation on page 8.
  - **Words:** XX and XX
  - **Sentence:** XXXXXX

**HANDWRITING**

**Sentences (cursive)**
- Follow the procedure for Handwriting lessons on page 9.

**READING**

**Independent work review**
- Read and answer questions
  - Read this week’s IW texts aloud to the class. Learners follow in their books.
  - After each text, read the question/s. Learners read or look at each other’s responses.
- **Discuss the texts**
  - Which text did you like best? Why?
  - Did you learn any new facts? New words?
  - **Marking**
    - Initial only. Note who is not able to read and complete the task. Comment on good artwork.

**INDEPENDENT WRITING**

**Something from long ago**
- Children write about something from long ago.
- Remind children about joining sentences where this makes the writing sound better.
- **Look for** (according to topic chosen): Past tense used appropriately, reported speech [what granny said], adjectives [description of object], joined sentences + interesting details, good choice of topic, cohesive writing
TEACHER’S WEEKLY REVIEW

This week, I have:
• taken in the LABs and exercise books
• checked and corrected the work 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

Space

OUTCOMES FOR THE WEEK

Learners will:
- Listen to information about space and the solar system
- Read and understand a story about a girl who goes to the moon
- Read and respond to individual texts about animals, people, satellites and space junk in space
- Write about a dream
- Classify features of planets
- Continue working with conjunctions and compound sentences
- Construct a mobile of the solar system
- Create movement sentences within a space theme.

PREPARATION

Flashcards (English on the back)

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Earth</th>
<th>floating</th>
<th>crescent</th>
<th>pretend</th>
<th>torch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Earth</td>
<td>floating</td>
<td>crescent</td>
<td>pretend</td>
<td>torch</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>space</th>
<th>solar system</th>
<th>planets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>space</td>
<td>solar system</td>
<td>planets</td>
</tr>
</tbody>
</table>

Sentence

She said that the Earth is also a rocky ball floating in space, but it is much bigger than the moon.

MATERIALS

- Materials for a mobile – waste cardboard, scissors, shapes for drawing around, paint/crayons, thin string or fishing nylon, each learner to bring a small branch or large stick for their mobile.
- Equipment required for selected Physical Education activities
- Learners’ exercise books
- More information about Shape in art: https://lilliangray.co.za/7-elements-of-art-shape/

ASSESSMENT

Take in and mark: Vocabulary, Language, Writing (creative story)

Informal: Timed word reading

Formal Assessment Activities

<table>
<thead>
<tr>
<th>Tues-Thurs (Continued from Week 6)</th>
<th>Listening and Speaking 1: Presentation-Something from long ago</th>
<th>ORAL</th>
<th>TG pages 102, 104, 106</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues</td>
<td>Phonics 1: Write sounds</td>
<td>LAB page 139</td>
<td>TG page 102</td>
</tr>
<tr>
<td>Tues</td>
<td>Reading 1: Comprehension</td>
<td>LAB page 140</td>
<td>TG page 102</td>
</tr>
<tr>
<td>Wed</td>
<td>Beginning Knowledge 1: What planet am I?</td>
<td>LAB page 147</td>
<td>TG page 105</td>
</tr>
</tbody>
</table>
Hello Grade 3 space explorers!

Did you know that space is everything beyond the Earth’s atmosphere? It’s a huge space filled with stars, moons, planets, comets and more! Imagine, it’s so big that scientists are still discovering new things about it every day!

The centre of our solar system is the sun. It’s a giant ball of hot gas that gives light and heat to all the planets that orbit around it.

Our planet, Earth, is one of these planets and we live on it. Earth is special because it has air, water, and land – things that allow life to exist!

The moon orbits around the Earth. You see it mostly in the night sky. Our moon has a big effect on our planet, as its gravity causes the tides in the oceans.

There are eight planets in our solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Each planet is different and unique. For example, Jupiter is the largest planet and it has many moons, while Venus is known for being very hot due to its thick atmosphere and volcanoes.

Have you ever seen a comet? A comet is a big ball of ice, dust and gas that travels through space. When it gets close to the sun, the ice melts and creates a bright tail that can be seen from Earth. Comets can look like a bright star with a long tail streaming behind it, and they’re often called ‘dirty snowballs’. They can be very beautiful and they help us learn more about the universe.

Have you ever wondered what it would be like to travel to space? Astronauts are people who travel to space and they use special vehicles called spacecraft to get there. They wear special suits called spacesuits to protect them from the dangers of space, like no air and very hot and very cold temperatures.

Space is full of amazing things to discover and explore. Keep learning about space and, one day, you might even become an astronaut yourself!
**MONDAY**

**LISTENING AND SPEAKING**

**Think-Pair-Share**
- **Think:** Do you have any special news?
  What did you do over the weekend?
- **Pair:** Tell your partner your news.
  Respond kindly to each other.
- **Share:**
  - A few learners share some news with the class.

**News**
- Ensure all learners get a turn each term.
- Record observations in your lap book.

**Prepare children for school week ahead** (what to bring/learn for assessments etc.)

**PHONICS**

**Revise sounds XX and XX**
- Do rapid sound recognition of sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

[For Sepedi Monday and Wednesday, throughout PHONICS]
- Compare the two easily confused sounds.
- Learners complete the LAB page.
- Check and mark together.

**HANDWRITING**

**Cursive words**
- Follow the procedure for Handwriting lessons on page 9.

**READING**

**Teacher read aloud**

**Before reading**
- What do we see in the sky during the day? At night?
- Can you tell me why we have light in the day and dark at night?
- Can you remember how the Earth moves around the sun? What do we call that? (revolve)
- Can you remember how the moon moves around the Earth? What do we call that? (rotate)

**Read the text to the learners**

**After reading**
- Where is space?
- Is our solar system the whole of space?
- How many planets are in our solar system?
- Would you like to go to space?

**EFAL**

- Teach a lesson from your EFAL programme.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups A & B
- **Independent work:** Sentences

BEGINNING KNOWLEDGE

**Introduce the concept**
- Do you enjoy learning about things far away – like space? Why/why not?

**Think-Pair-Share**
- **Think:** What do you know about space?
- **Pair:** Tell your partner.
- **Share** with the class.

**Shared Writing: KWL chart**
- Write the learners’ contributions in row 1 of your KWL chart on the board.
- Ask: What would you like to learn about space this week? Write this in row 2.
- Learners choose one thing from each row to copy into their KWL charts.

VISUAL ARTS

**Shapes in art**

**Review**
- Remind learners about some of the elements of art they have learnt about so far: symmetry, balance, focal points, colour.

**Learn about shape**
- Shape is one of the elements of art.
- A shape is a line that joins up where it started.
- Shapes are generally geometric or organic.
- Shapes are flat or two-dimensional. Artists make them look more real by adding colour and shading.

**Pairs**
- Look closely at the drawing in the LAB and identify the shapes.

**Class discussion**
- Read the rest of the page with the class.
- Discuss different shapes they might see in space and whether they are geometrical or organic.

**Do**
- Learners sketch shapes they might see in space, e.g., stars, circles, crescents, spirals, etc.

PHYSICAL EDUCATION

**Introduction**
- Follow the procedure for PE activity stations on page 25.
TUESDAY

LISTENING AND SPEAKING ASSESSMENT 1

Something from the past (continued)

Presentations
- You may need to re-write the sentence starters on the board.
- Remind the children about the criteria for marking.
- Assess the next group of children.

PHONICS ASSESSMENT 1

Write words

Write the sounds
- Call out five sounds: XXX
- Learners write the sounds in the corresponding spaces in the LAB.

Fill in the missing letters
- Learners complete the words by filling in the missing letters.

HANDWRITING

Cursive words

- Follow the procedure for Handwriting lessons on page 9.

SHARED READING

Comprehension

Before reading
- Read and briefly discuss the title.
- Provide a purpose for reading: Marlene is a girl’s name. Let’s see what happened to Marlene.

Shared reading
- Read the story with the children.
- Stop to explain any new words or concepts.
- Stop at the end of each page and read the discussion question. Choose a few children to answer (1 min per question).

After reading
- Do you think Marlene’s journey was a dream? Why or why not?

READING ASSESSMENT 1

Comprehension

Questions
- Read the questions once.
- Revise format for True and False questions.
- Tell learners this is an assessment activity.

Write
- Complete the LAB activity.

Marking: See page 140
Marks: 10
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups C & D
- **Independent work:** Animals in space

BEGINNING KNOWLEDGE

Our solar system

**Read and discuss**
- Read the text to and with the learners.
- Discuss what they already know about the planets.
- Look carefully at the pictures of each planet as they will need to use this knowledge in Visual Arts.

**Think-Pair-Share**
- **Think:** Do you think humans could live on any of the other planets? Why? Why not?
- **Pair:** Explain to your partner.
- **Share** with the class.

VISUAL ARTS

Make a mobile of the Solar System

**Pairs**
- Tell learners that all the planets are geometric, not organic shapes.
- Learners refer to LAB page 142–143 and discuss the planets and their relative sizes, e.g. Mercury is smallest, Jupiter is largest.

**Activity (pencil on paper)**
- Learners draw circles on cardboard to represent each planet. Use a compass, draw around plates and bottle tops or draw freehand.
- Mercury should be about 3 cm in diameter and Jupiter about 15 cm in diameter.
- Cut the circles out.

**Keep safe to complete next week**
- NB: Ask learners to find and bring a small branch or stick on which to hang their planets to make a mobile.

PHYSICAL EDUCATION

Activity stations

- Follow the procedure for PE activity stations on page 25.
LISTENING AND SPEAKING ASSESSMENT 1

Something from the past (continued)

Presentations
- Assess the next group of children.

PHONICS

Revise sounds XX and XX
- Do rapid sound recognition of sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

[For Sepedi Monday and Wednesday, throughout PHONICS]
- Compare the two easily confused sounds.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING

Cursive words
- Follow the procedure for Handwriting lessons on page 9.

SHARED READING

Vocabulary words
- Show and read the week’s vocabulary words on the board or on flashcards:

<table>
<thead>
<tr>
<th>Earth</th>
<th>floating</th>
<th>crescent</th>
<th>pretend</th>
<th>torch</th>
</tr>
</thead>
</table>

Shared reading
- Re-read the text together with the learners.
- **Word search:** As you read learners spot the vocabulary words in the LAB text. They underline or circle each new word.
- Discuss the meaning of each word.
- Discuss any other words the learners are unsure of.
- Allocate one word to each row. Learners in the row think of an oral sentence using the word. Listen to one learner from each row.

Learners sort flashcards into alphabetical order.

WRITING

Vocabulary

Oral
- Go through the LAB activities orally.

Write
- Complete the written LAB activities. Check and correct.
- Read your sentence to your partner.
- Learners copy the five vocabulary words into their Personal Dictionaries.
- Display vocabulary flashcards on the Word Wall.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups E & A
- **Independent work:** *People in space*

BEGINNING KNOWLEDGE ASSESSMENT 1

**What planet am I?**

**Read and discuss**
- Discuss the format of the questions:
  - Gapfill
  - List in order
  - Own ideas.

**Writing**
- Learners answer the questions in the LAB.

PERFORMING ARTS

**Create movement sentences: space**

**Introduction**
- Remind learners what they know about the body in space, e.g. zero gravity, floating, weightlessness.

**Do**
- Tell learners a Space Travel story, and they move appropriately. Include these movements: swaying, spinning, bouncing, jumping, moving in reverse, etc.
- Example: Blast off in a space rocket (bend knees and then jump up at the countdown 10-9-8-7-6-5-4-3-2-1-BLAST OFF); then take off helmet and move in zero-gravity – float, take large, bouncy steps; then do some work on the space station, moving slowly; lie down to sleep and keep floating away, etc.

**Cool down**
- Learners close their eyes and imagine what Earth looks like from space. Quietly tell a partner.

PHYSICAL EDUCATION

**Activity stations**
- Follow the procedure for PE activity stations on page 25.
THURSDAY

LISTENING AND SPEAKING ASSESSMENT 1
Something from the past (continued)

Presentations
- Assess the next group of children.

Marking:
See page 138
Marks: 10

PHONICS
Complete the sentences
- Do rapid sound recognition of the sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING
Cursive words
- Follow the procedure for Handwriting lessons on page 9.

SHARED READING
Language

Introduce the sentence
- Write the sentence on the board.
- Read the sentence slowly with the children.
- Children find the sentence in the story.
- They underline/highlight the sentence.

Work with the sentence
- Identify the nouns in the sentence. (ball, Earth, space, moon)
- Which adjective tells us more about the ‘ball’?
- Which is a proper noun? How can you tell?
- Is this a statement or a question? (statement)
- Identify the conjunction (but).
- What is the function of the conjunction? (to join two short sentences to make a longer one)
- If you split this into two sentences, what would they be?
- Find two more sentences with different conjunctions on LAB page 128 (the first page of the story).
- Which two vocabulary words can you find in the sentence? (earth, floating)

WRITING
Language

Write
- In pairs, make compound sentences using the table. Do this orally.
- Some children say their sentences for the class.

Individuals
- Complete the LAB page.
- Some children read their sentences aloud to a partner.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups B & C
- **Independent work:** *Satellites in space*

BEGINNING KNOWLEDGE

**KWL chart (LAB page 137)**
- Help learners to complete the last row.

**Concept review**

**Thumbs up/thumbs down**
- Hold up a bilingual flashcard for each word and ask the questions.

**Space**
1. Space is everything beyond the earth’s atmosphere.
2. Scientists know everything there is to know about space.
3. You can travel in space in a normal aeroplane.

**solar system**
1. Our solar system consists of the sun and eight planets.
2. Astronauts have explored parts of our solar system.
3. There is only one solar system in space.

**planet**
1. Planets are stars.
2. Planets are not stars.
3. Our solar system has eight planets.

Bridge to English: space, solar system, planet

PERFORMING ARTS

**Create movement sentences:**

**space (continued)**

**Introduction**
- Review the movement story from the previous day.

**Group work**
- Groups plan and practise a short story about travelling in space.
- Their story should include movement sequences of at least four movements.

**Perform**
- Groups perform their movement sequences for the rest of the class.

**Evaluate**
- Comment on each group’s movements.

PHYSICAL EDUCATION

**Activity stations**
- Follow the procedure for PE activity stations on page 25.
FRIDAY

LISTENING AND SPEAKING  Review of week
Think-Pair-Share
- **Think**: Talk about a one interesting thing you learnt about space this week.
- **Pair**: Share with your partner.
- **Share**: What are you looking forward to next week?

PHONICS  Timed word reading
- Follow the procedure for timed word reading on page 8.

HANDWRITING  Cursive words
- Follow the procedure for Handwriting lessons on page 9.

READING  Independent work review
Read and answer questions
- Read this week’s LW texts aloud to the class. Learners follow in their books.
- After each text, read the question/s. With texts for Monday to Thursday give answers, learners self-mark.

Discuss the texts
- Which text did you like best? Why?
- Did you learn any new facts? New words?

Marking
- Initial only. Note who is not able to read and answer questions.

WRITING  My dream
- Read the title and sentence starter on the board.
- Allow a few children to say what they will write.
- They can write about a dream they had or make one up.
- This is personal writing. They are writing for themselves.
- Look for: Past tense, imaginative, funny or interesting recounts of their dreams, wide vocabulary.
**TEACHER’S WEEKLY REVIEW**

This week, I have:
- taken in the LABs and checked vocabulary, language and 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 8 OVERVIEW

OUTCOMES FOR THE WEEK

- Listen to a legend about a boy who flew too close to the sun
- Read, view and respond to artwork and photographs about the night sky
- Learn more about space explorers
- Plan and write a dream story based on the Shared Reading story
- Continue work on conjunctions
- Move to music within a space theme.

PREPARATION

Flashcards (English on the back)

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Earth</th>
<th>floating</th>
<th>crescent</th>
<th>pretend</th>
<th>torch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Skills</td>
<td>orbit</td>
<td>comet</td>
<td>astronaut</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Skills</td>
<td>orbit</td>
<td>comet</td>
<td>astronaut</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sentence

She said that the Earth is also a rocky ball floating in space, but it is much bigger than the moon.

MATERIALS

- Art materials
- Equipment required for selected Physical Education activities
- Learners’ exercise books

ASSESSMENT

Take in and mark: Vocabulary and language
Informal: Fluency practice

Formal Assessment Activities

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Format</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon–Fri</td>
<td>Reading 2: Oral Reading Aloud (GGR)*</td>
<td>ORAL</td>
<td>TG pages 113, 115, 117, 119, 121</td>
</tr>
<tr>
<td>Tues–Fri</td>
<td>Physical Education 2: Balance</td>
<td>PRACTICAL</td>
<td>TG pages 115, 117, 119, 121</td>
</tr>
<tr>
<td>Wed</td>
<td>Beginning Knowledge 2: Space travel fact hunt</td>
<td>LAB page 165</td>
<td>TG page 117</td>
</tr>
<tr>
<td>Thurs–Fri</td>
<td>Writing 2: Dream story</td>
<td>Exercise book</td>
<td>TG page 118, 120</td>
</tr>
<tr>
<td>Fri</td>
<td>Handwriting 1: Cursive Lower case &amp; joins</td>
<td>LAB page 153</td>
<td>TG page 120</td>
</tr>
<tr>
<td>Fri</td>
<td>Phonics 2: Dictation</td>
<td>LAB page 169</td>
<td>TG page 120</td>
</tr>
</tbody>
</table>

* Individual reading assessment will take place in Group Guided Reading time. Each group will therefore have one 30-minute lesson.
Once upon a time, a very long time ago, there lived an artist, called Daedalus, and his son, Icarus. They lived alone on an island, surrounded by a wide sea. They wanted to leave the island but it was too far to swim to another land.

Then, one day, Daedalus was walking on the cliff, looking down at the sea, when he saw sea birds flying over the sea. He thought, “If we had wings we could fly over the sea to a different land. I will design and make wings for both of us.”

He told his son, Icarus, about his idea. “We must search the island for any feathers the sea birds might have dropped. I will use wax to join them together and make wings for us.” So they searched all over the island for feathers and finally had enough feathers to make four wings.

Daedalus carefully used wax to join the feathers together and made the wings. Then he placed one pair of wings on Icarus and one on himself. Icarus was excited but Daedalus warned, “Don’t fly too high with these wings. They are made from wax and the wax will melt if you get too close to the sun.”

So, wearing the wings, the two went to the highest cliff and jumped off, flapping their wings. The wings worked well and they were soon flying over the sea together. Icarus became very excited and started doing tricks in the air. “I want to fly as high as the sun,” he shouted. He forgot his father’s warning.

“Stop! Don’t fly any higher!” shouted Daedalus. But Icarus wasn’t listening. He was enjoying himself and flew higher and higher. Well, you can guess what happened. The wax in his wings began to melt and the wings began to fall apart. “Help,” shouted Icarus frantically. Suddenly Icarus couldn’t fly and he fell down, down, down into the ocean. Daedalus could only look on helplessly.

So Icarus swam back to the island and lived there all alone while Daedalus flew away to a new land.
MONDAY

LISTENING AND SPEAKING

Think-Pair-Share
• Think: Do you have any special news? What did you do over the weekend?
• Pair: Tell your partner your news. Respond kindly to each other.
• Share:
  – A few learners share some news with the class.

PHONICS

Revise sounds XX and XX
• Do rapid sound recognition of sounds taught in Grade 2.
• Learners complete the LAB page.
• Check and mark together.

[For Sepedi Monday and Wednesday, throughout PHONICS]
• Compare the two easily confused sounds.
• Learners complete the LAB page.
• Check and mark together.

HANDWRITING

Cursive words
• Follow the procedure for Handwriting lessons on page 9.

READING

Teacher read aloud

Before reading
• Can people fly? Can people fly in stories and dreams?
• Provide a purpose for listening: Listen to a legend (a story from long ago) about two people who managed to fly.

Read the story to the learners

After reading
• What was Icarus’s mistake?

EFAL

• Teach a lesson from your EFAL programme.

News
• Ensure all learners get a turn each term.
• Record observations in your lap book.

Prepare children for school week ahead (especially the assessments).
READING ASSESSMENT 2  Individual Reading (Group A)

- Use the shared reading story from Week 1. You will use this with all groups for continuity.
- Listen to each child read aloud from the text for 1 minute.

**Independent work:** Sentences

BEGINNING KNOWLEDGE  Astronauts

**Read and discuss**

- Read the LAB page together.
- Discuss what skills an astronaut would need, e.g. working hard, being good at maths and science, being physically fit, able to fix things, etc.

**Write**

- Make a list of skills in the LAB.

VISUAL ARTS  Solar system mobile (continued)

**Activity (paint or crayons)**

- Learners refer to pictures of the planets. They can use LAB or do their own research.
- Learners colour the planets using paint or crayons. They need to paint or colour both sides.
- Add other elements (stars, comets, etc.) if there is time.

**Keep safe to complete tomorrow**

PHYSICAL EDUCATION ASSESSMENT 2  Introduction

**Prepare**

- Choose four different activities from page 25 for the week, including the following as station 1, which will be assessed:
  - **Balance**
    - Walk forwards and backward on tiptoe and heel, keeping balanced.
    - Balance walking along a beam/large pole or low wall/jungle gym.

**Dismount with bent knees.**

**Gymnastics actions: hand stand or headstand with support of a partner.**

**Prepare the equipment.**

**Divide the class into four groups for the week.**

**Introduce activity stations**

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

LISTENING AND SPEAKING

Re-tell the story
- If your Listening and Speaking Assessment 1 is not complete, use the Listening and Speaking lessons this week to do that.

Think-Pair-Share
- **Think**: Think about the read aloud story and how you could tell it briefly.
- **Pair**: Tell a short version of the story. Swap roles.
- **Share**: Allow one or two children to share with the class if there is time.

PHONICS

Practice
- Do rapid sound recognition of sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING

Cursive words
- Follow the procedure for Handwriting lessons on page 9.

SHARED READING

Fluency and Comprehension

Shared reading
- Re-read at least two pages of the story with the learners.
- Model **fluency and expression** (notice punctuation, pronunciation, convey meaning through expression, read at a good pace).

Paired reading
- Partners read a page in turn practising reading fluently and with expression.
- Listen and give feedback as you walk around or use this time for one-on-one time.

Writing

Listening comprehension
This listening comprehension is based on the read aloud story *Flying too close to the sun*. It is in the form of a cloze activity. It is not a formal assessment activity for marks.

Discuss the task
- Explain that this is a summary of the story.
- Choose the correct word for each space but write it next to the number.
- Tick off the words as you use them.

Write
- Complete the LAB activity.
- Check and correct.
**READING ASSESSMENT 2**  
**Individual Reading (Group B)**

- Use the shared reading story from Week 1. You will use this with all groups for continuity.
- Listen to each child read aloud from the text for 1 minute.

**BEGINNING KNOWLEDGE**  
**Space explorers**

**Think-Pair-Share**
- **Think:** What space explorers have you heard or read about?
- **Pair:** Tell your partner what you know.
- **Share** with the class.

**Read and discuss**
- Read the LAB page together.

**Write**
- Complete the table in the LAB.
- **NB:** Learners will have to work out the ages of two of the explorers by looking at the dates.

**VISUAL ARTS**  
**Solar system mobile**

(continued)

**Complete the mobile**
- Add string and hang the circles at different levels to add interest.

**Display and discuss**
- Learners explain why they strung their planets and other space objects in that order.

**PHYSICAL EDUCATION ASSESSMENT 2**

**Activity stations**
- Follow the procedure for PE activity stations on page 25.
- Observe the learners at Station 1 and assess them.
LISTENING AND SPEAKING

Think-Pair-Share

- **Think:** Dreams can mean something you dream at night, or something you wish could come true in the future. Today we will talk about the second meaning of dreams. Do you have a special dream for the future?
- **Pair:** Tell your partner about your special dream.
- **Share** with the class.
- Use your lap book to record observations.

PHONICS

Revise sounds XX and XX

- Do rapid sound recognition of sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

[For Sepedi Monday and Wednesday, throughout PHONICS]

- Compare the two easily confused sounds.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING

Cursive words

- Follow the procedure for Handwriting lessons on page 9.

READING

Vocabulary and language review

Vocabulary (LAB page 144)

- Read flashcards from last week:
  - earth
  - pretend
  - torch
  - floating
  - crescent
- Learners check last week’s LAB vocabulary activity and correct.

Sentence work (LAB page 149)

- Write the correct sentence on the board. Learners check.
- Learners read their own sentences to a partner.

WRITING

Bridge to English

Vocabulary

- Talk about how to say the flashcard words in English. Turn over each flashcard and say the word in English:
  - Earth
  - floating
  - crescent
  - pretend
  - torch

Sentence

- Discuss how to express the key sentence in English.
- First note the two vocabulary words and place flashcards on board.
- Also give the English words for moon, space and rocky ball. Write these onto the board.
- Divide the sentence into two parts. Teach the word **but** and **write on the board**:
  - **Say the English sentence orally:** She said that the Earth is also a rocky ball floating in space, **but** it is much bigger than the moon.

Write

- Complete the LAB activity.
- Check and correct answers as a class.
READER ASSESSMENT 2

Individual Reading (Group C)
- Use the shared reading story from Week 1. You will use this with all groups for continuity.
- Listen to each child read aloud from the text for 1 minute.

Independent work: A fairy moon and a lonely shore

BEGINNING KNOWLEDGE ASSESSMENT 2

Space travel fact hunt
Read and discuss
- Tell learners that this is an assessment task.
- Explain that the answers to the questions could be in any of the activities they have done on Space, or even what they know themselves.
- Read the questions to and with the learners.
Write
- Learners complete the fact hunt by looking in the LAB and answering the questions.

PERFORMING ARTS

Movement to music – space
- Suggested music: Sound track to Our Planet https://www.youtube.com/watch?v=uhCtVtOyiW8&t=102s or any slow music.

PHYSICAL EDUCATION ASSESSMENT 2

Activity stations
- Follow the procedure for PE activity stations on page 25.
- Observe the learners at Station 1 and assess them
THURSDAY

LISTENING AND SPEAKING

Writing preparation: Dream story

Introduction
• In Writing later today we are going to begin our Writing Assessment. You are going to write a dream story like Marlene’s.

Think-Pair-Share
• Think: Think of who the main character in your story will be, and what will transport them.
• Pair: Tell your partner your ideas.
• Share with the class.

PHONICS

Practice

• Do rapid sound recognition of the sounds taught in Grade 2.
• Learners complete the LAB page.
• Check and mark together.

HANDWRITING

Cursive words

• Follow the procedure for Handwriting lessons on page 9.

READING

Fluency practice

Read through the text
• Together with children ‘chunk’ the text into shorter phrases.

Pairs read
• Each partner reads the text in turn.
• Time each reading (1 min each). Write the number of lines read.
• Repeat.

Feedback
• Read the text with learners.
• Learners circle any words they read incorrectly.
• Encourage them to read the text to an audience at home.

WRITING ASSESSMENT 2

Dream story

Discuss the task
• For your assessment you will write a story using this frame.
• Paragraph 1: Choose your character’s name, how they were transported (rocket, flying car, flying bike, spaceship), and what the voice said.
• Think first and then write Paragraph 1 into your book.
• Think about Paragraph 2 which you will write tomorrow: Think about where they went (moon, sun, Mars, a star) and what they saw there.

Para 1
Just when XXX felt ready to sleep, s/he heard .......... S/He saw a .......... outside the house.

A voice said .................

Para 2
What happened next?

Marking:
See page 142
Marks: 10
READING ASSESSMENT 2  Individual Reading (Group D)

- Use the shared reading story from Week 1. You will use this with all groups for continuity.
- Listen to each child read aloud from the text for 1 minute.

Independent work: Another Starry Night

BEGINNING KNOWLEDGE  Concept review

KWL chart (pg 137)
- Help learners to complete the last row.

Thumbs up/thumbs down
- Hold up a bilingual flashcard for each word and ask the questions.

orbit
1. The path a spaceship takes around a planet or moon.
2. The Earth orbits the moon.
3. The moon orbits the Earth.

comet
1. A lump of rock and ice with a glowing tail.
2. A star.
3. Something you can sometimes see in the night sky.

astronaut
1. Someone who is trained to work in space.
2. Someone who pays to go on a spaceship.
3. Someone who’s job is to work in space.

Bridge to English: orbit, comet, astronaut

PERFORMING ARTS  Movement to music – space

Introduction
- Discuss what astronauts might see in space, e.g. planets, the moon, stars, comets, shooting stars, spaceships, satellites, space junk, etc.

Groups
- Learners choose one of the things they might see.
- They plan and practise a short dance drama that shows how they feel as they see the objects – excited, afraid, eager, etc, and how the object looks and moves e.g. spinning, moving fast or slow, sparkling, etc.

Perform
- Groups take turns to perform their dance as you play the “space music” you used the previous day.

Evaluate
- Encourage each group as they perform.

PHYSICAL EDUCATION ASSESSMENT 2  Activity stations

- Follow the procedure for PE activity stations on page 25.
- Observe the learners at Station 1 and assess them.

Marking:
See page 140
Marks: 10

Marking:
See page 149
Marks: 5
FRIDAY

LISTENING AND SPEAKING

Think-Pair-Share
- **Think:** Talk about one thing you learnt about yourself this week regarding assessments, e.g. how you felt, how well you prepared etc.
- **Pair:** Share with your partner.
- **Share:** What will you do differently next time?

PHONICS ASSESSMENT 2

Dictation
- Follow the procedure for dictation on page 8.
  
  **Words:** XX and XX
  **Sentence:** XXXXXX

HANDWRITING ASSESSMENT 1

Cursive words
- Follow the procedure for Handwriting assessment.

READING

Independent work review
- Read and answer questions
  - Read this week’s IW texts aloud to the class. Learners follow in their books.
  - After each text, read the question/s. With texts for Monday to Thursday give answers, learners self-mark.

  **Discuss the texts**
  - Which text did you like best? Why?
  - Did you learn any new facts? New words?

  **Marking**
  - Initial only. Note who is not able to read and answer questions.

WRITING ASSESSMENT 2

Dream story (continued)
- Continue writing your story.
- **Paragraph 2:** Think about where your character went and what they saw there. It can be real or imaginary.
- Write the paragraph into your book.
- **Paragraph 3:** Think about how your story ends. Did it end like Marlene’s? (She woke up, it was a dream) or in some other way?
- Write the paragraph into your book.

Marking:
- **Para 1**
  - Introduction
  - Para 2
  - What happened next?
  - Para 3
  - How did the story end?
  - See page 142
  - **Marks:** 10
TEACHER’S WEEKLY REVIEW

This week, I have:
- taken in the LABs and marked the Story Review
- 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.

READING ASSESSMENT 2

Individual Reading (Group E)
- Use the shared reading story from Week 1. You will use this with all groups for continuity.
- Listen to each child read aloud from the text for 1 minute.

Independent work: Photographs of Earth

BEGINNING KNOWLEDGE

checking and feedback
- Go through last week’s DBE Workbook pages together.
- Learners correct or complete.

Complete DBE Workbook pages
- Life Skills Workbook 2 Worksheet 47 Space travel, pages 30 and 31.
- Home Language Workbook – select page.

PHYSICAL EDUCATION ASSESSMENT 2

Activity stations
- Follow the procedure for PE activity stations on page 25.
- Observe the learners at Station 1 and assess them.
WEEK 9 OVERVIEW

More about how people lived long ago

OUTCOMES FOR THE WEEK

- Understand more about how people lived long ago
- Read a story about different grannies and grandchildren
- Compare and contrast their experiences
- Compare school experiences “now” and “then”
- Read more simple diary entries and keep a diary for one week
- Present a play-reading in groups
- Identify and practice language features associated with reading a play
- Identify some characteristics of plays and write a simple dialogue.

PREPARATION

Flashcards (English on the back)

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<th>scene</th>
<th>characters</th>
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Sentence

Mrs Ramlall: Oh but we had good times then!

Note: In Independent Work this week, the children will keep a daily diary.

MATERIALS

- Cardboard and magazines or advertising pamphlets + scissors, glue for Visual Arts
- Equipment required for selected Physical Education activities
- Learners’ exercise books

ASSESSMENT

Take in and mark: Handwriting practice, independent writing (dialogue) comprehension activity, vocabulary and language

Informal: Daily diary entries
This is a story Granny told about when she went to school.

I started school in 1973 when I was 7 years old. I lived in a rural area so there were no big schools nearby. We had our lessons in a house belonging to the local church. The house was made of wattle poles and mud. The floor was covered with cow dung. Every Friday the girls would spread fresh dung on the floor before they went home.

There was no water at the school so the girls went to collect water from the river every morning.

The classroom was very small, so we went to school either in the morning or in the afternoon. Our teacher said the clever children had lessons in the afternoon. I went in the morning.

My Grade 1 teacher used to call me “the tortoise” because I was short and plump and I worked slowly. She used to tell all the other children to laugh at me and would hit me with a stick when I did not finish all my work. I did not like my teacher very much!

We didn't have desks in our classroom – there were just long benches for us to sit on. Sometimes we would kneel on the floor and do our writing on the benches.

We did our writing on slates with a slate pencil. I used to sharpen my pencil on the stones outside. We also carried a small bottle of water and a cloth to rub out what we had written, ready for the next lesson.

The teacher had a small blackboard that she would write on with chalk. It leant on two chairs and was very old and scratched. Sometimes it was hard to see what she wrote on the board. We didn’t have any books. The teacher would write the story on the board and we had to read it as she pointed to the words. When we had read it, she would rub it out and we would have to say the story from memory. If we got it wrong, she got very cross with us!

When we did Maths we used stones and sticks to help us count. I used to collect small round stones when I went to the river to help me with my work.

We didn't have playtime at school because we only went for half a day. At the end of our school time, we would walk home and play at home. Our favourite game was playing schools!
MONDAY

LISTENING AND SPEAKING
- Before weekend news, explain that this week we are going to talk a little more about the olden days.

Diaries
- In Independent work this week learners read more of Khanya’s diary entries.
- Remind children what a diary is (record of events, thoughts, feelings, observations).
- Explain why we write a diary (to help us remember).

PHONICS
Revise sounds XX and XX
- Do rapid sound recognition of sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

[For Sepedi Monday and Wednesday, throughout PHONICS]
- Compare the two easily confused sounds.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING
Cursive sentences
- Follow the procedure for Handwriting lessons on page 9.

READING
Teacher read aloud
Before reading
- Introduce the story. Explain that it is a story told by a granny about what school was like for her. Explain that this is a true story.
- Provide a purpose for listening: How were things different at Granny’s school then, compared to your school now?

Read the story to the learners

After reading
- Where did Granny go to school?
- What did the learners use for writing?
- Did they have books to read?
- Would have like to go to Granny’s school? Why/why not?

EFAL
- Teach a lesson from your EFAL programme.
How people lived long ago

**Shared Writing: KWL chart**
- Write the learners’ contributions in row 1 of your KWL chart on the board.
- Ask: What would you like to learn about life long ago this week? Write this in row 2.
- Learners choose one thing from each row to copy into their KWL charts.

**BEGINNING KNOWLEDGE**

**Introduce the concept**
- We have already learnt a lot about how people lived long ago. What did you enjoy learning about the most?

**Think-Pair-Share**
- **Think:** Would you like to have lived long ago? Why/why not?
- **Pair:** Tell your partner.
- **Share** with the class.

**VISUAL ARTS**

**3D picture frame**

**Read and discuss**
- Talk about **texture** – something that can be felt with your hands in a 3D item.
- Explain that artists can also create the illusion of texture in a painting or picture with different paint or pencil strokes in a 2D picture.
- Explain the difference between two-dimensional (2D) – flat, and three-dimensional (3D) – something that you can physically hold.
- Learners touch items with different textures – things that are in the classroom or items that you bring to class, e.g. a piece of pottery that is engraved, etc.
- Read and discuss the procedure for making a textured picture frame.

**Make**
- Learners begin to make their picture frames.

The frame will be completed over the next two weeks, so keep all the pieces safe.

**PHYSICAL EDUCATION**

**Introduction**
- Follow the procedure for PE activity stations on page 25.
TUESDAY

LISTENING AND SPEAKING  Dialogue
- Talk about how you do a prepared dialogue, in pairs. It is a little like acting.
- The dialogue must have a point or purpose to present to an audience.

Prepare dialogues
- Today children will prepare a dialogue between a grandchild and grandparent.
- They can talk about things that were different now and then.
- Demonstrate with two children (take it in turns to talk; speak clearly).
- Share: A few minutes before the end of lesson, let some pairs share.

PHONICS  Practice
- Do rapid sound recognition of sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING  Cursive sentences
- Follow the procedure for Handwriting lessons on page 9.

SHARED READING  Comprehension
- Page through the play and explain the colour coding.

Shared reading
- Read through the play, reading all the characters yourself. Children can join in.
- Choose six top readers. Allocate a character to each.
- Children read the play in characters.

After reading
- Which character did you like best? Why?
- Think about which character you would like to be if you acted this play?

WRITE  Comprehension
Read and discuss questions
- Some answers may differ. Encourage original thoughts.

Write
- Complete the LAB activity.

Check and correct.
**GROUP GUIDED READING AND INDEPENDENT WORK**

- **Group reading:** Groups C & D
- **Independent work:** *Daily Diary*

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**BEGINNING KNOWLEDGE**

**School long ago**

**Read and discuss**
- Remind the learners of the read-aloud story about going to school long ago.
- **Pairs:** What does each picture show you about school long ago? Take turns to tell your partner.
- **Share:** Choose a few children to share their thoughts about the pictures.
- **After sharing, ask:** Which part of going to school long ago do you think you would have liked? Not liked? Let a few children answer.

**Write**
- Write a sentence for each picture.

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**VISUAL ARTS**

**3D picture frame**

**Activity**
- Learners continue work on their picture frame.
  
  *Keep safe to complete next week.*

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**PHYSICAL EDUCATION**

**Activity stations**
- Follow the procedure for PE activity stations on page 25.
LISTENING AND SPEAKING  

A play reading

Groups
- Three pairs join together to form a group of six. Each learner should have their LAB.
- Group leader allocates characters.
- Groups move to different spaces in the classroom.
- Groups read the play in the LAB. They should read with expression.
- Move from group to group and assist.

PHONICS  

Revise sounds XX and XX

- Do rapid sound recognition of sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

[For Sepedi Monday and Wednesday, throughout PHONICS]

- Compare the two easily confused sounds.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING  

Cursive sentences

- Follow the procedure for Handwriting lessons on page 9.

SHARED READING  

Vocabulary

Vocabulary words
- Show and read the week's vocabulary words on the board or on flashcards:

| play (form) | characters | scene | narrator | chores |

Shared reading
- Re-read the story together with the learners.
- Word search: As you read learners spot the vocabulary words in the LAB text.
- They underline or circle each new word. Some words appear more than once.

Learners sort flashcards into alphabetical order.

WRITING  

Vocabulary

Oral
- Go through the LAB activities orally.

Write
- Complete the written LAB activity. Check and correct.
- Learners copy the five vocabulary words into their Personal Dictionaries.

Display vocabulary flashcards on the Word Wall.
**GROUP GUIDED READING AND INDEPENDENT WORK**
- **Group reading:** Groups E & A
- **Independent work:** Daily Diary

**BEGINNING KNOWLEDGE**
**School then and now**

**Read and discuss**
- Read the table, which summarises the story about school long ago.
- Learners think about their own school experience and contrast it with the experiences in the table.

**Write**
- Learners complete the table and answer the questions in the LAB.

**PERFORMING ARTS**
**Group play performance**

**Introduction**
Sometimes you can perform a play that is improvised, that is, there are no written words.

**Group work**
- In groups, talk about a play you could perform for the class.
- Decide on the characters and story and then improvise the actual words as you go along. Each group discusses the short play they will perform.
- Groups practise their play, improvising words.

**PHYSICAL EDUCATION**
**Activity stations**
- Follow the procedure for PE activity stations on page 25.
THURSDAY

LISTENING AND SPEAKING  Play reading
Groups
• Give groups five minutes to practise their play reading again.
• Choose one or more groups to present to the class.
• Use your lap book to record observations.

PHONICS  Complete the sentences
• Do rapid sound recognition of the sounds taught in Grade 2.
• Learners complete the LAB page.
• Check and mark together.

HANDWRITING  Cursive sentences
• Follow the procedure for Handwriting lessons on page 9.

SHARED READING  Language
Introduce the sentences
• Write the sentence on the board.
• Read the sentence slowly with the children.
• Children find the sentence in the play.
• They underline/highlight.

Work with the sentences
• Identify punctuation marks (bold for characters’ names, colon, comma, exclamation mark).
• Which are the words that are spoken? Do you read the character’s name?
• Why is there an exclamation mark?
• Identify the verb in the sentence. Say what tense it is written in.

WRITING  Language
Dialogues
• Read the two lines from the play which form a dialogue.
• Answer the questions about the dialogue.
• Explain the task (to write a dialogue)

Write
• Complete the LAB page.
• Read your dialogue with a partner.
**GROUP GUIDED READING AND INDEPENDENT WORK**

- **Group reading:** Groups B & C
- **Independent work:** Daily Diary

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**BEGINNING KNOWLEDGE**

**Concept review**
- **KWL chart (LAB page 181)**
  - Help learners to complete the last row.

**Thumbs up/thumbs down**
- Hold up a bilingual flashcard for each word and ask the questions.

### compare
1. Looking at two things and finding what is similar.
2. Matching two things.
3. Looking at two things and finding what is different.

### same
1. alike
2. identical
3. similar

### different
1. identical
2. not the same
3. similar

**Bridge to English:** compare, same, different

---

**PERFORMING ARTS**

**Group play performance (continued)**

**Perform**
- Groups perform their improvised plays for the class.

**Evaluate**
- Comment and affirm all efforts.
- Make suggestions for improvement – in week 10 learners can perform again for a wider audience.

---

**PHYSICAL EDUCATION**

**Activity stations**
- Follow the procedure for PE activity stations on page 25.
FRIDAY

**LISTENING AND SPEAKING**

- **Think-Pair-Share**
  - **Think:** Talk about which group play you especially enjoyed and say why.
  - **Pair:** Share with your partner.
  - **Share:** Positive comments about the group plays.

**PHONICS**

- **Timed word reading**
  - Follow the procedure for timed word reading on page 8.

**HANDWRITING**

- **Cursive sentences**
  - Follow the procedure for Handwriting lessons on page 9.

**READING**

- **Independent work review**
  - **Read and answer questions**
    - Read this week’s IW texts aloud to the class. Learners follow in their books.
    - After each text, read the question/s. With texts for Monday to Thursday give answers, learners self-mark.
  - **Discuss the texts**
    - Which text did you like best? Why?
    - Did you learn any new facts? New words?
    - If there is time, ask one or two children to read their diary entries.
  - **Marking**
    - Initial only. Note who is not able to read and answer questions.

**WRITING**

- **Dialogue**
  - **Discuss**
    - Explain: You have read a play and dialogues this week.
    - Now you are going to write a dialogue between a grandparent and grandchild.
    - Have a few pairs present their improvised grandparent/grandchild dialogue to the class (5 min).
    - Write your dialogue. Add as many responses as you want to going on with the pattern.
    - Remember to make what the characters say as natural as possible. Use punctuation marks for emphasis.
    - Afterwards, read your dialogue with a partner.

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Grandparent: When I was young ...
Grandchild: Now we ...
Grandparent: ...
Grandchild: ...
TEACHER’S WEEKLY REVIEW

This week, I have:
• taken in the LABs and checked the Daily Diary entries
• 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.

GROUP GUIDED READING AND INDEPENDENT WORK

• Group reading: Groups D & E
• Independent work: Daily Diary

BEGINNING KNOWLEDGE

Checking and feedback
• Go through last week’s DBE Workbook pages together.
• Learners correct or complete.

Complete DBE Workbook pages
• Life Skills Workbook 2 Worksheet 44 Paying for things pages 24 and 25.
• Home Language Workbook 1 – Select a page.

DBE Workbook time

30 min

PHYSICAL EDUCATION

Activity stations

• Follow the procedure for PE activity stations on page 25.
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 poem or story they would like you to read again.
- Pairs: tell a favourite story to their partner.
- Tell the class something interesting about space that you learnt this term.
- Tell your partner about the most interesting independent work text you read this term.
- Pairs: Perform a dialogue between two astronauts.
- Groups: Learn and act the play *Grannies and grandchildren* for the class.

READING
- Reread stories or poems in the LAB that the learners have particularly enjoyed this term.
- Swop roles with learners who can be the ‘teachers’ for different stories.
- Pairs: read the individual work reading texts from each week.
- Individuals: read books from the reading corner/library.
- Repeat timed text reading fluency activity.

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 phonic pages have been completed in the LAB correctly.
- DBE workbook phonics activities.

WRITING
- Learners can write diary entries each day this week.
- Encourage groups of learners to make a book for the book corner about Pollution.
- Write an information report about one planet or star that interests you.
- Describe one object from long ago that you learnt about.
- Write a recount about something interesting that happened this term.
BEGINNING KNOWLEDGE/PSWB

- Make individual timelines showing your Term 3 highlights.
- In groups, dramatise a group of astronauts in the space station.
- In groups dramatise a day in school long ago.
- In pairs explain what you can do about climate change.
- Learners can complete any uncompleted pages in the DBE Life Skills workbook. Some of the activities go beyond pencil and paper activities and include drawing, acting, constructing and discussion.

VISUAL ARTS

- Provide art supplies such as crayons, koks 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.
- Make a design for an African fabric.
- Paste your chosen picture (Week 9) onto card and cut into a jigsaw puzzle for others to try.

PERFORMING ARTS

- Pairs mime to their favourite South African singer’s music.
- Use the puppets you made to make up puppet shows about saying no.
- Dramatise how some children were saved from a dangerous situation.

PHYSICAL EDUCATION

- Play team games.
- Have a sports day, where teams compete against each other. Do activities from the term.
## PLANNING FOR CONTINUOUS AND FORMAL ASSESSMENT TERM 3

- **Curriculum links** for each week are shown with light colour blocks.
- **Formal assessment tasks** are shown with darker blocks.

### LISTENING AND SPEAKING

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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Uses handwriting tools effectively; correct pencil grip (observation)</td>
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<td></td>
<td>CONSOLIDATION</td>
</tr>
<tr>
<td>2</td>
<td>Copies written text from the board, textbooks, work cards, paying attention to correct letter formation and spacing in the joined script.</td>
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<td>CONSOLIDATION</td>
</tr>
<tr>
<td>3</td>
<td>Writes with increasing speed (observation)</td>
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## WRITING

<table>
<thead>
<tr>
<th></th>
<th>WEEK</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reads own writing to the class</td>
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<tr>
<td>2</td>
<td>Builds own word bank and personal dictionary</td>
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<tr>
<td>3</td>
<td>Writes a simple dialogue</td>
<td></td>
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<tr>
<td>4</td>
<td>Writes personal texts in different forms, a diary entry, letter, description, recount</td>
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<td>CONSOLIDATION</td>
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<tr>
<td>5</td>
<td>Uses a variety of vocabulary to make the writing more interesting</td>
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<td>CONSOLIDATION</td>
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<tr>
<td>6</td>
<td>Uses different sentence types when writing such as statements, questions, commands etc.</td>
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<td>CONSOLIDATION</td>
</tr>
<tr>
<td>7</td>
<td>Drafts, writes, edits and presents own story of at least two paragraphs or 10 or more sentences with a title</td>
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<td>CONSOLIDATION</td>
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<tr>
<td>8</td>
<td>Summarises and records information using mind maps, tables, notices, diagrams or charts</td>
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<td></td>
<td>CONSOLIDATION</td>
</tr>
<tr>
<td>9</td>
<td>Uses punctuation correctly</td>
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<tr>
<td>10</td>
<td>Identifies and uses nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly</td>
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<tr>
<td>11</td>
<td>Joins sentences using conjunctions such as ‘and’ and ‘but.’</td>
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</tbody>
</table>
### LISTENING AND SPEAKING Assessment 1: Makes an oral presentation (Something from the past)  
(Week 6 and 7 Monday–Friday)

TG pages 90, 92, 94, 100, 102  

| 2 marks for each criterion fulfilled |  |  |  |  |  | 10 marks |
|-------------------------------------|--------|--------|--------|--------|--------|
| 1. Good presentation (posture, eye contact, clear voice) |  |  |  |  |  |  |
| 2. Good introduction (I am going to talk about ...) |  |  |  |  |  |  |
| 3. Interesting topic clearly explained |  |  |  |  |  |  |
| 4. Uses correct grammar |  |  |  |  |  |  |
| 5. Uses a wide vocabulary |  |  |  |  |  |  |

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fulfils 1 criterion</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils all 5 criteria</td>
</tr>
</tbody>
</table>

### LISTENING AND SPEAKING Assessment 2: Listening comprehension (Things my granny’s granny told her)  
(Week 6 Tuesday, Reading comprehension time)

LAB page 115, TG page 90  

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th>5 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 mark for each correct answer. Do not deduct marks for spelling errors.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1. grass</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2. Nguni</td>
<td></td>
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<td></td>
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<tr>
<td>3. mealies</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4. termites</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>5. beer</td>
<td></td>
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</tbody>
</table>

### LISTENING AND SPEAKING Assessment 3: Classroom observation  
(Weeks 1–9)

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th>5 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Uses an ever-increasing vocabulary when speaking (all subjects)</td>
<td></td>
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<tr>
<td>2. Participates in discussions, giving useful feedback to others</td>
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<tr>
<td>3. Listens to a story, non-fiction text, poem, song or presentation and shows understanding</td>
<td></td>
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<tr>
<td>4. Tells a story or a personal recount with a beginning, middle and end</td>
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<tr>
<td>5. Answers higher-order questions about texts read aloud (able to predict, determine cause and effect etc).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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<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 all 5 criteria</td>
<td></td>
</tr>
</tbody>
</table>

Total 20 marks
# PHONICS

## Assessment Rubrics and Checklists

### PHONICS Assessment 1: Write sounds (Week 7 Tuesday)
LAB page 139, TG page 102

<table>
<thead>
<tr>
<th>1 mark for each criterion fulfilled</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
<td>Make 4</td>
<td>Make 3</td>
<td>Make 2</td>
<td>Make 1</td>
<td>All words correctly spelled</td>
</tr>
<tr>
<td>W. dictated words in correct order</td>
<td>spelling /</td>
<td>spelling /</td>
<td>spelling /</td>
<td>spelling /</td>
<td>punctuation correct</td>
</tr>
<tr>
<td>W. correct spelling</td>
<td>mistakes</td>
<td>mistakes</td>
<td>mistakes</td>
<td>mistakes</td>
<td></td>
</tr>
<tr>
<td>W. correct punctuation</td>
<td></td>
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</tbody>
</table>

### PHONICS Assessment 2: Dictation (Week 8 Friday)
LAB page 169, TG page 120

10 marks

- **Write the sounds** (1 mark for each correct sound = 5 marks)
  
  [editors, please add the sounds from the phonics manuscript, numbered 1-5]

- **Fill in the missing letters** (1 mark for each correct word = 5 marks)
  
  [editors, please add the full words from the phonics manuscript, numbered 1-5]

### PHONICS Assessment 3: Classroom observation (Weeks 1–9)

5 marks

<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Decoding:</strong> Consistently blends and segments words when reading and writing.</td>
<td>Fulfils 1 criterion</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils all 5 criteria</td>
</tr>
<tr>
<td><strong>Word reading fluency:</strong> Shows progress in TWR</td>
<td></td>
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<tr>
<td><strong>Meaning:</strong> Writes own sentences which make sense using the given words (every second Thursday)</td>
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<tr>
<td><strong>Participation:</strong> Shares words and participates in pair work in Monday and Wednesday phonics lessons.</td>
<td></td>
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<tr>
<td><strong>Completion:</strong> Consistently completes daily phonics activities in LAB</td>
<td></td>
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</tbody>
</table>

**Total** 20 marks
## READING AND COMPREHENSION

### READING Assessment 1: Comprehension (Marlene and the moon)  
(Week 7 Tuesday)  
LAB page 140, TG page 102  
10 marks

**Search and find (True or false): 1 mark each**
1. F (Marlene’s teacher is Mrs Daniels).
2. T (The earth is bigger than the moon).
3. F (Marlene dreamt she went to the moon).
4. T (She travelled there in a flying car).

**Read and think: 3 marks each, allow for variations in answers**
5. Mrs Daniels made the classroom dark so that she could show how the moon changes shape using a torch to show the shadow on the ball.
6. The surface of the moon is covered in soft grey dust with a few rocks. There are no people, water or plants.

### READING Assessment 2: Oral reading aloud  
(Week 8 Monday to Friday)  
TG pages 113, 115, 117, 119, 121  
10 marks

<table>
<thead>
<tr>
<th>2 marks for each criterion fulfilled</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
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<tbody>
<tr>
<td></td>
<td>Fufils 1 criterion</td>
<td>Fufils 2 criteria</td>
<td>Fufils 3 criteria</td>
<td>Fufils 4 criteria</td>
<td>Fufils all 5 criteria</td>
</tr>
<tr>
<td>The learner:</td>
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<tr>
<td>1. Can <strong>read aloud</strong> at a good pace for 1 minute</td>
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<tr>
<td>2. Uses <strong>decoding skills</strong> to read unfamiliar words</td>
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<tr>
<td>3. Monitors self and <strong>self-corrects</strong> when necessary</td>
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<tr>
<td>4. Notices <strong>punctuation</strong></td>
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<tr>
<td>5. Reads <strong>fluently</strong> and with expression</td>
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### READING Assessment 3: Classroom observation  
(Weeks 2–8)  
5 marks

<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
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<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Fufils 1 criterion</td>
<td>Fufils 2 criteria</td>
<td>Fufils 3 criteria</td>
<td>Fufils 4 criteria</td>
<td>Fufils all 5 criteria</td>
</tr>
<tr>
<td>1. Participates in <strong>shared reading</strong></td>
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<tr>
<td>2. Completes weekly <strong>comprehension activities</strong> in LAB satisfactorily</td>
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<tr>
<td>3. Completes <strong>vocabulary activities</strong> in LAB satisfactorily</td>
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<tr>
<td>4. Completes <strong>language/grammar activities</strong> in LAB satisfactorily</td>
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<tr>
<td>5. Shows increasing speed in <strong>fluency practice</strong></td>
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**Total**  
25 marks
**HANDWRITING** Assessment Rubrics and Checklists

### HANDWRITING Assessment 1: Cursive words (Week 8 Friday)
LAB page 152, TG page 120

<table>
<thead>
<tr>
<th>5 marks</th>
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<tbody>
<tr>
<td>The learner writes taught words in cursive writing with:</td>
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<tr>
<td>- correct letter formation</td>
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<tr>
<td>- correct placement on line</td>
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<tr>
<td>- correct joins.</td>
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<tr>
<td>1</td>
</tr>
<tr>
<td>Needs more support to write taught cursive words and joins correctly</td>
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</tbody>
</table>

### HANDWRITING Assessment 2: Classroom observation (Weeks 1–9)

<table>
<thead>
<tr>
<th>5 marks</th>
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<tbody>
<tr>
<td>The learner:</td>
</tr>
<tr>
<td>1. Uses correct pencil grip</td>
</tr>
<tr>
<td>2. Uses handwriting tools effectively (ruler, eraser, sharpener)</td>
</tr>
<tr>
<td>3. Writes words with correct spacing between letters and between words</td>
</tr>
<tr>
<td>4. When writing in joined script writes smoothly and at a good pace</td>
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<tr>
<td>5. Uses joined script in all classwork</td>
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<tr>
<td>1</td>
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<tr>
<td>Fulfils 1 criterion</td>
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</table>

**Total**: 10 marks
### WRITING Assessments

#### Assessment Rubrics and Checklists

**WRITING Assessments 1 and 2: Flow chart and Dream story**  
(Week Friday 4 and Week 8 Thursday and Friday)  
TG pages 72, and 118 and 120  

<table>
<thead>
<tr>
<th>CONTENT</th>
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</thead>
<tbody>
<tr>
<td><strong>1 mark for each criterion fulfilled</strong></td>
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<tr>
<td>1. Correctly follows structure and headings of genre</td>
<td>Fulfils 1 criteria</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils all 5 criteria</td>
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<tr>
<td>2. Appropriate information under each heading</td>
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<td>3. Writing makes sense (not just random thoughts)</td>
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<tr>
<td>4. Wide vocabulary</td>
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<tr>
<td>5. Creative or original ideas (different from examples)</td>
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**LANGUAGE**

<table>
<thead>
<tr>
<th>LANGUAGE</th>
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<th>2</th>
<th>3</th>
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<th>5</th>
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</thead>
<tbody>
<tr>
<td><strong>1.</strong> Writes in complete sentences that are grammatically correct</td>
<td>Fulfils 1 criteria</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils all 5 criteria</td>
</tr>
<tr>
<td><strong>2.</strong> Writes using the appropriate tense</td>
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<tr>
<td><strong>3.</strong> Punctuates appropriately (full stops, commas, exclamation marks, inverted commas)</td>
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<tr>
<td><strong>4.</strong> Spells most HF words correctly</td>
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<tr>
<td><strong>5.</strong> Acceptable attempted spellings</td>
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**WRITING Assessment 3: Classroom observation**  
(Weeks 2–8)  

<table>
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<tr>
<th>0–1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates in discussions to choose a topic to write about</td>
<td>Can prepare to write and edit own work</td>
<td>Can read writing to self or to a friend</td>
<td>Usually (not always) uses correct grammar, appropriate punctuation and correct spelling (HF words)</td>
<td>Completed almost all writing activities (writing, IW activities)</td>
</tr>
</tbody>
</table>

**Total**  

**25 marks**
<table>
<thead>
<tr>
<th>Task</th>
<th>Weighting</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening and speaking (Weighting 25%)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Oral presentation: Something from the past</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>2. Listening comprehension: Things my granny’s</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>granny told her</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Classroom observation</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td><strong>Phonics (Weighting 20%)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Sounds</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>2. Dictation</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>3. Classroom observation</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td><strong>Reading &amp; Comprehension</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Reading comprehension: Marlene and the moon</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>2. Oral reading aloud</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Classroom Observation in all reading lessons</td>
<td>25%</td>
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<tr>
<td><strong>Handwriting</strong></td>
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<tr>
<td>1. Process (flow chart): How paper is made</td>
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<tr>
<td>2. Story: Dream story</td>
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<tr>
<td>3. Classroom observation: Shared and individual writing</td>
<td>25%</td>
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</table>
### PLANNING FOR CONTINUOUS AND FORMAL ASSESSMENT TERM 3

- **Curriculum links** for each week are shown with light colour blocks.
- **Formal assessment tasks** are shown with darker blocks.

#### BEGINNING KNOWLEDGE AND PSWB

<table>
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<tr>
<th>Routines</th>
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#### Topics

1. Discuss personal ideas and feelings about theme topics

2. Public safety
   - Pollutions

3. How people lived long ago
   - Space
   - Celebrations and special days (as celebrated in the community)

#### Key concepts and skills

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

2. **Natural Science concepts**: life and living (week 3–4, 5–6, 9), energy and change (week 3–4, 7–8), planet earth and beyond (week 7–8)

3. **Scientific process skills**: the process of enquiry which involves observing (week 3–4), comparing (week 5–6, 9) classifying (week 3–4, 7–8), measuring, experimenting, and communicating (week 3–4)

4. **Technological process skills**: investigate, design (week 6), make (week 6), evaluate (week 6), communicate (week 6)

#### PSWB

1. Social and emotional health

2. Relationships with others

3. Relationship with the environment

4. Values and attitudes

#### VISUAL ARTS

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<tr>
<th>Create in 2D</th>
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</table>

1. Drawing and painting: exploring a variety of media

2. Increased observation and interpretation of pattern and printmaking in the personal world; include border patterns, shape within shape, repetition

3. Design principles: conscious application and naming of contrast, texture, emphasis and balance

4. Teach pattern and printmaking with found objects and different media for sensory-motor experience

5. Increase awareness of pattern and printmaking in Africa, e.g. Ndebele painting, beadwork, decorative ceramics: looking, talking, listening about pattern

#### Create in 3D

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6. Craft from recyclable materials: patterned frames for own artworks, containers for classroom, etc.

7. Art elements: naming and using geometric and organic shapes/forms

8. Emphasis on pattern and surface decoration for craft objects

#### PERFORMING ARTS

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</table>

1. Warming up body: combine body parts and isolations, e.g. make circles with wrists and hips simultaneously

2. Warming up voice: focus on expressiveness and involvement in poetry, rhymes and creative drama games
### ASSESSMENTS

| 3 | Observation and concentration skills: drama activities like building a mime sequence in pairs and groups, etc. |
| 4 | Body percussion and/or percussion instruments to accompany South African music (recorded or live), focusing on cyclic (circular) rhythm patterns |
| 5 | Linking movements in short movement sentences and remembering them |
| 6 | Running combined with spinning movements |
| 7 | Cooling down body and relaxation: stretching slowly in different directions with slow and soothing music |

**Improvise and Interpret**

| 8 | Create a movement sentence in small groups and use it to make patterns |
| 9 | Compose cyclic rhythm patterns based on South African music. Focus on appropriate tempo/dynamic choices |
| 10 | Classroom dramas: express feelings and portray themes from the environment and own life |
| 11 | Poetry performances in groups, e.g. choral verse combined with movement and gestures |

**PHYSICAL EDUCATION**

| 1 | **Locomotor**  
- Non-locomotor movements combined and co-ordinated in groups  
- Hopping over a distance carrying something and holding hands with a partner  
- Jumping while standing, double take-off and single take-off  
- Leaping: simulating actions – space craft |
| 2 | **Balance**  
- Stand and walk on tiptoe and heel  
- Crawling on hands and knees  
- Balance walking forward and backwards  
- Climbing on a jungle gym: moving freely on balancing pole/beam  
- Simple dismounts off apparatus  
- Gymnastics: balancing actions such as hand stand, head stand, launches, etc.  
- Gymnastic movement such as forward roll, backward roll, hand spring, and cartwheel |
| 3 | **Perceptual motor**  
- Kick a moving ball and change direction, to a target or a partner  
- Throwing balls to targets and between partners with one and two hands, high and far |
| 4 | **Rhythm**  
- Rope skipping – advanced movement such as cross over, double skip, etc. |
| 5 | **Co-ordination**  
- Volleyball activities: hand-eye co-ordination, serve, dig and set actions  
- Partner activities such as straddle vault over the bent back of a partner |
| 6 | **Spatial orientation**  
- Obstacle course that includes activities for crawling, jump and land from a certain height, agility, speed, etc.  
- Games such as “one against three”  
- Partner tag; catch your partner’s tail |
| 7 | **Laterality**  
- Partner activities: pulling and pushing movements L/R  
- See-saw |
| 8 | **Sports and games**  
- Mini-soccer  
- Volleyball  
- Cat-and-mouse |
ASSESSMENTS

BEGINNING KNOWLEDGE & PSWB Assessment Rubrics and Checklists

BEGINNING KNOWLEDGE Assessment 1: A balanced diet (Week 7 Wednesday)
LAB page 146, TG page 105  15 marks

Questions 1–8: 1 mark for each correct answer  [8]

Question 9: 1/2 mark for each planet in the correct order  [4]
Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

Question 10: 1 mark for naming a planet. 1 mark for each reason given  [3]

BEGINNING KNOWLEDGE Assessment 2: Space travel fact hunt (Week 8 Wednesday)
LAB page 165, TG page 117  15 marks

Question 1: 1 mark each  [6]
a. Yuri Gagarin
b. USA or America
c. Oliver Daemen
d. Any of Chimpanzees/mice/dog/Laika
e. No
f. No

Question 2: 1 mark per correct answer  [7]
1961 – Yuri Gagarin
1963 – Valentina Tereshkova
1969 – Neil Armstrong
1980 – Pham Tuan
1992 – Mae Jemison
2002 – Mark Shuttleworth
2022 – Oliver Daemen

Question 3: 2 marks  [2]
1 mark for Yes or No
1 mark for a reason given

BEGINNING KNOWLEDGE Assessment 3: Classroom observation: PSWB and BK (Weeks 1–9)  10 marks

CLASSROOM OBSERVATION: PSWB (Weeks 1–9)  5 marks
The learner:

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<tr>
<th>1</th>
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</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 all 5 criteria</td>
</tr>
</tbody>
</table>
1. Participates in Think-Pair-Share activities
2. Participates in class discussions
3. Takes turns and shares
4. Discusses own feelings and thoughts
5. Is considerate of other learners

CLASSROOM OBSERVATION: BK (Weeks 1–9)  5 marks
The learner:

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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 all 5 criteria</td>
</tr>
</tbody>
</table>
1. Contributes own ideas to discussions
2. Cooperates and works well in pairs and group
3. Gives an opinion on the theme topics
4. Completes LAB pages satisfactorily
5. Completes DBE pages satisfactorily

Total  40 marks
## VISUAL ARTS Assessment Rubrics and Checklists

### VISUAL ARTS Assessment 1: African pattern art (Week 6 Monday and Tuesday)
TG pages 89, 91

<table>
<thead>
<tr>
<th>The learner:</th>
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</thead>
<tbody>
<tr>
<td>1. Designed a repeating pattern using geometric shapes</td>
<td>Fulfils 1 criterion</td>
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<tr>
<td>2. Sketched an object or building to decorate</td>
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<td>Fulfils 2 criteria</td>
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<tr>
<td>3. Transferred the design to the sketch</td>
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<td>Fulfils 3 criteria</td>
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<tr>
<td>4. Used bright colours to fill in their design</td>
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<td>Fulfils 4 criteria</td>
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<tr>
<td>5. was able to describe their picture to others</td>
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<td>Fulfils 5 criteria</td>
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</tbody>
</table>

### VISUAL ARTS Assessment 2: Classroom observation (Weeks 1–9)

<table>
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<th>The learner:</th>
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</thead>
<tbody>
<tr>
<td>1. Completes all LAB activities</td>
<td>Fulfils 1 criterion</td>
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<tr>
<td>2. Uses taught vocabulary when discussing artworks and art elements</td>
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<td>Fulfils 2 criteria</td>
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<tr>
<td>3. Successfully uses tools – scissors, paintbrushes, crayons, kokis, glue, clay, etc.</td>
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<td>Fulfils 3 criteria</td>
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<td>4. Follows instructions</td>
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<td>Fulfils 4 criteria</td>
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<tr>
<td>5. Shows evidence of enjoyment and creativity</td>
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<td>Fulfils 5 criteria</td>
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</table>

**Total**

| 15 marks |
**PERFORMING ARTS**

**Assessment Rubrics and Checklists**

### PERFORMING ARTS Assessment 1: Group dramatisation (Week 6 Wednesday and Thursday)

TG pages 93, 95

<table>
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<tbody>
<tr>
<td>1 mark for each criterion fulfilled</td>
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<td>5 marks</td>
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<tr>
<td>The learner:</td>
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</tr>
<tr>
<td>1. Selects a story from long ago</td>
<td>Fulfils 1 criterion</td>
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<tr>
<td>2. Speaks audibly and articulates clearly</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils 5 criteria</td>
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<tr>
<td>3. Uses body confidently in the performance</td>
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<td>4. Works well with the group</td>
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<td>5. Engages with and responds to an audience</td>
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### PERFORMING ARTS Assessment 2: Classroom observation (Weeks 1–9)

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<tr>
<td>The learner:</td>
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<tr>
<td>1. Participates fully in all PA lessons</td>
<td>Fulfils 1 criterion</td>
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<tr>
<td>2. Works well in a pair or group by taking turns, sharing ideas etc.</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils 5 criteria</td>
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<tr>
<td>3. Is able to follow and create rhythms based on African music</td>
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<td>4. Is able to move imaginatively to music</td>
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<td>5. Sings confidently and with expression</td>
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Total |   |   |   |   | 15 marks |
### PHYSICAL EDUCATION Assessment 1: Games
(Week 6 Friday)

**TG page 97**

<table>
<thead>
<tr>
<th>The learner:</th>
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<tbody>
<tr>
<td>Follows instructions</td>
<td>Is unable to follow the instructions.</td>
<td>Follows some of the instructions and attempts to follow the rules and participate in the game.</td>
<td>Follows most of the instructions. Knows most of the rules and participates in the game.</td>
<td>Follows all instructions. Knows the rules and participates in the game.</td>
<td>Follows all instructions very well. Knows the rules and participates fully in the game. Excellent co-operation with others.</td>
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<tr>
<td>Understands the rules of the game</td>
<td>Does not understand the rules or participate in the game. Unable to work with others.</td>
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<td>Participates actively in the game</td>
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<tr>
<td>Co-operates with other learners</td>
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**MARKS: 5**

### PHYSICAL EDUCATION Assessment 2: Balance
(Week 8 Tuesday to Friday)

**TG pages 115, 117, 119, 121**

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<tbody>
<tr>
<td>Walk forwards and backward on tiptoe and heel, keeping balanced</td>
<td>Is unable to balance easily, either forwards or backwards.</td>
<td>Is able to balance on a flat surface, but not on a beam. Running.</td>
<td>Is able to balance on a flat surface and a beam when moving forwards, but not backwards. Attempts to do a headstand or handstand with a lot of support.</td>
<td>Is able to balance on a flat surface and on a beam, moving both backwards and forwards. Needs support to do a head or handstand.</td>
<td>Competently balances on both flat surface and a beam, moving forwards or backwards. Can perform both head and handstands with support. Can do one without support.</td>
</tr>
<tr>
<td>Balance walking along a beam / large pole or low wall and dismounts with bent knees</td>
<td>Is unable to do either a headstand or a handstand with help. Is reluctant to try.</td>
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<tr>
<td>Gymnastics actions: handstand or headstand with support of a partner</td>
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<tr>
<td>Co-operates with other learners</td>
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**MARKS: 5**

### PHYSICAL EDUCATION Assessment 3: Classroom observation
(Weeks 1–9)

**MARKS: 20**

**1 mark = 1 criterion**

1. Follows instructions
2. Takes turns
3. Works in a team
4. Works with a partner
5. Warms up and cools down
6. Balances moving both forward and backwards
7. Balances along a beam
8. Gymnastics: Headstand/handstand
9. Gymnastics: forward roll, backward roll, hand spring and cartwheel
10. Runs and walks in different ways, e.g. walk like a horse, walk like a duck, jump like a frog, etc.
11. Plays laterality games which involve pushing and pulling, e.g. see-saw
12. Skips to a rhythm
13. Participates in a complex obstacle course
14. Catches/throws a high ball with one hand or two hands
15. Plays ball games involving serving, throwing, running and passing
16. Follows rules in formal and informal games
17. Participates in complex relay races: zigzag through skittles/markers
18. Skips with a rope, alone and with partners
19. Reacts quickly to commands in rection drills
20. Participates in games like mini-soccer, volleyball, cat and mouse

**TOTAL MARKS: 30**
### LIFE SKILLS TERM 3 MARKSHEET

<table>
<thead>
<tr>
<th>NAME</th>
<th>15</th>
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**ASSESSMENTS**

**LIFE SKILLS**

**Beginning knowledge and PSWB (Weighting 40%)**
- 1. What planet am I?
- 2. Space travel fact hunt
- 3. Class observation: Participation in lessons, LAB & DOE workbook completion

**Beginning knowledge and PSWB (Weighting 40%)**
- 1. African Pattern art
- 2. Class observation

**Visual Arts (Weighting 15%)**
- 1. Group dramatisation
- 2. Class observation

**Performing Arts (Weighting 15%)**
- 1. Participation in game
- 2. Balance
- 3. Observation: Participation in all PE lessons

**Physical Education (Weighting 30%)**
- LAB Page 147, TG page 105
- LAB Page 165, TG page 117
- TG pages 89, 91
- Weeks 1–9
- TG pages 93, 95
- Weeks 1–9
- TG page 97
- TG page 115, 117, 119, 121
- Weeks 1–9

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**LAB page** 47,
**TG page** 115