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

Cover: Anja Stoeckigt

Other illustrations provided by:
Alex Latimer: pp. 11, 39, 47, 63 and 72;
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Patrick Latimer: pp. 13, 33, 37, 51, 85 and 99;
Jiggs Snaddon-Wood: pp. 57, 59, 61 and 87;
Zinelda McDonald: pp. 60, 62 and 72;
Rassie Erasmus: phonic words.

Photo credits
Funda Wande Media Team: all photos taken in schools and classrooms;
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Page 9: Mike Hewitt (Siya Kolisi playing rugby),
Page 13a: Christiaan Kotze (Temba Bavuma playing cricket),
Page 13b: Stringer (Temba Bavuma in Proteas uniform),
Page 15a: Sydney Seshibedi (Amada Dlamini in Banyana Banyana uniform),
Page 15b: Lefty Shivambu (Amada Dlamini playing soccer),
Page 17a: Ezra Shaw (Caster Semenya with South African flag),
Page 17b: Patrick Smith (Caster Semenya running),
Page 19a: Patrick Smith (Wayde van Niekerk with a gold medal),
Page 19b: Anton Geyser (Wayde van Niekerk running),
Pages 21 and 25: Leon Sadiki (Pretty Yende singing),
Page 23: Stringer (Siya Kolisi holding the IRB World Cup trophy),
Page 27: Rich Fury (Trevor Noah speaking),
Page 29: Leon Morris (Brenda Fassie singing),
Page 55: Sowetan/Antonio Muchave (dancer in traditional xibelani skirt);
iStock: Page 11f: GlobalP (chameleon tail),
Page 41b: jacoblund (woman wearing kente cloth),
Page 43: siete_vidas (women wearing traditional kanga fabric),
Page 51: Alessandro Biascioli (women in kaftans),
Page 53a: NEIMUD (woman wearing traditional isicholo hat);
Page 35: Leonardo da Vinci (Mona Lisa);
Page 37: MiaKora (fabric map of Africa);
Shutterstock: Page 39a: Tayvay (woman in traditional aso-oke clothes),
Page 39b: Tayvay (man in traditional aso-oke clothes);
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Page 53b: Retlaw Snellac Photography (women wearing traditional isicholo hat),
Page 103: Ossewa (beach in the Eastern Cape),
Page 59: Maggie Laubser (Basutoland Hills),
Page 97: MyAngelG (elephant),
Page 99: Northern Cape Tourism (Kalahari desert).

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## Icons and abbreviations

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</tbody>
</table>

## Overview of Funda Wande materials

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<tr>
<td>Learner’s Activity Books</td>
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<td>Term 1 plan</td>
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<td>Weekly timetable</td>
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<tr>
<td>Activities for Physical Education: Term 1</td>
<td>5</td>
</tr>
</tbody>
</table>

## ASSESSMENT PLAN, TERM 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Page</th>
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</thead>
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<tr>
<td>1</td>
<td>Welcome to Grade 3!</td>
<td>6</td>
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<td>2</td>
<td>About me</td>
<td>8</td>
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<td>3</td>
<td>About me</td>
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<td>Feelings</td>
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<td>6</td>
<td>Keeping my body safe</td>
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<td>7</td>
<td>Keeping my body safe</td>
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<td>Rights and responsibilities</td>
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<td>9</td>
<td>Rights and responsibilities</td>
<td>92</td>
</tr>
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<td>10</td>
<td>Consolidation and revision</td>
<td>104</td>
</tr>
</tbody>
</table>

## Home Language Literacy assessment rubrics and checklists

<table>
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<th>Area</th>
<th>Page</th>
</tr>
</thead>
<tbody>
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<td>107</td>
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<td>Phonics</td>
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<td>Reading and Comprehension</td>
<td>109</td>
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</tr>
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<td>Writing</td>
<td>111</td>
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</tbody>
</table>

## Life Skills assessment rubrics and checklists

<table>
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<th>Domain</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>BK and PSWB</td>
<td>112</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>113</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>114</td>
</tr>
<tr>
<td>Physical Education</td>
<td>115</td>
</tr>
</tbody>
</table>

## Photocopiable assessment pages

<table>
<thead>
<tr>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>116</td>
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</tbody>
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## Spelling words for Term 1

<table>
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<tr>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>122</td>
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</tbody>
</table>

## Cursive letters

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>124</td>
</tr>
</tbody>
</table>
### Icons and abbreviations

#### Home Language
- Read-aloud or Listening and Speaking
- Reading
- Phonics
- Writing and Handwriting
- Group Guided Reading
- Independent Work
- Checking and feedback (HL and LS)

#### Life Skills
- Beginning Knowledge and Personal and Social Wellbeing
- Creative Arts
- Physical Education

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

---

**Methodology Guide – MG**  
**Teacher’s Guide – TG**  
**Learner’s Activity Book – LAB**  
**Group Guided Reading – GGR**  
**Personal and Social Wellbeing – PSWB**  
**Beginning Knowledge – BK**  
**Home Language – HL**  
**Paired Reading – PR**  
**Independent Work – IW**  
**Rainbow Workbooks – DBE**
Overview of Funda Wande materials

The Funde Wande programme is an integrated Home Language Literacy and Life Skills programme for learners from Grade 1–3 which is based on the CAPS curriculum. By following the programme, learners will learn to read and write for meaning and develop foundational general knowledge, skills and vocabulary. This will prepare them for higher grade and other language learning.

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

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

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

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

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

Learner's Activity Books
Learner’s Activity Books (LABs) contain the pages that are used by learners during the lessons. The pages are arranged in the same order as the activities in the TGs. Learners complete some written activities in the LAB but they complete most longer written activities in an exercise book.
## Term 1 plan

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Read-aloud story</th>
<th>Shared Reading story</th>
<th>Independent Reading work</th>
<th>Phonics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation week: establishing routines, revision.</td>
<td>Siya Kolisi biography</td>
<td>Siya Kolisi biography</td>
<td>South African sports people</td>
<td>xxxx</td>
</tr>
<tr>
<td>2</td>
<td>About me/Timelines</td>
<td>Siya Kolisi biography</td>
<td>Siya Kolisi biography</td>
<td>South African entertainers</td>
<td>xxxx</td>
</tr>
<tr>
<td>3</td>
<td>About me/Timelines</td>
<td>Pretty Yende biography</td>
<td>Siya Kolisi biography</td>
<td>South African entertainers</td>
<td>xxxx</td>
</tr>
<tr>
<td>4</td>
<td>Feelings</td>
<td>Pitso conquers his fear</td>
<td>Sindi’s Granny</td>
<td>Fabrics and clothes from Africa</td>
<td>xxxx</td>
</tr>
<tr>
<td>5</td>
<td>Feelings</td>
<td>The heart of a monkey</td>
<td>Sindi’s Granny</td>
<td>Traditional clothes from South Africa</td>
<td>xxxx</td>
</tr>
<tr>
<td>6</td>
<td>Keeping my body safe</td>
<td>My body belongs to me</td>
<td>Percy Pig is sick</td>
<td>Medical instruments</td>
<td>xxxx</td>
</tr>
<tr>
<td>7</td>
<td>Keeping my body safe</td>
<td>The lion and the four bullocks</td>
<td>Percy Pig is sick</td>
<td>Cry Jackal (Chapters)</td>
<td>xxxx</td>
</tr>
<tr>
<td>8</td>
<td>Rights and responsibilities</td>
<td>Respecting each other</td>
<td>Hansel and Gretel</td>
<td>Sweet treats</td>
<td>xxxx</td>
</tr>
<tr>
<td>9</td>
<td>Rights and responsibilities</td>
<td>Little Red Riding Hood</td>
<td>Hansel and Gretel</td>
<td>Special environments in South Africa</td>
<td>xxxx</td>
</tr>
<tr>
<td>10</td>
<td>Consolidation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language structure</td>
<td>Writing</td>
<td>Beginning Knowledge and PSWB</td>
<td>Creative Arts: Visual Arts</td>
<td>Creative Arts: Performance Arts</td>
<td>Physical Education</td>
</tr>
<tr>
<td>--------------------</td>
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<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>Personal writing: My life so far</td>
<td>Growing: Stages of development. Table: What can they do? (skills at different ages) Form: Personal details</td>
<td>Lines and shapes</td>
<td>Show and tell – Object from my past</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Structured writing: Describing a person (2 paragraphs)</td>
<td>Apologising. Hurting feelings (pictures) Compare Bullying posters Concept review</td>
<td>Portrait cont</td>
<td>Role play: apologising</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal writing: When I was ill</td>
<td>Trust &amp; respect (picture story) Trust: Which situations are safe for Sophie? Respect: Pictures. Concept review</td>
<td>Dimension and perspective</td>
<td>Drama game: saying no</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal writing: Describing my picture</td>
<td>KWL: Rights and responsibilities (Contrast) At home At school Consolidation</td>
<td>Art Gallery: Clay pots Pinch pots</td>
<td>Game: 'Statues'</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Structured writing: Describing a painting</td>
<td>Class rules. Children's rights Consolidation</td>
<td>Pinch pots contd</td>
<td>Story: Beginning/ middle/end</td>
<td></td>
</tr>
</tbody>
</table>

See Methodology Guide pp. 20-21 for language structures to be taught this term. Teach during Shared Reading and Writing lessons.

Teacher chooses 4 activities for the week.
Weekly timetable

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

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

### GRADE 3 (Minimum HL)

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10 min</strong></td>
<td>Admin Period: Register/calendar/birthdays/announcements</td>
<td></td>
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</tr>
<tr>
<td><strong>MATHS BLOCK</strong></td>
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<tr>
<td><strong>7 hours</strong> (For Recovery Timetable, add 15 mins x 4 days a week)</td>
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<tr>
<td><strong>LITERACY BLOCK</strong></td>
<td></td>
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<tr>
<td><strong>TRANSITION: Song</strong></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>15 min</strong></td>
<td>Listening and Speaking/PSWB [News] (For Recovery Timetable: 10 min)</td>
<td>Listening and speaking</td>
<td>Listening and speaking</td>
<td>Listening and speaking</td>
<td>Listening and speaking</td>
</tr>
<tr>
<td></td>
<td>Phonics [AFR: Grammar] (For Recovery Timetable: 10 min)</td>
<td>Phonics</td>
<td>Phonics</td>
<td>Phonics</td>
<td>Phonics</td>
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<td></td>
<td>Phonics</td>
<td>Phonics</td>
<td>Phonics</td>
<td>Phonics</td>
<td>Phonics</td>
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<tr>
<td><strong>TRANSITION: Sharpen pencils, hand out books, hand exercises</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>12 min</strong> [AFR: 15 min]</td>
<td>Phonics</td>
<td>Phonics</td>
<td>Phonics</td>
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<td>Phonics</td>
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<td>Phonics</td>
<td>Phonics</td>
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<tr>
<td><strong>TRANSITION: Stretch and shake</strong></td>
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</tr>
<tr>
<td><strong>15 min</strong></td>
<td>Listening and Speaking (Teacher Read-aloud)</td>
<td>Shared Reading (Comprehension)</td>
<td>Shared Reading (Vocabulary)</td>
<td>Shared Reading (Language/Fluency practice)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EFAL Writing</td>
<td>Writing (Comprehension)</td>
<td>Writing (Vocabulary)</td>
<td>Writing (Language)</td>
<td>Independent Writing</td>
</tr>
<tr>
<td><strong>TRANSITION: Group moves to mat for GGR</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>15 min</strong></td>
<td>GGR and Independent Reading</td>
<td>GGR and Independent Reading</td>
<td>GGR and Independent Reading</td>
<td>GGR and Independent Reading</td>
<td>GGR and Independent Reading</td>
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<tr>
<td></td>
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<td>GGR and Independent Reading</td>
<td>GGR and Independent Reading</td>
<td>GGR and Independent Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shared Reading: Checking and Feedback (IR texts)</td>
<td></td>
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</tr>
<tr>
<td><strong>EFAL BLOCK</strong></td>
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<tr>
<td><strong>45 min</strong></td>
<td>EFAL Block (For Recovery Timetable, add 30 minutes a week)</td>
<td></td>
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<tr>
<td><strong>LIFE SKILLS BLOCK</strong></td>
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</tr>
<tr>
<td><strong>TRANSITION: Action rhyme/song</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>30 min</strong></td>
<td>Beginning Knowledge &amp; PSWB</td>
<td>Beginning Knowledge &amp; PSWB</td>
<td>Beginning Knowledge &amp; PSWB (Concept review) (For Recovery Timetable: 15 min)</td>
<td>Beginning Knowledge &amp; PSWB (DBE Workbook) (For Recovery Timetable: omit this lesson)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Arts [For Recovery Timetable: replace with GGR &amp; independent work from DBE]</td>
<td>Visual Arts (For Recovery Timetable: replace with GGR &amp; independent work from DBE)</td>
<td>Performing Arts (For Recovery Timetable: replace with GGR &amp; independent work from DBE)</td>
<td>Performing Arts (For Recovery Timetable: replace with GGR &amp; independent work from DBE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Arts</td>
<td>Visual Arts</td>
<td>Performing Arts</td>
<td>Performing Arts</td>
<td></td>
</tr>
<tr>
<td><strong>TRANSITION: Change clothes, move outside, provide equipment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>30 min</strong></td>
<td>PE Activity stations (For Recovery Timetable: replace with GGR &amp; independent work from DBE)</td>
<td>PE Activity stations</td>
<td>PE Activity stations (For Recovery Timetable: replace with GGR &amp; independent work from DBE)</td>
<td>PE Activity stations</td>
<td>PE Activity stations (For Recovery Timetable: replace with GGR &amp; independent work from DBE)</td>
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<tr>
<td></td>
<td>PE Activity stations</td>
<td>PE Activity stations</td>
<td>PE Activity stations</td>
<td>PE Activity stations</td>
<td></td>
</tr>
</tbody>
</table>

Unless indicated, the table below is for [XHO & SEP version]

[AFR: 12 min]

[AFR Shared Reading (Lesson from E-classroom) background tint changes to orange]
### Activities for Physical Education: Term 1
Choose four activities per week, focusing on different skills.

<table>
<thead>
<tr>
<th>Locomotor: races</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Wheelbarrow race</td>
</tr>
<tr>
<td>• Three-legged race</td>
</tr>
<tr>
<td>• Sprinting race (sprinting, crouching for start) (also Rhythm)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perceptual motor: Tennis-set/mini tennis</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Walking in a circle on hard surface. 1. Bounce tennis ball in the air and on the ground. 2. Bounce tennis ball using bat. 3. Bounce tennis ball with alternative sides of the bat.</td>
</tr>
<tr>
<td>• With a partner, volley; hit the ball over the net/rope using forehand; hit the ball over the net/rope using back hand.</td>
</tr>
<tr>
<td>• Play a mini match with points.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rhythm: Jumps</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Long-jump competition</td>
</tr>
<tr>
<td>• High-jump competition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coordination: Throwing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• In pairs, throw and catch a tennis ball.</td>
</tr>
<tr>
<td>• Throw and catch a ball throwing underarm/overarm/under leg/hands together.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spatial orientation: Running game and obstacle course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify particular landmarks (tree, fence, corridor etc.).</td>
</tr>
<tr>
<td>• Children take it in turns to give instructions to their group, e.g. run to the fence, run to the tree, turn around, run back to the fence etc.</td>
</tr>
<tr>
<td>• Set up a complicated obstacle course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cricket match between two teams (also Sports and game).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Laterality</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pairs: kicking a soccer ball using alternate feet.</td>
</tr>
</tbody>
</table>
Welcome to Grade 3!

This is not a highly structured week. However, it sets the tone for the year. Keep the children busy and occupied, to establish the message that school is about working hard, but with enjoyment.

The Learner Activity Book (LAB) contains a few activities that revise Grade 2 work and also provide the teacher with information about the learners’ literacy skills.

SUGGESTED ACTIVITIES FOR WEEK 1

ESTABLISH ROUTINES

- Establish routines for classroom management such as moving to the mat, going to the toilet, lining up, feeding scheme, keeping the room clean and tidy, handing out, collecting and storing books, sharpening pencils etc.
- Also establish routines for key learning activities such as turning and talking with a partner, contributing to a class discussion, listening attentively and responding kindly.

DRAW, WRITE AND READ EVERY DAY

Collect scrap paper, worksheets (dot to dot, colouring, easy sums or letter shapes), pencils and crayons, as well as some reading books borrowed from Grade 2, so that children can draw, write and read from Day 1.

LAB ACTIVITIES

The LAB includes activities similar to the EGRA, which can be used for practice for the EGRA. Use the EGRA to assess learners’ literacy skills one-on-one during Weeks 1–3. These activities can be done at any stage during the week.

Write the lower-case letters

- This activity provides information about letter formation skills as well as knowledge of upper and lower-case letters.

How many letters can you read in 1 minute?

- While the teacher times 1 minute, learners first read the lowercase letters and then the capitals. If any learners cannot yet read 40 letters in one minute, provide regular practice and continue assessing until they can meet the target.
Tick the sounds you know
- Learners read the sounds to the teacher or their partner.

Write the sounds you hear
- Learners write the sounds that the teacher says (any sounds that were taught in Grade 2).

Read and answer the questions
- Learners read the paragraph silently and answer the questions. This text was read in Grade 2, so is familiar to learners. The activity provides information about learners’ reading and comprehension skills. Learners can also read the paragraph orally to the teacher.

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

PHYSICAL EDUCATION
Give learners the opportunity to move and do outside activities. See page 5 for ideas.
WEEK 2 • ABOUT ME

About me

Note to versioners: The 10 spelling words per week will be listed at the back of the LAB. Please choose these words from the phonics lessons, vocabulary words and Life Skills words for this week. They will be tested in Dictation every two weeks.

OUTCOMES FOR THE WEEK

Learners will:
- Read about, and complete, a table about growth and become aware of the skills and knowledge they have developed since birth
- Become aware of their own and others’ individual identities and histories by talking about a meaningful object from their past
- Write about their lives so far and write sentences from a pattern sentence
- Learn about question-answer relationships to strengthen reading and comprehension skills
- Revise capitalisation and phonic sounds
- Learn 10 spelling words
- Begin cursive writing.

PREPARATION

Flashcards

<table>
<thead>
<tr>
<th>Literacy</th>
<th>captain</th>
<th>World Cup</th>
<th>tournament</th>
<th>scholarship</th>
<th>boarding school</th>
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<td>World Cup</td>
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<td>boarding school</td>
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</table>

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>date of birth</th>
<th>age</th>
<th>address</th>
</tr>
</thead>
<tbody>
<tr>
<td>date of birth</td>
<td>age</td>
<td>address</td>
<td></td>
</tr>
</tbody>
</table>

Sentence

Siya was born on 16 June in the Eastern Cape. Siya was born on 16 June in the Eastern Cape.

MATERIALS

- An object from your past (for discussion in BK activity on Tuesday)
- Paper and pencils for Visual Arts activity
- Equipment required for selected Physical Education activities

ASSESSMENT

Baseline: Use EGRA or Week 1 LAB pp 2–4 (Monday to Friday, individual)
Take in and mark: Independent writing (My life so far, Friday); Vocabulary (Wednesday); Sentences (Thursday); Handwriting (Friday)
Informal: Timed word reading (Friday)
Today’s story is about a special person, Siya Kolisi. He is famous because he is a sportsman, the captain of the South African rugby team, called the Springboks.

But he wasn’t always famous. He was born in a small village the Eastern Cape. His mother couldn’t look after him and brought him to live with his granny in the city (Gqberha).

His granny lived in a two roomed house. She didn’t earn much money but she loved and cared for little Siya. Sometimes he was hungry and sometimes he would wake up wet when the roof leaked, but Siya grew into a strong little boy who loved school and loved to run. He and his friend at school would run 5 km every day to keep fit. One day he saw a group of men running by. They all had sports clothes on. His friend told him they were a rugby team, called the African Bombers.

Siya wanted to find out about this sport called rugby. He started to go and watch the team practice and he learned about the game. His father had played rugby and he taught him the rules. At the practices he helped the team by fetching the ball. Sometimes he would kick the rugby ball. The coach of the team noticed how well he kicked the ball and he helped Siya to move to a school where he could play rugby. Siya soon became the captain of the school’s rugby team.

One day there was a school rugby tournament. All the schools in Gqberha took part, including Siya’s team. Siya’s team lost their first match but Siya encouraged the other boys and he tried his hardest and they won some games. Teachers from the other schools saw how well Siya played and one school, Grey High School, offered him a rugby scholarship.

So Siya left home and became a boarder at the school. He said he loved the way each day at school was organised and there was always enough to eat! He made friends with the other boys at the school and kept playing rugby. In his last year of school, he was made captain of the school team and was chosen to play in the Eastern Province schools team.

After he finished school, Sipho was selected to play for the Western Province rugby team in Cape Town. He moved to Cape town and began playing rugby full time. It was his job. He was soon chosen for the South African team, the Springboks. Two years later he was made captain of the team. He was the captain when South Africa won the Rugby World Cup. It was his dream come true.
LISTENING AND SPEAKING

Think-Pair-Share
• **Think:** Do you have any special news?
• **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

Grade 2 revision
• Do rapid sound recognition of sounds taught in Grade 2.
• Read the spelling words for week on LAB page 122.
• Explain learners will be tested on these words.
• Learners practise writing these words daily for homework.
• Learners complete the LAB page.
• Check and mark together.

**Handwriting**

Cursive ⅰ, ⅱⅱ
• Follow the procedure for Handwriting lessons.
  - Prepare equipment and the classroom.
  - Do warm-up hand exercises.
  - Demonstrate new letters on board.
  - Learners practise letter movements and then begin.
• Trace the Monday work. Do further lines of practice in exercise books.

**Reading**

Teacher read-aloud
**Before reading**
• Who have you heard about who played sport for our country? What sport did they play?
• Look at the picture on LAB page 6. Who is this? What sport is he playing?
• **Provide a purpose for listening:** Listen to the story of Siya Kolisi to find out how he became so good at his sport.

**Read the story to the learners**

**After reading**
• Is this a true story? How can you tell?
• What do you like best about the story?

**EFAL**
• Teach a lesson from your EFAL programme.
GROUP GUIDED READING

Preparation for GGR
- Explain the routine and procedure for Independent reading. This is what learners will do when you are working with a GGR group.
- Read the sentences as a whole class activity.
- Demonstrate how to read silently. Walk around while children practise this.

Baseline assessment
- Discuss what you do if you meet a word you don’t know.

Independent reading
- Learners re-read the sentences.
- Answer the questions.

While learners work on their own, do individual EGRA assessments. You will use this assessment to group learners.

BEGINNING KNOWLEDGE

Prior knowledge
- What can you do now that you couldn’t do when you were a baby?

Shared reading
- Read the LAB text with the children.

Growing

New knowledge
- Talk about babies and toddlers the children know. What can they do? What do they still need to learn to do? How can we help them?

Writing
- Children complete the LAB sentences.

VISUAL ARTS

Lines and shapes

Teach about lines
- A line joins together two points.
- Teach the chant, gesturing with fore-arms in front of chest: horizontal, vertical, diagonal, perpendicular, parallel.

LAB activity
- What kinds of lines do you see on the page? Read the vocabulary.
- With a crayon, trace over a spiral, a horizontal line, a curved line.
- Pairs: show and name the shapes you traced.

Teach about shapes
- A shape is a flat space enclosed by lines.
- Pairs: Take turns to make a shape in the air with fingers. Can your partner name your shape? Add a sound to your shape.
- Teach the difference between geometric and organic or natural shapes.
- Trace over an organic shape on the LAB page.

PHYSICAL EDUCATION

Activity stations

Prepare
- Choose four different activities from page 5 for the week.
- Set up the equipment.
- Divide the class into four groups.

Introduce activity stations
- Show the equipment and explain how to do the activity at each station.
- Ask confident learners to demonstrate.

Whole class activity
- If you have time, play a game such as catches, red rover or hide-and-seek.
LISTENING AND SPEAKING

Class discussion
- How old were you when you learnt to walk? What was the first word you said? Who looked after you when you were a toddler?
- Where can you find these out?

My childhood

Introduce an object from your past
- Show an object from your past, e.g. a blanket, doll, book, etc. Explain what it meant in your life.
- Say what it is; when you used it and why it is important to you.
- Explain that learners will choose an object from their past. They will ‘show and tell’ during PA this week.

PHONICS

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

HANDWRITING

Cursive \( t, \) \( tt \)
- Follow the procedure for Handwriting lessons.
- Trace the Tuesday work. Do further lines of practice in exercise books.

SHARED READING

Comprehension

Before reading
- Establish a routine for shared reading.
- Read the title. What do you remember about Siya Kolisi?

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

After reading
- Which illustration did you like best? Why? What did it show?

WRITING

Comprehension 1

Introduce question types
- Search and Find questions: Scan the text till you find the answer written on a page.
- Read and Think questions: Read the whole text and then think carefully to answer.
- On My Own questions: Give your own answer based on what you know or think. You will not find the answer in the text.

Write
- Answer in exercise books.

Check and correct.
BEGINNING KNOWLEDGE

Prior knowledge
- What did you learn from yesterday’s text? (As we grow, we learn new skills and knowledge.)
- What skill are you looking forward to learning as you grow up? (e.g. driving). Motivate and encourage children to have goals.

Read and discuss
- Revise how a table works, i.e. read headings at the top of the columns and the words down the side.

What can they do?
- Explain the activity.
- Reinforce that as we grow we are able to learn new skills and that is why we learn to do new things at school and at home.

Write
- Learners work in pairs to decide which boxes to tick for each age group using reasoning skills and logic.

VISUAL ARTS

Prior knowledge
- Repeat the chant with actions: Horizontal, vertical, diagonal, perpendicular, parallel.

Activity (pencil on paper)
- Give similar instructions to these, one at a time:
  - Draw a line across the page to show the movement of a small ant crawling across the page/a jumping rabbit/a flying eagle a snail moving, leaving a wide silvery trail behind.
  - Draw a line to express feeling angry/confused/excited.
  - Draw a line pressing hard/softly/with the side of the pencil.

Keep safe to complete next week.

PHYSICAL EDUCATION

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

Cool down
WEDNESDAY

LISTENING AND SPEAKING

Contextualise
Later this week, learners will make presentations about 'An object from my past'.

Demonstrate and practice presentation skills
• Stand still.
• Look at the class.

Presenting skills
• Greet the class and introduce yourself.
• Say what you will be talking about.
• Show the object you will be talking about.
• Explain why it is important.
• Afterwards, thank the class for listening.

PHONICS

Write sentences
• Do rapid sound recognition of sounds taught in Grade 2.
• Write the 10 spelling words on the chalkboard.
• Learners use the words to write 10 sentences in their exercise books.
• Provide one or more example orally. Encourage children to expand their sentences.
• Afterwards, children can read their sentences to a partner or the class.

HANDWRITING

Cursive i, it
• Follow the procedure for Handwriting lessons.
• Trace the Wednesday work. Do further lines of practice in exercise books.

READING

Vocabulary
Shared reading
• Read two pages of the text together with the learners.

Vocabulary words
• Show and read the week’s vocabulary words:
captain, World Cup, tournament, scholarship, boarding school

• Word search: Learners spot the vocabulary words in the LAB text. They underline or circle each word.
• Discuss the meaning of each word in the context of the story.

WRITING

Vocabulary
Oral
• Go through the LAB activities orally.

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

Display vocabulary flashcards on the Word Wall.
GROUP GUIDED READING

Preparation
• Ask learners to recap the routine and procedure for Independent reading.

Independent reading
• Learners read Amanda Dlamini – soccer player.
• Answer the questions.

While learners work on their own, do individual EGRA assessments.

BEGINNING KNOWLEDGE

Prior knowledge
• What is the purpose of forms and why must they be completed correctly? (changing schools, ID, passport, applying for a scholarship, at a hospital etc.)

Read and discuss
• Read the form. Children answer the questions orally.
• Where could you get the information you need if you do not know it?

About me

Activity
• Explain that we use print (not cursive) and write very neatly when filling in a form.
• Children complete the LAB activity.
• They ask at home for the answers to any questions they are unsure of.

PERFORMING ARTS

Object from my early childhood

Before
• Establish acceptable behaviours for presenters and audience.
• Explain that everyone will have an opportunity over the next few days.
• Explain that each learner will have 2 minutes to speak.

Presentations
• Children present their childhood object (introduced on Tuesday). They can either describe the object or show it. They say what it is, what they remember about it and why it is important to them.
• Stop them politely after 2–2.5 minutes.
• Thank the children after each presentation.

After the day's presentations
• Allow 5 minutes to encourage the class to give short positive feedback on 1).

PHYSICAL EDUCATION

Activity stations

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

Cool down

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

Presenting skills

Revise Presenting skills. Refer to good presentations from the day before in PA.

Think-Pair-Share
- **Think:** Which presentation did you like best? Why?
- **Pair:** Tell your friend
- **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.
- For homework, children learn to spell the spelling words.

HANDWRITING

Cursive Ʉ, ɄɄ

- Follow the procedure for Handwriting lessons.
- Trace the Thursday work. Do further lines of practice in exercise books.

SHARED READING

Language

**Work with the sentence.**

**Identify:**
- the word that tells us who this sentence is about (Siya)
- the number and words that tell the day Siya was born
- the words that tell us where Siya was born
- the words that begin with capital letters. Why do these words begin that way?
- the word/part of word that tells us this happened in the past (was born)

**Example:**

Siya was born on 16 June in the Eastern Cape.

- Nomsa was born on 10 September in the Western Cape.

WRITING

Language

Write
- Demonstrate how to use the Shared Reading sentence as a pattern.
- Write a new sentence with the same pattern on the board.
- Learners write two different sentences using the pattern.
GROUP GUIDED READING

Preparation
- Ask learners to recap the routine and procedure for Independent reading.

Independent reading
- Learners read Caster Semenya – athlete.
- Answer the questions.

While learners work on their own, do individual EGRA assessments.

BEGINNING KNOWLEDGE

Discuss
- Growth: How have we grown physically?
- Skills: What can we do now that we couldn’t do when we were younger? What skill are you looking forward to learning?
- Our histories: What did you learn about your own history? How? What did you learn about another child’s history?
- Forms: When do you need to fill out forms?

Bridge to English: date of birth, age, address

PERFORMING ARTS

An item from my childhood

Presentations
- Continue with presentations.

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

PHYSICAL EDUCATION

Activity stations

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

Cool down
LISTENING AND SPEAKING

Review of week

Think-Pair-Share

- Think: What did you like best about this week at school?
  Was there anything that upset you?
- Pair: Share with your partner.
- Share: How can we be a happier learning community?

PHONICS

Timed word reading

Read the words to the learners.

Pairs read

- Each partner reads the text in turn.
- Time each reading (1 min).
- Learners write the number of words they read.
- Repeat to improve number.

Feedback

- Read the words again with the learners.
- Learners circle any words they read incorrectly.

HANDWRITING

Revision

- Follow the procedure for Handwriting lessons.
- Trace the Friday work. Do further lines of practice in exercise books.

WRITING

Write about yourself

- Learners write a paragraph of two or more sentences in exercise books.
- Explain the procedure for ‘having a go’ at personal writing and spelling.
- Have a brief pre-writing discussion about what learners could write about.
- Explain: Sentences ‘run on’ in a paragraph.
- Look for: Interesting memories.

GROUP GUIDED READING

Baseline assessment

Preparation

- Ask learners to recap the routine and procedure for Independent reading.

Independent reading

- Learners read Wayde van Niekerk – athlete.
- Answer the questions.

While learners work on their own, do individual EGRA assessments.
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.

BEGINNING KNOWLEDGE

Complete DBE Workbook pages
• Life Skills Workbook 1 pages 2 and 3.
• Home Language Workbook 1 page XX

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

DBE Workbook time

30 min

PHYSICAL EDUCATION

Activity stations

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

Cool down

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

READING
Checking and feedback

Read and answer questions
• Read this week’s Independent Reading texts aloud to the class.
  Learners follow in their books.
• After each text, read the question/s. 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.
WEEK 3 OVERVIEW

About me

Note to versioners: The 10 spelling words per week will be listed at the back of the LAB. Please choose these words from the phonics lessons, vocabulary words and Life Skills words for this week. They will be tested in Dictation every two weeks.

OUTCOMES FOR THE WEEK

Learners will:
- Read about the timelines of people in the entertainment sector
- Compare and contrast human and animal baby timeline
- Create and colour their line drawing with different shades of blue
- Listen to and move to different types of music
- Write sentences using the past tense
- Reinforce the concept that the comprehension question will tell you where to look for the answer
- Learn 10 spelling words
- Write their own timeline.

PREPARATION

Flashcards

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<thead>
<tr>
<th>Literacy</th>
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<table>
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<th>Life Skills</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>growth</td>
<td>history</td>
<td>skills</td>
</tr>
</tbody>
</table>

Sentence

Siya was born on 16 June in the Eastern Cape.

MATERIALS

- Paper and paint or crayons for the Visual Arts activity
- Three pieces of different types of music for moving to
- Equipment required for selected Physical Education activities

ASSESSMENT

Baseline: Use EGRA or Week 1 LAB pp 2–4 (Monday to Friday, individual)

Take in and mark: Independent writing (Timeline, Friday); Vocabulary and language work (Wednesday); Handwriting (Friday)

Informal: Dictation (Friday); Fluency practice (Thursday)
Pretty Yende was born on 6 March in Mpumalanga province, close to Eswatini. She was the first born in her family and from when she was a little girl she loved music. Every Sunday as they walked to church, her granny would teach her hymns.

As Pretty grew up, she became a youth leader in her church. She would often sing solo or lead the singing at her church and grew used to singing to an audience. But she also worked hard at school and in high school decided that she would study accountancy. Her mother was a teacher and encouraged Pretty and her younger siblings and her father was proud that his daughter was doing so well.

Pretty also like to listen to music on the radio and on TV. She and her friends would practise singing and dancing to the latest songs when they were together. It was on TV that she heard the song that changed her life. She was watching an advertisement for British Airlines when she heard *The Flower Duet*. She had never heard anything like it before. She says it was like hearing something divine.

The next day at school she asked her music teacher about it. He explained that it was opera. Opera is a type of music that is found mainly in Europe and at that time not many black South Africans were opera singers. But Pretty knew that is what she wanted to learn to do. She was only 16 but she learned that there was a black opera singer and teacher in Cape Town at the university. She telephoned her and asked if she could come for an audition and learn to sing opera.

The rest is history. She studied opera in Cape Town and began winning opera competitions. Then she studied further in Italy, the home of opera. Suddenly she was being asked to perform the lead roles in operas in Italy, New York, London and Paris. She is one of the best known opera singers in the world.

Who would have thought that one song would lead to all that!
MONDAY

LISTENING AND SPEAKING

Think-Pair-Share
- **Think:** Do you have any special news?
- **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

**Practice**
- Do rapid sound recognition of sounds taught in Grade 2.
- Read the spelling words for week on LAB page 122.
- Explain learners will be tested on these words.
- Learners practise writing these words daily for homework.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING

**Cursive ň, ň**
- Follow the procedure for Handwriting lessons.
  - Prepare equipment and the classroom.
  - Do warm-up hand exercises.
  - Demonstrate new letters on board.
  - Learners practise letter movements and then begin.
- Trace the Monday work. Do further lines of practice in exercise books.

READING

**Teacher read-aloud**

**Before reading**
- What South African entertainers do you know? What do they do?
- Show the picture of Pretty Yende in the LAB (page 36).
- Purpose: As you listen to the story, notice how old Pretty was when she decided she wanted to be an opera singer.

**Read the story to the learners**

**After reading**
- Check understanding: What inspired Pretty to become an opera singer?
- Who has heard opera singing? Did you enjoy it?
- Find and play *The Flower Duet* to see what inspired Pretty Yende.

EFAL

- Teach a lesson from your EFAL programme.

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DATE

WEEK 3 • ABOUT ME

WEEK 3 • MG pp. 8–13

WEEK 3 • MG pp. 31–37

15 min

15 min

15 min

15 min

15 min

---

22
**GROUP GUIDED READING**

**Baseline assessment**

**Preparation**
- Ask learners to recap the routine and procedure for Independent reading.

**Independent reading**
- Learners read the sentences.
- Answer the questions.

While learners work on their own, do individual EGRA assessments.

---

**BEGINNING KNOWLEDGE**

**Timeline for Siya Kolisi**

**Prior knowledge**
- Remind learners that we have been talking about our histories.
- Ask: How can you show what happened in your life in the right **sequence**? Discuss how you can use numbers, words (first, second etc.) and dates.

**New knowledge**
- One way to show time is with a **timeline**.

**Shared reading** Read the timeline of Siya Kolisi’s life.

**Writing** Children complete the LAB page.

---

**VISUAL ARTS**

**Lines (continued)**

**Prior knowledge**
- What are the three **primary colours** that cannot be made by mixing other colours together? (red, yellow and blue)

**Discuss**
- Identify different blues in the classroom.
- How do you make different shades of blue? (Add white, add a tiny bit of black, make paint more watery, etc.)

**Activity (paint or crayons)**
- Fill between the lines of your picture with different shades of blue.

Keep safe to complete next week.

---

**PHYSICAL EDUCATION**

**Activity stations**

**Prepare**
- Choose four different activities from page 5 for the week.
- Set up the equipment.
- Divide the class into four groups.

**Introduce activity stations**
- Show the equipment and explain how to do the activity at each station.
- Ask confident learners to demonstrate.

**Whole class activity**
- If you have time, play a game such as catches, red rover or hide-and-seek.

---

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
LISTENING AND SPEAKING  
**Rhythm**
- Record 2–3 short pieces of different types of music, e.g. opera, traditional, contemporary.
- Play each piece of music while children listen.
- Explain what type of music it is.
- Play each a second time. Children clap to the rhythm.

PHONICS  
**Grammar**
- Do rapid sound recognition of sounds learnt in Grade 2.
- Teach the grammar.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING  
**Cursive**
- Follow the procedure for Handwriting lessons.
- Trace the Tuesday work. Do further lines of practice in exercise books.

READING  
**Fluency**
- **Shared reading**
  - Read the last 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.

WRITING  
**Comprehension 2**
- **Review question types**
  - Briefly review **Search and Find** questions and **On my own** questions.
- **Read and discuss questions**
  - Explain **scanning**: Explain that for **Search and Find** questions you look back and **scan** the story (move your eye quickly over the page or pages) to find the particular word or picture.
- **Write**
  - Answer questions in exercise books.
- **Check and correct**
GROUP GUIDED READING
Baseline assessment

Preparation
- Continue to start and monitor the independent reading.

Independent reading
- Learners read Pretty Yende – opera singer.
- Answer the questions.
- While learners work on their own, do individual EGRA assessments.

BEGINNING KNOWLEDGE

Focus on developing comparing and contrasting skills

Prior knowledge
- What animal babies have you seen? (List these on the board.)
- How were they different from human babies?
- What can animal babies do that humans can’t?
- What can human babies do that animals can’t?

New knowledge
- Read the timelines for baby elephants and human babies.
- **Compare and contrast:** What is the same and what is different?

Write
- Learners complete the LAB activity.

VISUAL ARTS

Complete artwork
- Go over the lines with a black koki.

Discuss
- Show artwork to partners. Describe the different types of lines in your painting.

Display

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

PHYSICAL EDUCATION

Activity stations

Warm up

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

Cool down
LISTENING AND SPEAKING  
**Rhythm**

Clapping and body percussion
- Begin a clapping rhythm. Class joins in. Change the rhythm.
- Bring in body percussion (clicking fingers, slapping thighs, hands on floor).
- **Pairs:** Take turns to teach each other a clapping rhythm.
- **Share:** Some pairs perform their rhythm.

PHONICS  
**Practice**

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

HANDWRITING  
**Cursive**

- Follow the procedure for Handwriting lessons.
- Trace the Wednesday work. Do further lines of practice in exercise books.

READING  
**Vocabulary and language**

Revised vocabulary and language
- Read vocabulary flashcard words from last week.
- Learners check and correct last week's Vocabulary activity in LAB.
- Write the language sentence(s) from the story on the board. Revise.

Bridge to English
- Discuss how to express the words in English. Write on board.
- Discuss how to express the language sentence in English. Write on board.
- Discuss the function of each word in the sentence.

WRITING  
**Editing**

Sentence work
- Learners work with their pattern sentences from last week.
- Explain the editing criteria for this week (two or three).
- Learners edit their own sentences using the criteria.

Read
- Learners read their sentences to a partner.
- Some learners read their sentences to the class.
GROUP GUIDED READING  
Baseline assessment  
p. 37  
30 min  
Preparation  
- Continue to start and monitor the independent reading.  
Independent reading  
- Learners read Trevor Noah – comedian.  
- Answer the questions.  
While learners work on their own, do individual EGRA assessments.

BEGINNING KNOWLEDGE  
Facts about me  
p. 38  
30 min  
Read and discuss  
- Go through each the form.  
- Get examples from learners.  
Activities  
- Learners complete the activity page.  
- Go through the answers with the class.

PERFORMING ARTS  
Movement to music  
30 min  
Prepare  
- Choose three different types of music. (These could be longer versions of the music played in ORAL time.)  
Listen and move  
- Listen to one piece of music twice.  
- The second time, invite children to move freely or dance.  
- Repeat with the other pieces.  
Discuss  
- How were the three pieces different?  
- Which was easiest to dance to?  
- The class votes for the music they want to dance to tomorrow.

PHYSICAL EDUCATION  
Activity stations  
30 min  
Warm up  
Activity stations  
- Send each group to an activity station.  
- They do the activity.  
- Teacher observes and advises.  
Cool down  
For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
LISTENING AND SPEAKING
Discuss
• What is appropriate language to use in class? (Polite, kind).

Practice in pairs
• Politely asking another child for something

Appropriate language
• Asking the teacher if you can leave the room.
• Asking the teacher if she would like you to clean the chalkboard.
• Introducing yourself in a group.

PHONICS
Write sentences
• Do rapid sound recognition of sounds taught in Grade 2.
• Write 10 spelling words on the chalkboard.
• Learners use the words to write 10 sentences in their exercise books.
• Provide one or more example orally. Encourage children to expand their sentences.
• Afterwards, children can read their sentences to a partner or the class.
• For homework, children learn spelling words from last two weeks.

HANDWRITING
Cursive r, lr
• Follow the procedure for Handwriting lessons.
• Trace the Thursday work. Do further lines of practice in exercise books.

READING
Fluency practice
Shared reading
• Read the text to the learners.
• Learners read the text individually.

Pairs read
• Each partner reads the text in turn.
• Time each reading (1 min). Write the number of words 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
Making a timeline
• With the children make a timeline of one child’s life on the chalkboard.
• Features: Table format, consistent tense, sentences not required; important events, in sequence.
GROUP GUIDED READING

Baseline assessment

Preparation
• Continue to start and monitor the independent reading.

Independent reading
• Learners read Brenda Fassie – singer-songwriter.
• Answer the questions.

While learners work on their own, do individual EGRA assessments.

BEGINNING KNOWLEDGE

Growth and teeth

New knowledge
• When we are born we have 26 milk teeth under our gums. As we get bigger, another set of teeth is waiting to push out the milk teeth. These are our permanent teeth.

Think-Pair-Share
• Do you know when you got your first milk tooth? (Who will you ask?)
• How old were you when your first milk tooth fell out?
• Memory: Where were you when a tooth fell out? What did you do?

• How many permanent teeth do you have now?

Consolidate
• Share your personal fact sheet (LAB page 38) with your partner/group.

Bilingual flashcards
What does this word mean (definition)? What is a similar English word?
• growth
• history
• skills

PERFORMING ARTS

Movement to music

Introduction
• Listen to the chosen piece of music

Plan and practise
• Divide the class into four groups.
• Each group talks about and practises a simple dance.

Perform
• Each group dances 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.

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

PHYSICAL EDUCATION

Activity stations

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

Cool down
LISTENING AND SPEAKING  
Review of week  

Think-Pair-Share  
• Think about one interesting thing you learnt this week. How did your skills or knowledge grow this week?  
• Pair: Share with your partner.  
• Share: What will you do differently next week?

PHONICS  
Spelling and dictation  

Words: Insert a very short sentence. 

Sentence: ____________  
• Learners prepare their exercise books.  
• Read each word slowly, twice.  
• Read the sentence twice.  
• For self-marking or paired marking, write the words and sentence on the board.

HANDWRITING  
Revision  

• Follow the procedure for Handwriting lessons.  
• Trace the Friday work. Do further lines of practice in exercise books.

WRITING  
My timeline  

• Learners create a timeline of 4–6 lines in exercise books.  
• Choose any events that are relevant or important in your life.  
• The table should be drawn in pencil (vertical lines only).  
• Refer to your personal information form if necessary (Life Skills).  
• Look for: correct format, consistent tense, good choice of personal events, in sequence.

GROUP GUIDED READING  
Baseline assessment  

Preparation  
• Continue to start and monitor the independent reading.

Independent reading  
• Learners read Lira – singer.  
• Answer the questions.  
While learners work on their own, do individual EGRA assessments.
Warm up
Activity stations
• Send each group to an activity station.
• They do the activity.
• Teacher observes and advises.

Cool down

TEACHER’S WEEKLY REVIEW
This week, I have:
• taken in the LABs and 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 4 OVERVIEW

Feelings

Note to versioners: The 10 spelling words per week will be listed at the back of the LAB. Please choose these words from the phonics lessons, vocabulary words and Life Skills words for this week. They will be tested in Dictation every two weeks.

OUTCOMES FOR THE WEEK

Learners will:
- Understand more about feelings through a story and KWL chart
- Role-play and learn to manage particular feelings (anger, anxiety)
- Discuss a famous portrait (Mona Lisa) and draw the portrait of a friend
- Express feelings through facial expressions in a game.
- Empathise with the main characters in a story about an unusual grandparent
- Read about traditional fabrics and clothes in parts of Africa
- Write sentences, and a description of clothes, using adjectives
- Learn 10 spelling words.

PREPARATION

Flashcards

<table>
<thead>
<tr>
<th>Literacy</th>
<th>proud</th>
<th>fabric</th>
<th>patterns</th>
<th>head-tie</th>
<th>accent</th>
</tr>
</thead>
<tbody>
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</thead>
<tbody>
<tr>
<td></td>
<td>anxious</td>
<td>calm</td>
<td>angry</td>
</tr>
</tbody>
</table>

Sentence

She wore a large, colourful head-tie.  

MATERIALS

- Pencils and paper for Visual Arts activity
- Equipment required for selected Physical Education activities

ASSESSMENT

Take in and mark: Independent writing (Clothes description, Friday); Vocabulary (Wednesday); Sentences (Thursday); Handwriting (Friday)

Informal: Timed word reading (Friday)
Pitso conquers his fears

This story is an introduction to the Life Skills theme of Feelings. The teacher reads it on Monday (see TG page 34). It links to the picture story in Tuesday’s Beginning Knowledge lesson on LAB page 57. Learners can follow the picture story in their LAB as you read.

As you read, mime the feelings and actions.

It is Sports Day at Pitso’s school. Pitso is running in the relay race. He is waiting for his turn to run with the baton.

Pitso looks anxious. His heart is pounding, his mouth is dry and his hands are sweating.

Pitso is thinking, “What happens if I drop the baton? Everyone will laugh at me.”

Then Pitso remembers what his Dad told him this morning, “Keep calm and breath slowly. Tell yourself you can do it. Picture yourself taking the baton.”

Pitso calms down. He tells himself, “I can do this!” He imagines himself winning the race. He takes the baton and runs like the wind. His Dad and Mom are cheering. Everyone is clapping. He crosses the line.

Well done, Pitso!
LISTENING AND SPEAKING

Think-Pair-Share
- **Think:** Do you have any special news?
- **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

**Practice**
- Do rapid sound recognition of sounds taught in Grade 2.
- Read the spelling words for week on LAB page 122.
- Explain learners will be tested on these words.
- Learners practise writing these words daily for homework.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING

**Cursive au, auv**
- Follow the procedure for Handwriting lessons.
  - Prepare equipment and the classroom.
  - Do warm-up hand exercises.
  - Demonstrate new letters on board.
  - Learners practise letter movements and then begin.
- Trace the Monday work. Do further lines of practice in exercise books.

READING

**Teacher read-aloud**

**Before reading**
- Introduce the topic of **Feelings:**
- Have you ever been in a race or a competition? How did you feel at the beginning?
- Provide a purpose for listening: Listen to find out how Pitso conquered his fears.

**Read the story to the learners**

**After reading**
- Check understanding:
  - Why was Pitso feeling anxious before the race? Show me how you look when you feel **anxious.**
  - Who helped him to feel calm? Show me how you look when you are calm.
  - How do you think Pitso felt at the end of the race?
  - How did Pitso conquer his fears?

EFAL

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

**Preparation for GGR**
- Place learners in ability groups.
- Choose which texts or activities you will do with each group this week according to needs.

**GGR procedure**
- Settle the class with their Independent reading. Today it is Sentences.
- Call up the first group. Work with them doing phonics or reading.
- After 15 minutes call up your second group for the day.

**BEGINNING KNOWLEDGE**

**KWL chart**
- Draw a KWL chart on the chalkboard.
- Learners draw chart in their exercise books.

**Introduce the concept**
- How are you feeling today? Are you feeling happy? Full of energy? Excited?

**Think-Pair-Share**
- **Think:** Can you name some feelings?
- **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 feelings this week? Write this in row 2.
- Learners choose one thing from each row to copy into their KWL charts in their books.

**VISUAL ARTS**

**About the painting**
This portrait is one of the most famous paintings in the world. People queue up to see the painting in the art gallery, they photograph it and copy it and write books about it. It has even been stolen (and found!). Many people think the Mona Lisa’s smile is mysterious. The artist was Leonardo da Vinci, an Italian painter, sculptor, architect and inventor who lived about 500 years ago.

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

**Class discussion**
- What is a portrait?
- Talk about the background.
- What might be the reason for her famous smile? Use your imaginations!

**PHYSICAL EDUCATION**

**Activity stations**
- Choose four different activities from page 5 for the week.
- Set up the equipment.
- Divide the class into four groups.

**Introduce activity stations**
- Show the equipment and explain how to do the activity at each station.
- Ask confident learners to demonstrate.

**Whole class activity**
- If you have time, play a game such as catches, red rover or hide-and-seek.
LISTENING AND SPEAKING

Think-Pair-Share
- Orientate children to the shared reading story by discussing their grandparents.
- **Think:** Who is lucky enough to have grandparents? Where do they live? What do you love about them?

Grandparents
- **Pair:** Tell your partner about your grandparents.
- **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.
- Point out any spelling words.

HANDWRITING

**Cursive n, n̂, n̄**
- Follow the procedure for Handwriting lessons.
- Trace the Tuesday work. Do further lines of practice in exercise books.

READING

**Comprehension**

**Before reading**
- Provide a purpose for reading: Let’s see what was unusual about Sindi’s granny.

**Shared reading**
- Read the whole story to the learners.
- Model fluency and expression (read at a good pace, notice punctuation).

**After reading**
- What was unusual about Sindi’s granny?

WRITING

**Comprehension 1**

**Read and discuss questions**
- Reminder: **Questions** tell you where to look for the answer.
- Read the Search and Find questions. Learners find and underline the answers in the text.
- Read the Read and Think questions. Discuss the answers. (Answer won’t be in one place.)

**Write**
- Answer in exercise books.

**Check and correct.**

Feelings

Sindi’s granny was coming to visit. She lived in another country, far away. She was coming to South Africa by aeroplane. Sindi told her two best friends, Nosipho and Alma, about the visit. She wondered if her granny would be like their grannies.

Grandparents comes to visit
GROUP GUIDED READING

GGR procedure
- Settle the class with their Independent reading. Today it is *Fabrics in Africa*.
- Call up the first group. Work with them doing phonics or reading.
- After 15 minutes call up your second group for the day.

BEGINNING KNOWLEDGE

Read and discuss
- Use the story to help learners identify (name), understand (why) and manage their feelings (how to).
- How did Pitso feel at the beginning of the race? Why did he feel like this? What is he afraid of?
- How did he calm himself down? What did he say to himself?

Pitso’s race
- How did he feel at the end of the race?
- The title of the story is “Pitso conquers his fears”. How did Pitso conquer his fears?

Think-Pair-Share
- Think: Have you ever felt like Pitso? How did you calm yourself down?
- Pair: Explain to your partner.
- Share with the class.

VISUAL ARTS

Drawing: Portrait

Pairs
- Learners smile at each other and notice carefully how their partner looks when smiling.

Activity (pencil on paper)
- Learners draw a portrait of their friend smiling.
- Look at your partner again and again as you draw.

Keep safe to complete next week.

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

PHYSICAL EDUCATION

Activity stations

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

Cool down
WEDNESDAY

LISTENING AND SPEAKING

Sindi’s feelings

Think-Pair-Share
- **Think:** Who is the main character in our shared reading story? Why did she feel embarrassed? Why did she feel proud?
- **Pair:** Talk about why Sindi’s feelings changed (from being embarrassed to feeling proud).
- **Share** with the class.
- Use your lap book to record observations.

PHONICS

Write sentences

- Do rapid sound recognition of sounds taught in Grade 2.
- Write 10 spelling words on the chalkboard.
- Learners use the words to write 10 sentences in their exercise books.
- Provide one or more example orally. Encourage children to expand their sentences.
- Afterwards, children can read their sentences to a partner or the class.

HANDWRITING

Cursive \( \text{wr, pw} \)

- Follow the procedure for Handwriting lessons.
- Trace the Wednesday work. Do further lines of practice in exercise books.

READING

Vocabulary

Shared reading
- Read the first two pages of the text together with the learners.

Vocabulary words
- Show and read the week’s vocabulary words:
  - proud
  - fabric
  - patterns
  - head-tie
  - accent

- **Word search:** Learners spot the vocabulary words in the LAB text. They underline or circle each word.
- **Discuss** the meaning of each word in the context of the story.

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 words into their Personal Dictionaries.

Display vocabulary flashcards on the Word Wall.
GROUP GUIDED READING

GGR procedure
- Settle the class with their Independent reading. Today it is Clothes from Nigeria.
- Call up the first group. Work with them doing phonics or reading.
- After 15 minutes call up your second group for the day.

BEGINNING KNOWLEDGE

Ayanda gets angry
Read and discuss
- For each picture discuss:
  - What is happening?
  - What do you think the characters are saying?
  - What are they feeling?
- How does Ayanda’s mom help her to see that her brother did not mean to knock over her cool drink?
- How can Ayanda use her mom’s words to manage her anger in the future?

Shared writing
- Help the learners to write the captions for pictures 2 to 4.

PERFORMING ARTS

Showing feelings
- The others guess how each learner is feeling.
- They can say why they think the learner is feeling that way (imaginary).
- The child who is showing the expression chooses the best suggestion.

Class
- Each group votes for best expression and reason to show the class.

PHYSICAL EDUCATION

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

Cool down

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

Think-Pair-Share
- **Think:** When were you embarrassed? When were you proud?
- **Pair:** Tell your friend what happened.
- **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.
- For homework, children learn to spell the spelling words.

HANDWRITING

Cursive ȝ, ȝt
- Follow the procedure for Handwriting lessons.
- Trace the Thursday work. Do further lines of practice in exercise books.

READING

Language

**Shared reading**
- Read the next two pages of the text with the learners.

**Introduce the sentence**
- Write the sentence on the board.
- Children find the sentence in the text on page 50–55.
- They underline/highlight the sentence.

**Work with the sentence**
- Identify punctuation marks (capital letter, comma, full stop). Revise purpose of each.
- Who is this sentence about? (Granny – pronoun)
- Which word that tells us this happened in the past? (wore – past tense verb)
- Which two words/phrases tell us more about the head-tie? (large, colourful – adjectives). Colour these words.

**Versioners:** Choose a sentence containing 1–2 adjectives

WRITING

Language

**Write**
- Demonstrate how to use the Shared Reading sentence as a pattern.
- Write a new sentence with the same pattern on the board.
- Learners write two sentences using the pattern.
GROUP GUIDED READING

GGR procedure
- Settle the class with their Independent reading. Today it is *Cloth from Ghana*.
- Call up the first group. Work with them doing phonics or reading.
- After 15 minutes call up your second group for the day.

BEGINNING KNOWLEDGE

KWL chart
- Help learners to complete the last row.

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

**anxious**
1. You feel anxious when you fear something.
2. When you are anxious you feel happy and confident.
3. When you feel anxious your heart pounds and your hands are sweaty.

**calm**
1. Breathing slowly helps you to feel calm.
2. Soft music helps you feel calm.
3. Loud noises make you feel calm.

**angry**
1. Angry is the opposite of calm.
2. If someone steals from you it can make you angry.
3. People will like you if you are angry all the time.

Bridge to English: anxious, calm, angry

PERFORMING ARTS

Pairs
- In pairs, imagine a situation where you get anxious (before a test, after dark, mom home late, meeting the school bully, etc).
- Think about what you could say to someone to help them in that situation.
- Discuss for a few minutes.

Role-play
- Role-play the situation (child 1) and what you could say (child 2).
- Present to another pair.

Perform
- Teacher chooses a few pairs to perform for the class.

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

PHYSICAL EDUCATION

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

Cool down
FRIDAY

LISTENING AND SPEAKING Review of week

Think-Pair-Share
- **Think:** Talk about one interesting thing you learnt this week. Think about when you felt happiest and saddest this week and why you felt this way.
- **Pair:** Share with your partner.
- **Share:** What will we do differently next week?

PHONICS Timed word reading

Read the words to the learners.

Pairs read
- Each partner reads the text in turn.
- Time each reading (1 min).
- Learners write the number of words they read.
- Repeat to improve number.

Feedback
- Read the words again with the learners.
- Learners circle any words they read incorrectly.

HANDWRITING Revision

- Follow the procedure for Handwriting lessons.
- Trace the Friday work. Do further lines of practice in exercise books.

WRITING Describe your clothes

- Learners write a paragraph of 3–4 sentences in exercise books.
- Pre-writing discussion:
  - Where you went: Real or imaginary, e.g. church, a wedding, to Cape Town etc.
  - What to describe: Different clothing, hat, shoes etc.
  - Describing words: long, colourful, beautiful, checked etc.
- **Look for:** Good vocabulary choices, creativity.

GROUP GUIDED READING

GGR procedure
- Settle the class with their Independent reading. Today it is Cloth with two patterns.
- Call up the first group. Work with them doing phonics or reading.
- After 15 minutes call up your second group for the day.
**READING**

**Checking and feedback**

Read and answer questions
- Read this week’s Independent Reading texts aloud to the class. Learners follow in their books.
- After each text, read the question/s. 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.

**BEGINNING KNOWLEDGE**

**DBE Workbook time**

Complete DBE Workbook pages
- Life Skills Workbook 1 pages 10 and 11.
- Home Language Workbook 1 page XX.

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

**PHYSICAL EDUCATION**

**Activity stations**

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

Cool down

**TEACHER’S WEEKLY REVIEW**

This week, I have:
- taken in the LABs and 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

Feelings

OUTCOMES FOR THE WEEK

Learners will:
- Talk about saying sorry and learn the four steps of apologising
- Discuss hurt feelings, hurting other’s feelings, and the role of apologies
- Address bullying through an analysis of anti-bullying posters
- Role-play appropriate apologies
- Continue working on their portraits, adding in imaginative details
- Read about interesting, traditional clothing in South Africa
- Write a character description, using adjectives to enrich the writing
- Learn 10 spelling words.

PREPARATION

Flashcards

<table>
<thead>
<tr>
<th>Literacy</th>
<th>proud</th>
<th>fabric</th>
<th>patterns</th>
<th>head-tie</th>
<th>accent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>proud</td>
<td>fabric</td>
<td>patterns</td>
<td>head-tie</td>
<td>accent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>bully</th>
<th>apologise</th>
<th>respect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>bully</td>
<td>apologise</td>
<td>respect</td>
</tr>
</tbody>
</table>

Sentence

She wore a large, colourful head-tie.  
She wore a large, colourful head-tie.

MATERIALS

- Paint or crayons and paper for Visual Arts activity
- Equipment required for selected Physical Education activities

ASSESSMENT

Take in and mark: Independent writing (Character description, Friday); Vocabulary and language work (Wednesday); Handwriting (Friday)
Informal: Dictation (Friday); Fluency practice (Thursday)
The teacher reads this story on Monday (see TG page 46).

King Lion was sick. He heard that if he ate the heart of a monkey he would get better. The animals knew that this wasn’t true. But they knew they would get a reward if they brought a monkey’s heart to King Lion.

Crocodile wanted the reward. He saw a monkey eating fruit from a tree hanging down over the river. He thought of a plan. He called, ‘Monkey, throw me some fruit please. I am so tired of fish.’ Monkey felt sorry for Crocodile. He threw a piece of fruit to the crocodile and went on eating his breakfast.

‘That was delicious,’ said Crocodile. ‘To thank you, I would like to invite you to come to my home. I will carry you on my back. You will be safe. I cannot twist around to eat you.’

‘That is kind,’ said Monkey. So he jumped onto the crocodiles’ back. Crocodile smiled and began to swim up the river. He pretended to be going to his home. But he was really taking Monkey to King Lion.

An elephant drinking on the riverbank saw Crocodile and Monkey. ‘You are clever, Mr Crocodile,’ she said. ‘You are giving King Lion the heart of a monkey. He will give you a big reward’.

Monkey heard what the elephant said and knew Crocodile had tricked him. But he thought of a plan. He said ‘I won’t be able to stay long at your house Crocodile. You see, I have left my heart hanging on the tree. I always do that when I eat my breakfast’.

‘What!’ shouted Crocodile, very angry. ‘You have not brought your heart! We had better go back and fetch it’ So Crocodile turned around and began to swim back towards the tree.

As soon as they got to the tree, monkey jumped off Crocodile’s back and climbed back up tree. He said, ‘I am not coming, Crocodile. I know you would have given my heart to King Lion.’ And Monkey went on eating his breakfast, happy that he had escaped.
LISTENING AND SPEAKING

Think-Pair-Share

- **Think:** Do you have any special news?
- **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

**Practice**

- Do rapid sound recognition of sounds taught in Grade 2.
- Read the spelling words for week on LAB page 122.
- Explain learners will be tested on these words.
- Learners practise writing these words daily for homework.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING

**Cursive c, cy**

- Follow the procedure for Handwriting lessons.
- Trace the Monday work. Do further lines of practice in exercise books.

READING

**Teacher read-aloud**

**Before reading**

- This story is a traditional story from Africa.
- What African animals do you know? (Accept five or six.)
- Provide a purpose for listening: Listen to the story and identify how each character felt.

**After reading**

- Check understanding: How did Monkey feel when he realised he had been tricked?
- How did crocodile feel when he was tricked?
- How did the story make **you** feel?
- What other traditional stories have you heard?

EFAL

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

**GGR procedure**
- Settle the class with their Independent reading. Today it is Sentences.
- Call up the first group. Work with them doing phonics or reading.
- After 15 minutes call up your second group for the day.

**BEGINNING KNOWLEDGE**

**Think-Pair-Share**
- **Think**: Think of a time when you felt sorry.
- **Pair**: Tell your partner what you did and what you said.
- **Share**: With the class.

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

**How to say sorry**

**Think-Pair-Share**
- **Think**: How could you have said sorry using the four steps
- **Pair**: Tell your partner
- **Share**: With the class.

Learners will act out saying sorry in Performing arts.

**VISUAL ARTS**

**Portrait continued**

**Activity (paint or crayons)**
- Learners add props in their portrait’s hands and add details in the background to illustrate why the person in the portrait is smiling. Be imaginative!
- Learners colour the portrait using paint or crayons.

**Keep safe to complete tomorrow**

**PHYSICAL EDUCATION**

**Activity stations**

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

**Introduce activity stations**

**Whole class activity**

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

Apologising

Think-Pair-Share
- **Think:** When did you apologise to someone? Why? What did you say?
- **Pair:** Tell your partner what happened.
- **Share:** Your story with the class if you want to.
- Use your lap book to record observations.

PHONICS

Grammar

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

HANDWRITING

Cursive /a/, /ac/

- Follow the procedure for Handwriting lessons.
- Trace the Tuesday work. Do further lines of practice in exercise books.

READING

Fluency

Shared reading
- Read the last two pages of the story with the children.
- 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 2

Read and discuss questions
- Check that learners remember what **scanning** is.
- Remind them that for **Search and Find** questions you look back and **scan** the story (move your eye quickly over the page or pages) to find the particular word or picture.

Write
- Answer in exercise books.

Check and correct

**AW:** New LAB page for African languages.
GROUP GUIDED READING

GGR procedure
- Settle the class with their Independent reading. Today it is *An African shirt*.
- Call up the first group. Work with them doing phonics or reading.
- After 15 minutes call up your second group for the day.

BEGINNING KNOWLEDGE

Hurting someone’s feelings

Read and discuss

Think-Pair-Share
- **Think:** Have you ever been bullied?
- **Pair:** Explain to your partner.
- **Share** with the class.

Write
- Help learners write an appropriate caption for the picture.

VISUAL ARTS

Portrait continued

Complete the portraits

Display and discuss
- Learners explain why the person they painted is smiling.

PHYSICAL EDUCATION

Activity stations

Warm up
Activity stations
- Observe and advise
Cool down
LISTENING AND SPEAKING

Hurt feelings

Think-Pair-Share
- Think: When has someone hurt your feelings? What did you do?
- Pair: Share your experience with your partner.
- Share with the class.
- Guide children to explore different ways of dealing with hurt feelings.

PHONICS

Practice

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

HANDWRITING

Cursive d, di

- Follow the procedure for Handwriting lessons.
- Trace the Wednesday work. Do further lines of practice in exercise books.

READING

Vocabulary and language

Revise vocabulary and language
- Read vocabulary flashcard words from last week.
- Learners check and correct last week’s Vocabulary activity in LAB.
- Write the language sentence(s) from the story on the board. Revise.

Bridge to English
- Discuss how to express the words in English. Write on board.
- Discuss how to express the language sentence in English. Write on board.
- Discuss the function of each word in the sentence.

WRITING

Editing

Sentence work
- Learners work with their pattern sentences from last week.
- Explain the editing criteria for this week (two or three).
- Learners edit their own sentences using the criteria.

Read
- Learners read their sentences to a partner.
- Some learners read their sentences to the class.
BEGINNING KNOWLEDGE Stop bullying

Read and discuss
- Look at the words on the posters – which do you think are most effective? Why?
- Look at the images – which poster would be best for our classroom? Why?

Think-pair-share
- What words would you put in an anti-bullying poster?

Write
- Write the words you would put on an anti-bullying poster.

PERFORMING ARTS Role play

Introduction
- Children work in pairs or groups
- They think of a situation where someone gets hurt (imaginary or real) and someone apologizes.
- They think of how the best thing to say to apologize

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

Warm up
Activity stations
- Observe and advise

Cool down

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

LISTENING AND SPEAKING

Hurt feelings

Think-Pair-Share

- **Think:** When have you hurt someone’s feelings? How did you say sorry?
- **Pair:** Tell your friend what happened.
- **Share** with the class.
- Guide children to explore different ways of apologising.

PHONICS

Write sentences

- Do rapid sound recognition of sounds taught in Grade 2.
- Write 10 spelling words on the chalkboard.
- Learners use the words to write 10 sentences in their exercise books.
- Provide one or more example orally. Encourage children to expand their sentences.
- Afterwards, children can read their sentences to a partner or the class.
- For homework, children learn spelling words from last two weeks.

HANDWRITING

Cursive /g\, /gu/

- Follow the procedure for Handwriting lessons.
- Trace the Thursday work. Do further lines of practice in exercise books.

READING

Fluency practice

Shared reading

- Read the text to the learners.
- Learners read the text individually.

Pairs read

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

Describing a character

- Remind children of MmaSparkles, what she wore and what she did.
- With the children write two paragraphs of 2–3 sentences on the chalkboard.
  - Paragraph 1: (appearance) What does she look like and wear?
  - Paragraph 2: (habits) How is she kind? What does she like to do?
- **Important features:** Each paragraph on a different topic, timeless present tense, capturing the essence of a person in words.

MmaSparkles

**Paragraph 1:**
MmaSparkles is beautiful. She wears a big headdress. She paints her nails.

**Paragraph 2:**
MmaSparkles likes children. She teaches them to dance. She lets them try on her shoes.
THURSDAY

GROUP GUIDED READING
GGR procedure
- Settle the class with their Independent reading. Today it is *A traditional hat*.
- Call up the first group. Work with them doing phonics or reading.
- After 15 minutes call up your second group for the day.

BEGINNING KNOWLEDGE

KWL chart
- Ask questions:
  - What have we learned this week? (e.g. how to apologise, how to stand up to bullying)
  - Did we find out what we wanted to know?

Concept review
- Help learners to write their answers in the last row of the chart.

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

**bully**
1. When you bully someone you show respect for them.
2. When you bully someone you hurt their feelings.
3. We should stand up to people who bully.

**apologise**
1. To apologise is to say sorry.
2. You should apologise when you have hurt someone.
3. It shows you are weak if you apologise.

**respect**
1. You should respect other people’s feelings.
2. You are showing respect by apologising when you are wrong.
3. Saying bad things is showing respect.

Bridge to English bully, apologise, respect
- Learners work in pairs and practise saying sorry in English.

PERFORMING ARTS

Introduction
- Remind class of being a good audience.
- Give pairs/groups a few minutes to prepare.

Presentation
- Pairs/groups can volunteer to present.
- Give positive feedback.

Take notes in lapbook.

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

PHYSICAL EDUCATION

Warm up

Activity stations
- Observe and advise

Cool down
LISTENING AND SPEAKING
Review of week
Think-Pair-Share
- Think: Think about hurt feelings. Were yours hurt this week? Did you hurt someone’s feelings? Did you say sorry?
- Pair: Share with your partner.
- Share: What will you do differently next week?

PHONICS
Spelling and dictation
Words: Insert a very short sentence.
Sentence: Insert 10 spelling words from previous two weeks.
- Learners prepare their exercise books.
- Read each word slowly, twice.
- Read the sentence twice.
- For self-marking or paired marking, write the words and sentence on the board.

HANDWRITING
Revision
- Follow the procedure for Handwriting lessons.
- Trace the Friday work. Do further lines of practice in exercise books.

WRITING
Describing someone you know
- Learners write two paragraphs about a person they know well in their exercise books.
- Pre-writing discussion: Who to write about? (granny, father etc).
  - Paragraph 1: (appearance) tall, old, grey hair, thin etc.
  - Paragraph 2: (habits) likes cooking; reads to me, goes to church etc.
- Look for: Paragraphing, complete sentences, timeless present tense; detailed observation and description.

GROUP GUIDED READING
GGR procedure
- Settle the class with their Independent reading. Today it is A traditional skirt.
- Call up the first group. Work with them doing phonics or reading.
- After 15 minutes call up your second group for the day.
REVIEW

**Reading**

- Read and answer questions
  - Read this week’s Independent Reading texts aloud to the class. Learners follow in their books.
  - After each text, read the question/s. 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.

**Beginning Knowledge**

- Complete DBE Workbook pages
  - Life Skills Workbook 1 pages 14 and 15.
  - Home Language Workbook 1 page XX

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

**Physic Education**

- Warm up
- Activity stations
  - Observe and advise
- Cool down

**DBE Workbook Time**

- **30 min**

**Activity Stations**

- **30 min**

**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

KEEPING MY BODY SAFE

OUTCOMES FOR THE WEEK

Learners will:
- Learn about good touch/bad touch, who to trust and keeping your body safe
- Role play and practise saying no in different situations
- Learn about dimensions and perspective, moving from 3D to 2D
- Read and understand the structure and purpose of a story
- Read about familiar medical instruments
- Write sentences using direct speech and inverted commas
- Write two paragraphs recounting a personal experience
- Learn 10 spelling words.

PREPARATION

Flashcards

Literacy

<table>
<thead>
<tr>
<th>Temperature</th>
<th>Thermometer</th>
<th>Throat</th>
<th>Patient</th>
<th>Postponed</th>
</tr>
</thead>
</table>

Life Skills

<table>
<thead>
<tr>
<th>Touch</th>
<th>Trust</th>
<th>Respect</th>
</tr>
</thead>
</table>

Sentence

'I am feeling sick. My throat is sore,' said Percy.

MATERIALS

- Paper and paint, pencils or crayons
- Equipment required for selected Physical Education activities

ASSESSMENT

Take in and mark: Vocabulary (Wednesday); Sentences (inverted commas – Thursday); Handwriting (Friday)

Informal: Timed word reading (Friday)

Suggested Formal Assessment Activities

<table>
<thead>
<tr>
<th>Mon–Fri</th>
<th>Physical Education 1: Athletics</th>
<th>PRACTICAL</th>
<th>TG pages 59, 61, 63, 65, 67</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon–Fri</td>
<td>Listening and Speaking 1: When I was sick (talks about personal experience)</td>
<td>ORAL</td>
<td>TG pages 58, 60, 62, 64, 66</td>
</tr>
<tr>
<td>Fri</td>
<td>Writing 1 When I was ill: (sequential narrative, two paragraphs)</td>
<td>PRACTICAL</td>
<td>TG page 66</td>
</tr>
</tbody>
</table>
Sophie is nine and she lives with her mom and their cat, called Kitty. Sophie loves it when Kitty brushes against her legs and she likes to stroke Kitty’s back gently like this (demonstrate). If Kitty doesn’t want to be stroked, she runs under the bed.

Sophie likes to hold hands with her best friend, Nolita, when they walk down the road. They often swing their arms and sing songs together.

But most of all, Sophie loves to cuddle with her mom when they watch TV together in the evening. She snuggles next to mom and mom strokes her hair or arm.

But her mom has told her ‘There are good touches and bad touches Sophie. Just remember, Your body belongs to you. You can always say NO if don’t like something. You are in charge of your body.’ Sophie always remembers what her mom says.

One day Sophie was in the school taxi. Three boys got in. They were big and very loud. They squashed up next to her, which made her feel cross and uncomfortable. Then one boy leant over the seat and tried to show her something on his phone. She knew it was something private and she knew she didn’t have to look. So she said in very loud voice, ‘No, I don’t like that,’ and put her hands up. She remembered what her mom had told her.

The boys were surprised. They looked little embarrassed when she shouted. Uncle Phineas, the taxi driver told the boys that in his taxi everyone was respected. Sophie saw that the boys respected that. As they drove, she saw that the boys were quieter. When two boys began to joke around and hit each other, the oldest boy said, ‘Stop that guys …’ and they stopped.

Sophie told her mom what had happened in the taxi. Her mom told her that if she ever got an uncomfortable feeling about something, she could tell Uncle Phineas or her teacher. But her mom said she liked it that Sophie trusted her and didn’t have any secrets from her.

Sophie loves her mom, Nolita and her Kitty. She trusts her teacher and Uncle Phineas. And she tries to respect everyone she meets.

How are you like Sophie?
MONDAY

LISTENING AND SPEAKING ASSESSMENT 1

When I was sick

Orientate learners to week ahead (events, learning focus etc).

Explain Formal assessment task 1: When I was sick
- Each learner will describe a time they were sick/got hurt.
- Say what happened and how you got better.
- Demonstrate by talking about a time you got sick.
- Assessment begins tomorrow.

Prepare
- Pairs discuss what they are going to talk about.

PHONICS

Practice
- Do rapid sound recognition of sounds taught in Grade 2.
- Read the spelling words for week on LAB page 123.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING

Cursive  th, lim
- Follow the procedure for Handwriting lessons.
- Trace the Monday work. Do further lines of practice in exercise books.

READING

Teacher read-aloud

Before reading
- Introduce the topic of touch:
  - What do you like to touch (blankets, cotton wool)? Is there a person you love to cuddle (little brother, mom, dog)?
  - Provide a purpose for listening: Listen to find out how Sophie felt when the boy leaned over her in the taxi.

Read the story to the learners

After reading
- Check understanding:
  - What did Sophie’s mom tell her?
  - What did you learn from this story?

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

- Group reading: 2 groups
- Independent reading: Sentences

**BEGINNING KNOWLEDGE**

Read picture 1 and discuss
- Who does Sophie trust?
- What did Sophie’s mom tell her?

Read picture 2 and discuss
- Why did Sophie feel uncomfortable?
- What did she say?

Read picture 3 and discuss
- Who taught the big boys about respect?
- How do they respect Sophie and each other?

Writing Complete the LAB activity individually.

**VISUAL ARTS**

Art gallery: Perspective

Teach about perspective
- Look at the view from the school – what is in the foreground, what is in the background?
- Do far away objects appear the same size as nearby ones?
- Artists use perspective to show that some things are further away and others are closer.

Discuss
- Complete LAB activity.

**PHYSICAL EDUCATION ASSESSMENT 1**

Athletics

- Assess participation in five forms of athletics races this week. Set up one of the following competitions for each day this week and allow groups of learners to compete: relay race, short running race, novelty race (e.g. wheelbarrow race/sack race/backwards race), long jump, high jump.
- Observe speed, distance and height. Award a mark at the end of the week.

Marking: See page 115
Marks: 5
WEEK 6 • KEEPING MY BODY SAFE

LISTENING AND SPEAKING

PRESENTATIONS
- Allow some of the more confident learners to do their presentations first.
- The class is the audience.

PHONICS

PRACTICE
- Do rapid sound recognition of sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.
- Point out any spelling words.

HANDWRITING

CURSIVE h, hi
- Follow the procedure for Handwriting lessons.
- Trace the Tuesday work. Do further lines of practice in exercise books.

SHARED READING

COMPREHENSION
- Stop once in the middle and ask: What do you think will happen next? (Prediction)

After reading:
- What lesson did Percy learn?
- Link to vocabulary: throat, temperature, thermometer, patient, postponed
- Link to IW texts for this week: instruments doctors use.

WRITING

COMPREHENSION
- Read and discuss questions
- Revise multiple choice format.
- Read the Read and Think questions. Discuss the answers. (Answer won’t be in one place.)
- Read the last question, which will require a sentence.

Write
- Answer in exercise books.

Check and correct
- Learners self-mark next Tuesday.
**GROUP GUIDED READING**

- **Group reading:** 2 groups
- **Independent reading:** Stethoscope

**BEGINNING KNOWLEDGE**

**Trust**

**Introduce the topic**
- It is sometimes difficult to know who to trust.
- It may not be the person who is dressed smartly.
- It may not be a person you have seen often.

**Read and discuss**
- Look at the six pictures.
- Which ones are safe for Sophie?

**VISUAL ARTS**

**Landscape**

**Introduction** A landscape is a picture of natural scenery.

**Explain task**
- Task is to draw or paint this place, showing perspective in at least 3 different ways.
- Use the paper in **landscape orientation**.
- This activity will be assessed.

**Think-Pair-Share**
- Close eyes and imagine a place (it can be real or made-up). What is the season, the time of day and the weather?
- Make a list of 10 things you could include in a landscape (different trees; rivers, mountains; ground cover such as grass, rocks, animals, boats, houses, bridges, sky and clouds)
- How will you show that some things are further away than others?

**Keep safe to complete next week.**

**PHYSICAL EDUCATION**

**ASSessment 1**

- Assess participation in five forms of athletics races this week.
WEDNESDAY

LISTENING AND SPEAKING

ASSESSMENT 1

When I was sick (Continued)

Presentations
• Continue with the presentations.
• The class is the audience.

PHONICS

Write sentences
• Do rapid sound recognition of sounds taught in Grade 2.
• Write 10 spelling words on the chalkboard.
• Learners use the words to write 10 sentences in their exercise books.
• Afterwards, children can read their sentences to a partner or the class.

HANDWRITING

Cursive b, hb

• Follow the procedure for Handwriting lessons.
• Trace the Wednesday work. Do further lines of practice in exercise books.

READING

Vocabulary

Shared reading
• Read two pages of the text with learners.

Vocabulary words
• Show and read the week’s vocabulary words:
  throat  temperature  thermometer  patient  postponed
• Word search: Learners spot the vocabulary words in the LAB text. They underline or circle each word.
• Discuss the meaning of each word in the context of the story.

WRITING

Vocabulary

Oral
• Go through the LAB activities orally.

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

Display vocabulary flashcards on the Word Wall.
**BEGINNING KNOWLEDGE**

**Respect**

**Introduce the topic**
- When we say *my body belongs to me*, it means we respect our own body. We do not hurt ourselves, we look after bodies.
- We need to respect other people’s bodies as well.

**Think-Pair-Share**
- Which pictures show respect? Explain.

**PERFORMING ARTS**

**Role play**
- Discuss how to say no in unsafe situations using words (no), voice (loud, firm), body (escape route, standing tall), gesture (shake head, signal no) and expression (no smiling, fierce face).
- Class practise this.

**Activity**
- Discuss realistic scenarios where a child may be unsafe and needs to say no, e.g.
  - Neighbour asks child to come to his house knowing the child is alone
  - Inebriated relative invites child to ride with them in a car.
- Pairs imagine a scenario and role-play.
- Select strong performances to perform for the class tomorrow.

**PHYSICAL EDUCATION**

**Assessment 1**

**Athletics**
- Assess participation in five forms of athletics races this week.

**MARKING**

See page 115

**Marks:** 5
LISTENING AND SPEAKING

When I was sick (Continued)

Presentations
- Continue with the presentations.
- The class is the audience.

PHONICS

Practice
- Do rapid sound recognition of sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.
- For homework, children learn to spell the spelling words.

HANDWRITING

Cursive \( h, \ kl \)
- Follow the procedure for Handwriting lessons.
- Trace the Thursday work. Do further lines of practice in exercise books.

READING

Language

Work with the sentence
- Identify punctuation marks (capital letter, comma, full stop, inverted commas).
- Underline or highlight the words being said. (words in inverted commas).
- In a different colour, underline the word that tells us this happened in the past (*said*).

WRITING

Language

Write
- Demonstrate how to use the Shared Reading sentence as a pattern.
- Write a new sentence with the same pattern on the board.
- Learners write two sentences using the pattern.
GROUP GUIDED READING

- Group reading: 2 groups
- Independent reading: Otoscope

BEGINNING KNOWLEDGE

Concept review

Class discussion
- Revise concepts of good touch and bad touch, trust and respect.

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

<table>
<thead>
<tr>
<th>good touch</th>
<th>trust</th>
<th>respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Good touch makes you feel happy.</td>
<td>1. You feel safe with people you trust.</td>
<td>1. You respect your own body so you protect it.</td>
</tr>
<tr>
<td>2. Good touch makes you uncomfortable.</td>
<td>2. You have secrets from people you trust.</td>
<td>2. You respect others’ bodies by pinching them.</td>
</tr>
<tr>
<td>3. Good touch can hurt you.</td>
<td>3. When you trust someone your heart pounds and your hands are sweaty.</td>
<td>3. You respect others’ bodies by bullying them.</td>
</tr>
</tbody>
</table>

Bridge to English: touch, trust, respect

PERFORMING ARTS

Role-play

Introduction
- Refer back to the scenarios practised yesterday.

Activity
- Allow some children to perform for the class.
- Discuss each scenario.

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

PHYSICAL EDUCATION

ASSESSMENT 1

Athletics

- Assess participation in five forms of athletics races this week.

Marking:
See page 115
Marks: 5
**FRIDAY**

**LISTENING AND SPEAKING**

**ASSESSMENT 1**

*When I was sick* (Continued)

*Presentations*
- Continue with the presentations.
- The class is the audience.

*Marking:*
- See page 107
- Marks: 10

---

**PHONICS**

**Timed word reading**

- Follow the procedure for timed word reading.

---

**HANDWRITING**

**Revision**

- Follow the procedure for Handwriting lessons.
- Trace the Friday work. Do further lines of practice in exercise books.

---

**WRITING ASSESSMENT 1**

*When I was ill*

- Learners write two paragraphs of 2–3 sentences.
- Pre-writing discussion: What will you write about?
  *Look for:* Descriptions of feelings, wide vocabulary, past tense etc. (see Marking).

*Marking:*
- See page 111
- Marks: 10

---

**GROUP GUIDED READING**

- *Group reading:* 2 groups
- *Independent reading:* Eye chart
**READING**

Reading and answering questions

- Read this week’s Independent Reading texts aloud to the class. Learners follow in their books.
- After each text, read the question/s. Give answers, learners self-mark.

Discuss the texts

Marking
- Initial only.

**BEGINNING KNOWLEDGE**

Complete DBE Workbook pages

- Home Language Workbook 1 page XX.

Checking and feedback

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

Versioners to supply relevant page reference (per language) - throughout in this time slot.

**DBE Workbook time**

30 min

**PHYSICAL EDUCATION ASSESSMENT 1**

Athletics

- Assess participation in five forms of athletics races this week.

**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

Keeping my body safe

OUTCOMES FOR THE WEEK

Learners will:
- Understand the concept of first aid by looking at a picture story
- Listen to a fable and identify the purpose of the story
- Create and perform a group musical item based on a South African song
- Read a fable divided into chapters, making use of prediction skills
- Write two paragraphs, in two different tenses, about themselves
- Participate in Guided Group Reading in their permanent groups for Term 1
- Learn 10 spelling words.

PREPARATION

Flashcards

<table>
<thead>
<tr>
<th>Literacy</th>
<th>temperature</th>
<th>thermometer</th>
<th>throat</th>
<th>patient</th>
<th>postponed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>temperature</td>
<td>thermometer</td>
<td>throat</td>
<td>patient</td>
<td>postponed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>calm</th>
<th>apologise</th>
<th>bully</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>calm</td>
<td>apologise</td>
<td>bully</td>
</tr>
</tbody>
</table>

Sentence

'I am feeling sick. My throat is sore,' said Percy. 'I am feeling sick. My throat is sore,' said Percy.

MATERIALS

- Paper and paint, pencils or crayons
- Equipment required for selected Physical Education activities

ASSESSMENT

Take in and mark: Vocabulary and language work (Wednesday)

Informal: Dictation (Friday); Fluency practice (Thursday)

Suggested Formal Assessment Activities (Note: Some pages will need to be duplicated. These are in the TC.)

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>TG Page</th>
<th>TG Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>Beginning Knowledge 1: First aid captions</td>
<td>TG page 119</td>
<td>TG page 71</td>
</tr>
<tr>
<td>Tues</td>
<td>Listening and Speaking 2: Listening comprehension</td>
<td>TG page 116</td>
<td>TG page 72</td>
</tr>
<tr>
<td>Tues</td>
<td>Beginning Knowledge 2: Timeline</td>
<td>TG page 120</td>
<td>TG page 73</td>
</tr>
<tr>
<td>Tues</td>
<td>Visual Arts 1: Landscape</td>
<td>PRACTICAL</td>
<td>TG page 73</td>
</tr>
<tr>
<td>Wed</td>
<td>Beginning Knowledge 3: Vocab</td>
<td>TG page 121</td>
<td>TG page 75</td>
</tr>
<tr>
<td>Thurs</td>
<td>Performing Arts 1: Group musical performance</td>
<td>PRACTICAL</td>
<td>TG page 77</td>
</tr>
<tr>
<td>Fri</td>
<td>Writing 2: My life so far</td>
<td>PRACTICAL</td>
<td>TG page 78</td>
</tr>
<tr>
<td>Fri</td>
<td>Phonics 1: Dictation</td>
<td>EXERCISE BOOK</td>
<td>TG page 78</td>
</tr>
</tbody>
</table>

Note to versioners: The 10 spelling words per week will be listed at the back of the LAB. Please choose these words from the phonics lessons, vocabulary words and Life Skills words for this week. They will be tested in Dictation every two weeks.
There was a clever, old Lion who lived in the bush. He was hungry because all the buck had gone to a different place to look for water. Lion was looking for something to eat. He walked and walked until he came to a farmer's field. It had a fence. Inside there were four fat bullocks. Lion saw a hole in the fence. He knew he could get into the field. He licked his lips thinking of a tasty meal.

But the four bullocks always stuck close together all through the day, eating the grass. The farmer had told them to always stay together because there was danger.

Lion knew he couldn't fight four bullocks. Four bullocks meant eight sharp horns and 16 hard hooves.

But Lion had a plan. In the night he threw some sweet grass into the middle of the field. The next day the bullocks woke up and saw the sweet grass. But instead of sharing it fairly, they ate it up as fast as they could, pushing and jostling each other to get more.

After it was finished each bullock was angry. They thought the others had got more of the sweet grass. They had a fierce argument. They forgot the words of the farmer and split up. They went to different corners of the field.

The lion saw them in different parts of the field. It was easy for him to slip through the fence and grab the nearest bullock.

Lion feasted that day. And the bullocks learnt the lesson that it is best to stick together.
**MONDAY**

### LISTENING AND SPEAKING

**Think-Pair-Share**
- **Think:** Do you have any special news?
- **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.

**News**

**Prepare children for school week ahead**

*(what to bring, special events, etc.)*

### PHONICS

**Practice**
- Do rapid sound recognition of sounds taught in Grade 2.
- Read the spelling words for week on LAB page 123.
- Learners complete the LAB page.
- Check and mark together.

### HANDWRITING

**Cursive ү, ы**
- Follow the procedure for Handwriting lessons.
- Trace the Monday work. Do further lines of practice in exercise books.

### READING

**Teacher read-aloud**
- **Before reading**
  - Introduce the story:
    - The story is about a lion who made a clever plan.
  - Learners must listen carefully because they will answer questions about the story tomorrow.
- **Read**
  - Read the story to the learners.
  - Explain any new words.
- **After reading**
  - Tell learners you will re-read the story tomorrow.

### EFAL

- Teach a lesson from your EFAL programme.
**GROUP GUIDED READING**
- Group reading: 2 groups
- Independent reading: Sentences

**BEGINNING KNOWLEDGE ASSESSMENT 1**
The accident
Duplicate this page in TG. Make a copy for every learner.

*Introduction*
- What is first aid? When do you do it?
- Have you ever received first aid or given it?

*Shared reading*
- Look at the story with the class.
- Tell the story by interpreting the pictures.

*Write*
- Learners write a caption for each picture.

**VISUAL ARTS**
Landscape

*Introduction*
- Recap the task (see page 81). Remind learners that this will be assessed.

*Create*
- Distribute paper and paint/crayons.
- Learners create their landscapes (they will complete tomorrow).
- Teacher circulates and discusses with learners how they are showing perspective.

**PHYSICAL EDUCATION**
Activity stations

PE assessment takes place on Thursday and Friday.

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

*Introduce activity stations*
Whole class activity

For recovery timetable, replace this lesson with Group Guided Reading, while class does pages from the DBE workbook.
**LISTENING AND SPEAKING ASSESSMENT 2**

*Note that this activity is allocated 30 minutes to ensure all the children complete the comprehension. There is no writing lesson as a result.*

Duplicate this page in TG. Make a copy for every learner.

**Introduction**
- Ask learners to look at the questions in the LAB.
- Read the questions aloud.

**Read**
- Re-read the *Lion and the four bullocks* (TG pg 89) without stopping to explain anything.
- Learners complete the listening comprehension by circling the correct answers.

**LISTENING ASSESSMENT 1**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The four bullocks lived in the <strong>bush</strong>/in a town/<strong>on a farm</strong>.</td>
</tr>
<tr>
<td>2</td>
<td>The hungry lion could not eat the bullocks because <strong>they always stayed together</strong>/<strong>a bullock is stronger than lion</strong>/<strong>lion had no teeth</strong>.</td>
</tr>
<tr>
<td>3</td>
<td>The bullocks went to different corners of the field because they <strong>were tired of each other</strong>/<strong>wanted more grass</strong>/<strong>had an argument</strong>.</td>
</tr>
<tr>
<td>4</td>
<td>At the end of the story, the lion <strong>was still hungry</strong>/<strong>ate a buck</strong>/<strong>ate a bullock</strong>.</td>
</tr>
<tr>
<td>5</td>
<td>The story teaches us that we need to <strong>stick together</strong>/<strong>get the best grass</strong>/<strong>be careful of lions</strong>.</td>
</tr>
</tbody>
</table>

**Phonics**

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

**Handwriting**

- Follow the procedure for Handwriting lessons.
- Trace the Tuesday work. Do further lines of practice in exercise books.

**Reading**

**Shared reading**
- Read the last two pages of the story with the learners.
- Model *fluency and expression*.

**Paired reading**
- Partners read a page in turn practising reading fluently and with expression.
Warm up
Activity stations
• Observe and advise

Cool down

BEGINNING KNOWLEDGE ASSESSMENT 2
Timeline of an accident
Duplicate this page in TG. Make a copy for every learner.

Introduction
• Learners work individually.
• Explain the task: Help Karabelo draw a timeline to show what happened.

Write
• Learners complete a timeline of events.

VISUAL ARTS ASSESSMENT 1
Landscape
Complete the landscapes
Display and discuss
• Learners say what is in the foreground, middle ground and background.

PHYSICAL EDUCATION
Activity stations

TUESDAY
LISTENING AND SPEAKING

Rhythm
- Demonstrate some body percussion options (clap, click, hands on floor/thighs etc).
- Begin a rhythm.
- Make the rhythm quicker and see who keeps up.
- Start with a short pattern, then nominate a learner to repeat it, add to it and ‘pass’ the pattern to another learner.

PHONICS

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

HANDWRITING

Cursive ø, lo
- Follow the procedure for Handwriting lessons.
- Trace the Wednesday work. Do further lines of practice in exercise books.

READING

Vocabulary and language
Revises vocabulary and language
- Read vocabulary flashcard words from last week.
- Learners check and correct last week’s Vocabulary activity in LAB.
- Write the language sentence(s) from the story on the board. Revise.

Bridge to English
- Discuss how to express the words in English. Write on board.
- Discuss how to express the language sentence in English. Write on board.
- Discuss the function of each word in the sentence.

WRITING

Editing
Sentence work
- Learners work with their pattern sentences from last week.
- Explain the editing criteria for this week (two or three).
- Learners edit their own sentences using the criteria.

Read
- Learners read their sentences to a partner.
- Some learners read their sentences to the class.
**WEDNESDAY**

**GROUP GUIDED READING**
- **Group reading**: 2 groups
- **Independent reading**: Cry Jackal Chapter 2

**BEGINNING KNOWLEDGE ASSESSMENT 3**

**Thumbs up, thumbs down**

Duplicate this page in TG. Make a copy for every learner.

**Write**
- Learners complete the activity *on their own*.
- Read the sentences for each word with the learners and give them time to decide which option is correct and tick the box.

**To grow**
1. Children grow as they get older.
2. When you grow you get smaller and smaller.
3. When you grow you get younger and younger.

**Anxious**
1. You feel anxious when you are happy and confident.
2. You feel anxious when you are relaxed and calm.
3. You feel anxious when you are afraid of something.

**Angry**
1. People will like you if you are angry all the time.
2. It is OK to hit someone if they make you angry.
3. If you feel yourself getting angry, you should try to calm down.

**PERFORMING ARTS**

**Group musical performance**

**Introduction**
- Talk about the purpose of percussion in music (to emphasis the rhythm or beat).
- Discuss the different instruments that can be used.

**Beat rhythm**
- Play or sing some South African music, modern or traditional.

**Groups**
- In groups of 4–10, children create a performance using their voices and percussion instruments.
- The performance will be assessed tomorrow.

**PHYSICAL EDUCATION**

**Activity stations**

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

LISTENING AND SPEAKING
Rhythms
- Allow groups to use this time to practise for their PA performance.

PHONICS
Write sentences
- Do rapid sound recognition of sounds taught in Grade 2.
- Write 10 spelling words on the chalkboard.
- Learners use the words to write 10 sentences in their exercise books.
- For homework, children learn spelling words for the term.

HANDWRITING
Cursive A, AND
- Follow the procedure for Handwriting lessons.
- Trace the Thursday work. Do further lines of practice in exercise books.

READING
Fluency practice
Shared reading
- Read the text to the learners.
- Learners read the text individually.
Pairs read
Feedback

SHARED WRITING
Describing then and now
- With the children write 2 paragraphs in different tenses about their past and present lives.
- Pre-writing discussion: Choose a child to write about.
  - Paragraph 1: Lived with my granny, liked lollipops, watched TV etc.
  - Paragraph 2: Live with my mom, like ice-cream, play computer games etc.
- Look for: Different tenses, paragraphing, complete sentences.
A few days later, at sunset, the herdboy heard a noise in the grass. He saw a big jackal behind a rock watching the goats. Scared, he ran down the mountain shouting, “Help, help! Jackal!”

The villagers heard the herdboy but they did not come running up the mountain as they had before. “That boy won’t make a fool of us again,” they said.

**Read and think**

Why didn’t the villagers help the herdboy?

**On my own**

What do you think will happen next?

---

**GROUP GUIDED READING**

- **Group reading**: 2 groups
- **Independent reading**: *Cry Jackal Chapter 3*

---

**BEGINNING KNOWLEDGE**  
**First aid**

**Discussion**

- Use the story of Karabelo to discuss further first aid strategies for cuts, breaks, burns, electric shocks, falls etc.
- Emphasise that first aid is temporary. The person must still be checked by an adult or doctor.
- Discuss the concept of a first aid kit and what you might find in one.
- Copy the table below onto the board to frame the discussion.

<table>
<thead>
<tr>
<th>Injury</th>
<th>First aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cut or graze (small)</td>
<td>Wash with running water</td>
</tr>
<tr>
<td>Cut (large)</td>
<td>Stop bleeding with clean fabric</td>
</tr>
<tr>
<td>Bad fall</td>
<td>Do not move person. Reassure them.</td>
</tr>
<tr>
<td>Choking</td>
<td>Heimlich (press in and up)</td>
</tr>
</tbody>
</table>

---

**PERFORMING ARTS ASSESSMENT 1**  
**Group musical performance**

**Introduction**

- Explain times. Work out how many minutes each group has.
- Discuss being a good audience.

**MARKING:** See page 114  
**MARKS:** 5

---

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

- **Warm up**
- **Activity stations**
  - Observe and advise
- **Cool down**
FRIDAY

LISTENING AND SPEAKING
Review of week
15 min
Think-Pair-Share
- Think: What is the most interesting thing you have learnt this week? What nice thing happened to you this week?
- Pair: Share with your partner.
- Share: What will you do differently next week?

PHONICS
Spelling and dictation
15 min
Words: Insert 10 spelling words from Week 2-6

NEW AW: CHALKBOARD
SPELLING AND DICTATION TEST
Marking: See page 108
Marks: 10
Versioner: please supply

HANDWRITING
Revision
15 min
p. 101
- Follow the procedure for Handwriting lessons.
- Trace the Friday work. Do further lines of practice in exercise books.

WRITING ASSESSMENT 2
My life then and now
15 min
- Learners write two paragraphs of 2–3 sentences about their life now and then.

GROUP GUIDED READING
- Group reading: 2 groups
- Independent reading: Cry Jackal Chapter 4
**READ**

**Reading and answer questions**
- Read this week’s Independent Reading texts aloud to the class. Learners follow in their books.
- After each text, read the question/s. Give answers, learners self-mark.

**Discuss the texts**

**Marking**
- Initial only.

---

**BEGINNING KNOWLEDGE**

**Complete DBE Workbook pages**
- Life Skills Workbook 1 pages 22 and 23.
- Home Language Workbook 1 page XX.

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

**Versioners to supply relevant page reference (per language) - throughout in this time slot**

---

**PHYSICAL EDUCATION**

**Activity stations**
- Observe and advise

---

**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 8 OVERVIEW

Rights and responsibilities

OUTCOMES FOR THE WEEK

Learners will:
- Understand the concept of respect through listening to a story
- Compare rights and responsibilities, at home and school
- Discuss contrast, pattern and texture in traditional clay pots and make a pinch pot
- Read and answer questions about a traditional European fairy tale
- Understand story structure as a comprehension strategy
- Read about different sweet treats
- Write sentences for a story beginning, setting the scene
- Write two paragraphs about a picture
- Learn 10 spelling words.

PREPARATION

Flashcards

<table>
<thead>
<tr>
<th>Literacy</th>
<th>forest</th>
<th>responsibility</th>
<th>rules</th>
<th>ogre</th>
<th>problem-solver</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>forest</td>
<td>responsibility</td>
<td>rules</td>
<td>ogre</td>
<td>problem-solver</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>respect</th>
<th>rights</th>
<th>responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>respect</td>
<td>rights</td>
<td>responsibilities</td>
</tr>
</tbody>
</table>

Sentence

Once upon a time there were a boy and a girl, called Hansel and Gretel. They lived in a house at the edge of a forest.

MATERIALS

- Select five varied pictures from magazines or newspapers and bring one each day, e.g. a landscape, people doing something, food, animals, cars etc. You will model how to describe the pictures.
- Children need to bring their own pictures to class to describe on Wednesday and Thursday.
- Clay for making pinch pots
- Equipment required for selected Physical Education activities

ASSESSMENT

Take in and mark: Independent writing (Describing a picture); Vocabulary (Wednesday); Sentences (story introduction, Thursday).

Informal: Timed word reading (Friday)

Suggested Formal Assessment Activities (Note: Some pages will need to be duplicated. These are in the TG.)

<table>
<thead>
<tr>
<th>Mon–Fri</th>
<th>Tues</th>
<th>Tues</th>
<th>Fri</th>
<th>Thurs &amp; Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 1: Reading aloud during GGR</td>
<td>Phonics 2: Sounds</td>
<td>Reading 2: Comprehension</td>
<td>Handwriting 1</td>
<td>Physical Education 2: Game</td>
</tr>
<tr>
<td>ORAL</td>
<td>TG page 117</td>
<td>TG page 118</td>
<td>EXERCISE BOOK</td>
<td>PRACTICAL</td>
</tr>
<tr>
<td>TG pages 83, 85, 87, 89, 91</td>
<td>TG page 84</td>
<td>TG page 84</td>
<td>TG page 90</td>
<td>TG pages 89, 91</td>
</tr>
</tbody>
</table>
It was Monday morning, and Ms Kepe, the Grade 3 teacher, was writing on the chalkboard. The learners were working quietly at their desks.

Suddenly there was a loud crash as a chair fell to the floor, and someone screamed! Ms Kepe spun round to face the class. In front of her, two boys were fighting.

“Lebo, Akhona, sit down, both of you,” Ms Kepe said firmly. “What are you fighting about?”

“Lebo called me a stupid idiot,” said Akhona, “He doesn’t respect me.”

“Akhona hit me,” said Lebo. “He knocked my chair over.”

“What is the rule in this school about fighting?” asked Ms Kepe.

“It is not allowed,” said Lebo. “We must solve our problems peacefully,” added Akhona.

“Yes,” said Ms Kepe. “You have the right to be respected, but you also have the responsibility to respect the other person. Now, say sorry to each other and sit down.”

The boys apologised and shook hands with each other. “Good job!” said Ms Kepe and gave them each a high five.
MONDAY

LISTENING AND SPEAKING

Think-Pair-Share
- **Think:** Do you have any special news?
- **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, formal assessments, etc.).
- Learners must bring in a picture they like (e.g. from magazines or newspapers).
- Show your own pictures and say you will be talking about them this week.

PHONICS

Practice
- Do rapid sound recognition of sounds taught in Grade 2.
- Read the spelling words for week on LAB page 123.
- Learners complete the LAB page.
- Check and mark together.

HANDWRITING

Consolidation
- Follow the procedure for Handwriting lessons.
- Trace the Monday work. Do further lines of practice in exercise books.

READING

Teacher read-aloud

**Before reading**
- What does it mean to respect each other?
  - How can you show respect for your fellow learners?

**Read the story to the learners**

**After reading**
- Do we have a rule about fighting at our school?
- What are rights? Can you think of any rights you have?
- What are responsibilities? Can you think of any responsibilities you have?

EFAL

- Teach a lesson from your EFAL programme.
**READING ASSESSMENT 1**

Individual Reading (Group 1)

- This week in GGR time you will assess individual oral reading.
- Call the learners to your desk one by one to read to you.
- Use a shared reading or any other familiar text.
- Listen to each learner read aloud from the text for approximately 1 minute.

- **Independent reading:** Sentences

---

**BEGINNING KNOWLEDGE**

Introduce the concept
- What is the difference between a right and a responsibility?

Think-Pair-Share
- **Think:** What do you already know about rights and responsibilities?
- **Pair:** Share your answers with your partner.
- **Share:** Discuss with the teacher.

**Rights and responsibilities**

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 rights and responsibilities? Write this in row 2.
- Learners choose one thing from each row to copy into their KWL charts.

---

**VISUAL ARTS**

Art gallery: Clay pots

- *About the clay pots*
  Zulu pots like these are traditionally used to store and serve beer. They are hand-coiled and decorated in different ways.

- **Pairs**
  - Look closely at the pictures of the pots.

---

**PHYSICAL EDUCATION**

Activity stations

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

---

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

Introduction
• Show one of your pictures. Describe it.
• Show a second picture for discussion in pairs.

Pairs
Partner 1 describes the teacher’s picture (roles will be reversed tomorrow):

Discuss pictures
• Where is the picture set (the environment)?
• What is in the foreground?
• What is in the background?
• Is anything happening in the picture? What?
• Do you like the picture? Why?

PHONICS ASSESSMENT 2

Duplicate this page in TG. Make a copy for every learner.

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

Consolidation
• Follow the procedure for Handwriting lessons.
• Trace the Tuesday work. Do further lines of practice in exercise books.

READING

Comprehension – preparation

Explain the task
We will read the story together, then you will do written comprehension.

Before reading (story elements)
• Look at the title and picture 1. These names are the names of two children. They are the main characters.
• Where do you think the story takes place (forest)? This is the story setting.

Shared reading
• Read the story to or with the children.

READING ASSESSMENT 2

Duplicate this page in TG. Make a copy for every learner.

Read questions
• Explain that this is a test and learners should work alone.
• Read the questions together.

Write
• Children complete the activity on their copy of this page.
**REVIEW THE CONCEPT**

**Rights and responsibilities at home**

**Rights and responsibilities at home**

**Review the concept**
- What do you do to help your family at home? Is helping your family a right or a responsibility?
- What do you expect your family to provide for you at home? Are these rights or responsibilities?

**Discuss LAB page**
- Is each item in the table a right or a responsibility?

**Link the discussion to learners’ own experience, e.g.**
- Do you have time to play? Do you keep your belongings clean and tidy?

**Colour and write**
- Learners colour in rights in one colour and responsibilities in another colour.
- Learners write a sentence about how they help at home.

**BEGINNING KNOWLEDGE**

**Rights and responsibilities at home**

**Rights and responsibilities at home**

**Review the concept**
- What do you do to help your family at home? Is helping your family a right or a responsibility?
- What do you expect your family to provide for you at home? Are these rights or responsibilities?

**Discuss LAB page**
- Is each item in the table a right or a responsibility?

**Colour and write**
- Learners colour in rights in one colour and responsibilities in another colour.
- Learners write a sentence about how they help at home.

**VISUAL ARTS**

**Pinch pot**

**You need:** A piece of clay for each learner, water mixed with clay to smooth pots.

**Tips**
- Discourage learners from starting over again – this makes the clay dry out.
- Avoid pinching the rim because it will get too thin and break.

**PHYSICAL EDUCATION**

**Activity stations**

**Warm up**

**Activity stations**
- Observe and advise

**Cool down**
LISTENING AND SPEAKING

**Introduction**
- Explain that children should bring their own pictures on Thursday and Friday.
- Show another one of your pictures.

**Pairs**
Partner 2 describes the teacher’s picture.

**PHONICS**

**Practice**
- Do rapid sound recognition of sounds taught in Grade 2.
- Write 10 spelling words on the chalkboard.
- Learners use the words to write 10 sentences in their exercise books.
- Afterwards, children can read their sentences to a partner or the class.

**HANDWRITING**

**Consolidation**
- Follow the procedure for Handwriting lessons.
- Trace the Wednesday work. Do further lines of practice in exercise books.

**READING**

**Vocabulary**

**Shared reading**
- Read two pages of the text *with* the learners.

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

<table>
<thead>
<tr>
<th>forest</th>
<th>responsibility</th>
<th>rules</th>
<th>ogre</th>
<th>problem-solver</th>
</tr>
</thead>
</table>

- **Word search:** Learners spot the vocabulary words in the LAB text. They underline or circle each word.
- Discuss the meaning of each word in the context of the story.

**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.
READ ASSESSMENT 1  Individual Reading (Group 3)

- Continue with assessment of individual learners.

- Independent reading: Sweets

BEGINNING KNOWLEDGE  Rights and responsibilities at school

Read and discuss
- Read each caption with the learners and discuss the picture.
- Ask whether each is a right or a responsibility. Help learners to see that sometimes my responsibilities are your rights.

Write
- Learners copy the statements under the correct heading in the table.
- They add one right and responsibility of their own.

PERFORMING ARTS  Statues

Explain activity
- Learners move according to your instructions, e.g. run, gallop, hop, crawl, tiptoe etc.
- When you say ‘Stop!’ they arrange their bodies as if they were a beautiful statue.
- Anyone who moves is out until the next round.

Do
- Learners try to create interesting statues.

PHYSICAL EDUCATION  Activity stations

Warm up
Activity stations
- Observe and advise

Cool down

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

LISTENING AND SPEAKING

Pairs
- Learners describe their pictures.
- **Reminder:** Learners should bring their pictures again tomorrow for writing.

Discuss pictures

Observe
- Use your lap book to record observations regarding Listening and speaking.

PHONICS

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

HANDWRITING

Consolidation
- Follow the procedure for Handwriting lessons.
- Trace the Thursday work. Do further lines of practice in exercise books.

SHARED READING

Language

Shared reading
- Read the next two pages of the text with the learners.

Introduce the sentences
- Write the sentences on the board.
- Children find the sentence in the text.

Work with the sentence
- Find the words that tell us:
  - **who** the story is about (characters)
  - **where** the story happened (setting)
  - **when** the story happened (tense)
  - **beginning words** (Once upon a time or similar)

WRITING

Language

Write
- Demonstrate how to use the Shared Reading sentence as a pattern.
- Write a new sentence with the same pattern on the board.
- Learners write two sentences using the pattern.
- Encourage imagination, e.g. a strange type of house, a place far away.

Once upon a time there were a boy and a girl, called Hansel and Gretel. They lived in a house at the edge of a forest.

Once upon a time there were a boy and girl, called Zami and Mpho. They lived in a treehouse at the edge of a desert.
**READING ASSESSMENT 1  ** Individual Reading (Group 4)

- Continue with assessment of individual learners.

**BEGINNING KNOWLEDGE**

Concept review

**KWL chart**

- Help learners to complete the last row in KWL chart.

**Thumbs up/thumbs down**

- Hold up three bilingual flashcards for each word and ask the questions.

**Respect**

1. When you respect someone you are polite to them.
2. When you respect someone you listen to their opinions.
3. When you are rude to people you are showing respect.

**Rights**

1. Children do not have rights.
2. Rights are things that you must have.
3. Children have the right to education.

**Responsibilities**

1. Only adults have responsibilities.
2. Children have responsibilities.
3. Children have the responsibility to learn as much as possible.

**Bridge to English:** respect, rights, responsibilities.

**PERFORMING ARTS**

Art gallery

**Introduce activity**

- Form a circle. Tell learners they are going to be statues in an art gallery.

**Do**

- Call out the theme of the gallery today, e.g. animals, dancers, trees, hip-hop, soldiers.
- Call out **Gallery stop** and children move into their positions.
- Walk around as if you are in an art gallery and loudly comment on different statues.

**PHYSICAL EDUCATION**

Assessment 2

**NB:** Observe half the learners during this lesson.

**Choose a game**

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

**Explain the activity**

- Tell learners the rules of the game you have selected.

**Games**

**Play the game**

- Learners play the game.
- Observe and assess half the learners.

**Marking:**

See page 115

Marks: 5
FRIDAY

LISTENING AND SPEAKING

Review of week

Think-Pair-Share
- **Think:** What school rule were you careful to follow this week?
- **Were you responsible this week? How/where (home or school)?**
- **Pair:** Share with your partner.
- **Share:** What will we do differently next week?

PHONICS

Timed word reading

Follow the procedure for timed word reading.

HANDWRITING ASSESSMENT 1

**Learners write**
- Learners copy the letters for the day into their exercise book.
- **Take in to mark.**

**Title:** My picture

- Learners write freely about their pictures.
- **Look for:** Paragraphs, interesting observation, justified personal response.

READING ASSESSMENT 1

**Individual Reading (Group 5)**

- Continue with assessment of individual learners.

- **Independent reading:** *Biscuits*
Read and answer questions
• Read this week’s Independent Reading texts aloud to the class. Learners follow in their books.
• After each text, read the question/s. Give answers, learners self-mark.

Discuss the texts
Marking
• Initial only.

BEGINNING KNOWLEDGE
Complete DBE Workbook pages
• Life Skills Workbook 1 pages 28 and 29.
• Home Language Workbook 1 page XX.

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

Versioners to supply relevant page reference (per language) - throughout in this time slot

PHYSICAL EDUCATION ASSESSMENT 2
Games
NB: Observe half the learners during this lesson.

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

Explain the activity
• Tell learners the rules of the game you have selected.
• Check that they understand the rules by asking questions.
• Supply any equipment you might need.

Play the game
• Learners play the game.
• Observe and assess half the learners.

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 9 OVERVIEW

Rights and responsibilities

OUTCOMES FOR THE WEEK

Learners will:
- Discuss and write class rules, learn about rules for the country (the constitution)
- Work in groups to make a story with sculptures made in Week 8
- Listen to a traditional European fairy tale
- Reinforce concept of story structure by retelling stories with a beginning, middle and end
- Answer questions about story settings and read about different places in South Africa
- Write two paragraphs about a painting, using visual analysis strategies
- Consolidate handwriting for the term.
- Learn 10 spelling words.

PREPARATION

Flashcards

<table>
<thead>
<tr>
<th>Literacy</th>
<th>forest</th>
<th>responsibility</th>
<th>rules</th>
<th>ogre</th>
<th>problem-solver</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>rule</th>
<th>citizen</th>
<th>law</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>rule</td>
<td>citizen</td>
<td>law</td>
</tr>
</tbody>
</table>

Sentence

Once upon a time there were a boy and a girl, called Hansel and Gretel. They lived in a house at the edge of a forest.

MATERIALS

- Paint and paint brushes for decorating pinch pots
- Equipment required for selected Physical Education activities

ASSESSMENT

Take in and mark: Independent writing (Describing a painting); Vocabulary (Wednesday); Sentences (Thursday), Handwriting (Friday)

Informal: Fluency practice (Thursday), Dictation (Friday)
Once upon a time there was a little girl called Red Riding Hood. She always wore a red cape and hood. Her granny lived on the other side of the forest. Red Riding Hood’s mother had a rule: ‘When you visit granny, walk on the road. Don’t go through the forest by yourself.’

Now, Red Riding Hood was a kind girl and liked to take sweet treats to her granny every Friday. She took scones, biscuits and jam in a little basket. One Friday she thought, ‘I think I will go through the forest. Nothing will happen to me.’ She forgot her mother’s rule.

In the forest she met a wolf. Where are you going little girl?’ he asked. ‘I am going to my granny’s house on the other side of the forest. I am taking her some sweet treats.’

The wolf now knew where an old granny lived alone. ‘Goodbye little girl,’ he said and he raced through the forest to the granny’s house. Oh dear … Granny hadn’t locked the door! The wolf went inside. Granny was asleep in her bed. When he heard Red Riding Hood’s footsteps coming up the path, the wolf picked up the sleepy granny and put her in the cupboard. Then he jumped into the granny’s bed and pulled up the blanket just before Red Riding Hood came in through the door.

I wonder what happened next? We will read about what happened this week.
MONDAY

LISTENING AND SPEAKING

Think-Pair-Share
- **Think:** Do you have any special news?
- **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

**Practice**
- Do rapid sound recognition of sounds taught in Grade 2.
- Read the spelling words for week on LAB page 123.
- Learners complete the LAB page.
- Check and mark together.

**Handwriting**

**Cursive j, ja**
- Follow the procedure for Handwriting lessons.
- Trace the Monday work. Do further lines of practice in exercise books.

READING

**Teacher read-aloud**

**Before reading**
- This story of Little Red Riding Hood is a fairy tale. Which other fairy tale do you know? *(Hansel and Gretel)*

**Read the story to the learners**

**After reading**
- How did the story begin? Which words did you hear?
- What happened in the story? How did the story end?

EFAL

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

- Group reading: 2 groups
- Independent reading: Sentences

BEGINNING KNOWLEDGE

Read and discuss the poster
- Link to learners’ experience. What are rules? What are our class rules?
- Read the poster together. Are these rules the same as our rules or different from them?

Discuss the table
- Discuss each rule and which heading it goes under in the table, e.g. If we are being kind to people, who are we respecting?

Class rules

Write
- Learners write the rules under the appropriate heading in the table.

Think-Pair-Share
- What would happen if we didn’t have class rules?

VISUAL ARTS

Pinch pot continued

Activity
- Decorate the pot with paint.
- Use colour and shape to create a pattern.

Keep safe to evaluate tomorrow

PHYSICAL EDUCATION

Activity stations

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

Introduce activity stations

Whole class activity
TUESDAY

LISTENING AND SPEAKING
Retelling Red Riding Hood

Take turns to retell story
• Ask one child to tell the beginning of the story.
• Move on to another child to continue.
• Move on to other children.
• The final child says how it ended.

PHONICS
Practice

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

HANDWRITING
Cursive q'q'u

• Follow the procedure for Handwriting lessons.
• Trace the Tuesday work. Do further lines of practice in exercise books.

SHARED READING
Fluency

Shared reading
• Read the last two pages of the story with the learners.
• Model fluency and expression.

Paired reading
• Partners read a page in turn practising reading fluently and with expression.

WRITING
Comprehension

Read and discuss questions
Write
• Answer questions in exercise books.

Check and correct
The Constitution

The Constitution is a very important document. It was written in 1996 when South Africa became a country. It is the plan for how the government must govern South Africa. The Constitution is the highest law of the land. Every other law must follow and the Constitution. The Constitution protects our as citizens. It includes the rights of .

The Constitution

- Ask some questions, e.g. Why is the Constitution important?
- Write Learners write the missing words in the spaces.
- Think-Pair-Share What would happen if a country didn’t have laws? Who makes sure we follow the laws of the land?

BEGINNING KNOWLEDGE

Discuss the picture
- What can you see in the picture?
Teach the vocabulary
- Using flash cards, teach/review the following words: respect, rights, children, free, law, govern
Read and discuss
- Read the passage with the learners and discuss which word should go in each gap.

VISUAL ARTS

Pinch pots continued

Pair evaluation
- Do the pots stand without wobbling?
- Are the walls even in thickness?
- Are the walls smooth?
- Is the pattern repeated?
Display and gallery walk

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

PHYSICAL EDUCATION

Activity stations

Prepare
- Choose four different activities from page 5 for the week.
Introduce activity stations
Whole class activity
WEDNESDAY

LISTENING AND SPEAKING  
Story retelling

Groups of three
- Identify main ideas and detail in story of Little Red Riding Hood.
- Child 1 retells beginning of story.
- Child 2 tells middle of story.
- Child 3 tells end of story.

PHONICS  
Practice

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

HANDWRITING  
Cursive r, it

- Follow the procedure for Handwriting lessons.
- Trace the Wednesday work. Do further lines of practice in exercise books.

READING  
Vocabulary and language

Revise vocabulary and language
- Read vocabulary flashcard words from last week.
- Learners check and correct last week’s Vocabulary activity in LAB.
- Write the language sentence (s) from the story on the board. Revise.

Bridge to English
- Discuss how to express the words in English. Write on board.
- Discuss how to express the language sentence in English. Write on board.
- Discuss the function of each word in the sentence.

WRITING  
Editing

Sentence work
- Learners work with their pattern sentences from last week.
- Explain the editing criteria for this week (two or three).
- Learners edit their own sentences using the criteria.

Read
- Learners read their sentences to a partner.
- Some learners read their sentences to the class.

New AW: Chalkboard with English vocab words and English sentence.

Versioner: please supply

Did I ....
- Punctuate correctly (names and sentence beginnings)?
- Have the correct tense?
WEDNESDAY

GROUP GUIDED READING

- **Group reading**: 2 groups
- **Independent reading**: The Kalahari desert

BEGINNING KNOWLEDGE

**Children’s rights**

Teach the vocabulary
- Using flashcards, teach the vocabulary in the box. Make sure learners understand the words citizenship and health care.

Match the pictures and the words
- Discuss the pictures.
- Match them with the words.

Write
- Learners write the words underneath the pictures.

PERFORMING ARTS

**Role play with beginning, middle, end**

Groups prepare
- Children work in threes to tell a story.
- Child 1 tells the beginning.
- Child 2 tells the middle.
- Child 3 tells the ending.
- They can choose a fairy tale, fable or life skills story they have heard or read this term.

Groups will perform tomorrow.

PHYSICAL EDUCATION

**Activity stations**

Warm up

Activity stations
- Observe and advise

Cool down

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

LISTENING AND SPEAKING  Storytelling

Groups of three
- Tell the story of Hansel and Gretel. Identify main idea and details. (*Comprehension strategy: story structure*)
- Child 1 tells beginning.
- Child 2 tells middle.
- Child 3 tells end.

PHONICS  Write sentences

- Do rapid sound recognition of sounds taught in Grade 2.
- Write 10 spelling words on the chalkboard.
- Learners use the words to write 10 sentences in their exercise books.
- For homework, children learn spelling words from last two weeks.

HANDWRITING  Cursive α, λ

- Follow the procedure for Handwriting lessons.
- Trace the Thursday work. Do further lines of practice in exercise books.

READING  Fluency practice

Shared reading
- Read the text to the learners.
- Learners read the text individually.

Pairs read

Feedback

SHARED WRITING  Describe a painting

- Learners look at the painting on LAB page 58.
- They will write three paragraphs of 2–3 sentences.
- Write prompts on the chalkboard.
- Pre-writing discussion:
  - Paragraph 1: in the foreground is a woman ...
  - Paragraph 2: The picture shows a sad person ...
  - Paragraph 3: I like/don’t like the painting because it reminds me of ..., makes me feel ... etc.
- **Features:** Paragraphs, timeless present tense, complete sentences, clear observation, logical interpretation, personal response.
BEGINNING KNOWLEDGE

KWL chart
• Help learners to complete the last row.

Concept review

Thumbs up/thumbs down
• Hold up three bilingual flashcards for each word and ask the questions.

rule
1. It tells you what you are expected to do
2. If you break a school rule, you will be in trouble
3. A rule is the same as a law

citizen
1. A citizen has the right to stay in a country
2. Everyone who lives in South Africa is a citizen
3. A good citizen follows the laws of a country

law
1. Everyone in the country must obey the law
2. If you break the law, you may go to prison
3. The law says children must do their homework.

Bridge to English: rule, citizen, law

PERFORMING ARTS

Beginning, middle, end

Perform
• Groups tell their story to the class.
• Comment on the structure of the stories told, emphasising Beginning, middle and end.

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

PHYSICAL EDUCATION

Activity stations

Warm up
Activity stations
• Observe and advise

Cool down
FRIDAY

LISTENING AND SPEAKING Review of week
Think-Pair-Share
Think: What is the most interesting thing you have learnt this week? How were you kind to the environment?
Pair: Share with your partner.
Share: What will you do differently next week?

PHONICS Spelling and dictation
Words: Insert 10 spelling words from Week 7-9
Sentence: Insert a very short sentence.

HANDWRITING Revision
Follow the procedure for Handwriting lessons.
Trace the Friday work. Do further lines of practice in exercise books.

WRITING Describe a painting
Learners look at the painting on LAB page 99.
They write three paragraphs of 2-3 sentences.
Pre-writing discussion:
- Paragraph 1: In the picture there is a road, man, sky, trees etc.
- Paragraph 2: The person is ...
- Paragraph 3: I like the painting because ... It makes me feel ...
It reminds me of ...
Look for: Correct paragraphing, present tense, complete sentences, detailed observations, logical interpretation, personal response.

GROUP GUIDED READING
Group reading: 2 groups
Independent reading: The South African coast
READING  
Cheking and feedback
Read and answer questions
• Read this week’s Independent Reading texts aloud to the class. Learners follow in their books.
• After each text, read the question/s. Give answers, learners self-mark.
Discuss the texts
Marking
• Initial only.

BEGINNING KNOWLEDGE  
DBE Workbook time
Complete DBE Workbook pages
• Life Skills Workbook 1 pages 30 and 31.
• Home Language Workbook 1 page XX.
Checking and feedback
• Go through last week’s DBE Workbook pages together.
• Learners correct or complete.

Versioners to supply relevant page reference (per language) - throughout in this time slot.

PHYSICAL EDUCATION  
Activity stations
Warm up
Activity stations
• Observe and advise
Cool down

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

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 OVERVIEW

Consolidation and revision

This is a revision week with no structured daily programme. The suggested revision activities can be done at any time in the week.

LISTENING AND SPEAKING

- Let learners choose a story they would like you to read again.
- Ask one or two learners to retell another story.
- Pairs: tell a favourite story to their partner.
- Tell the class about a well-known sports person or entertainer who you admire.
- Tell your partner about the most interesting independent work text you read this term.

READING

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

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 LAB phonics pages have been completed correctly.
- DBE workbook phonics activities.

WRITING

- Learners write a story of their choice.
- Tell learners to try to sound out unknown words or use the Word Wall words.
- Encourage groups of learners to make a book for the book corner about people they admire.
- Make a class timeline listing all the memorable events that happened this term.
- Learners make friendship cards for each other.
BEGINNING KNOWLEDGE/PSWB

- Make individual timelines showing your Term 1 highlights.
- Make a poster of class rules to display next term.
- In groups, dramatise a situation showing a child dealing positively with negative feelings.
- In pairs role-play a situation requiring first aid.
- Complete any uncompleted pages in the DBE Life Skills workbook.

VISUAL ARTS

- Provide art supplies such as crayons, kokis and paper of different sizes or colours.
- Allow learners to choose what they would like to draw.
- Let learners show their work to the group or class and explain what they chose to draw.
- 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.
- 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.
ASSESSMENTS

ASSESSMENT PLAN, TERM 1

• Suggested photocopiable tasks for formal assessment in weeks 6 -8 are at the end of this Teacher's Guide.
• Oral tasks for formal assessment are in the Teacher's Guide mostly in weeks 6 -8.
• Informal assessment of the learner's performance takes place throughout the term.
• Assessment procedures and marking criteria follow in this teachers guide.

Assessment Plan, Term 1

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Monday–Friday</th>
<th>ORAL</th>
<th>TG pages 59, 61, 63, 65, 67</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Listening and Speaking 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>When I was sick</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Physical Education 1: Athletics</td>
<td>PRACTICAL</td>
<td>TG pages 58, 60, 62, 64, 66</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>Writing 1: When I was ill</td>
<td>PRACTICAL</td>
<td>TG page 66</td>
</tr>
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<tr>
<td></td>
<td>Beginning Knowledge 1:</td>
<td></td>
<td>TG page 71</td>
</tr>
<tr>
<td></td>
<td>First aid captions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listening and Speaking 2:</td>
<td></td>
<td>TG page 72</td>
</tr>
<tr>
<td></td>
<td>Listening comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Beginning Knowledge 2:</td>
<td></td>
<td>TG page 73</td>
</tr>
<tr>
<td></td>
<td>Timeline</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Arts 1: Landscape</td>
<td>PRACTICAL</td>
<td>TG page 73</td>
</tr>
<tr>
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<tr>
<td></td>
<td>Beginning Knowledge 3: Vocab</td>
<td></td>
<td>TG page 73</td>
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<tr>
<td></td>
<td>Performing Arts 1: Group musical</td>
<td>PRACTICAL</td>
<td>TG page 77</td>
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<tr>
<td></td>
<td>performance</td>
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<tr>
<td></td>
<td>Writing 2: My life so far</td>
<td>PRACTICAL</td>
<td>TG page 78</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Phonics 1: Dictation</td>
<td>EXERCISE BOOK</td>
<td>TG page 78</td>
</tr>
<tr>
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<tr>
<td>Week 7</td>
<td>Monday–Friday</td>
<td></td>
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<tr>
<td></td>
<td>Reading 1: Oral Reading Aloud</td>
<td>ORAL</td>
<td>TG pages 83, 85, 87, 89, 91</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>Phonics 2: Sounds</td>
<td></td>
<td>TG page 84</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading 2: Comprehension</td>
<td></td>
<td>TG page 84</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handwriting 1: Cursive Lower case &amp;</td>
<td></td>
<td>TG page 90</td>
</tr>
<tr>
<td></td>
<td>joins</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Education 2: Games</td>
<td>PRACTICAL</td>
<td>TG pages 89, 91</td>
</tr>
</tbody>
</table>

MARK SHEETS TERM 1

Use this QR code to download mark sheets for the assessment activities.

Funda Wande mark sheets
**LISTENING AND SPEAKING**

**Suggested Assessment Rubrics and Checklists**

<table>
<thead>
<tr>
<th>LISTENING AND SPEAKING Assessment 1: Talk about personal experience (When I was sick) (Week 6 Monday-Friday)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TG pages 58, 60, 62, 64, 66</td>
</tr>
</tbody>
</table>

<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>
</tr>
</thead>
<tbody>
<tr>
<td>The learner:</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>1. Stays on topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Uses a logical sequence (first, then etc.)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Expresses own feelings</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>4. Uses good oral language</td>
<td></td>
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</tr>
<tr>
<td>5. Uses a wide vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LISTENING AND SPEAKING Assessment 2: Listening comprehension (Copy TG page 119) (Week 7 Tuesday)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TG page 72</td>
</tr>
</tbody>
</table>

| 2 marks for each correct answer | 
| --- | |
| 1. On a farm | 
| 2. They always stayed together | 
| 3. They had an argument | 
| 4. ate a bullock | 
| 5. we need to stick together | 

| Total | 20 marks |
## PHONICS Suggested Assessment Rubrics and Checklists

### PHONICS Assessment 1: Spelling and dictation (Week 7 Friday)
TG page 78  
10 marks
Write the spelling words (1 mark for each correctly spelled word):

[EDITORS please add 10 words used for the Spelling and Dictation test on page 78]

### PHONICS Assessment 2: Write sounds (Copy TG page 117) (Week 8 Tuesday)
TG page 84  
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)

Total  
20 marks
### READING AND COMPREHENSION

**Suggested Assessment Rubrics and Checklists**

**READING Assessment 1: Oral reading**  
(Week 8 Monday to Friday)  
TG pages 83, 85, 87, 89, 91  
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>
</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Can <strong>read aloud</strong> at a good pace for 1 minute</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Uses <strong>decoding skills</strong> to read unfamiliar words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Monitors self and <strong>self-corrects</strong> when necessary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Notices <strong>punctuation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Reads <strong>fluently</strong> and with expression</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulfils 1 criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulfils 2 criteria</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Fulfils 3 criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulfils 4 criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulfils all 5 criteria</td>
<td></td>
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</tr>
</tbody>
</table>

**READING Assessment 2: Comprehension (Copy TG page 118)**  
(Week 8 Tuesday)  
TG page 84  
10 marks

2 marks per question. Own words acceptable.

1. page 112, page 114
2. They fed the chickens, did their schoolwork and cooked supper each day. (any two)
3. There was an ogre in the forest; They might get lost.
4. To make a fire; to cook the children; to eat the children.(any two points)
5. They followed the trail of breadcrumbs they had left. (trail, breadcrumbs important)

**READING Assessment 3: Classroom observation in all reading lessons**  
(Weeks 2–8)  
5 marks

<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participates in <strong>shared reading</strong>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Completes weekly <strong>comprehension activities</strong> in LAB satisfactorily.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Completes <strong>vocabulary activities</strong> in LAB satisfactorily</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Completes <strong>language/grammar activities</strong> in LAB satisfactorily</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Shows increasing speed in <strong>fluency practice</strong>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulfils 1 criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulfils 2 criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulfils 3 criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulfils 4 criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulfils all 5 criteria</td>
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</tbody>
</table>

Total 25 marks
### HANDWRITING Suggested Assessment Rubrics and Checklists

#### HANDWRITING Assessment 1: Cursive lower case
(Week 8 Friday)

LAB page 119, TG page 90

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs support to write taught cursive letters and joins correctly</td>
<td>Forms cursive letters correctly but correct joins and line placement is not observed</td>
<td>Forms cursive letters correctly but correct joins or placement on line are not always correct</td>
<td>Writes all taught letters and joins correctly, with correct line placement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Correct letter formation
- Correct placement on line
- Correct joins

#### HANDWRITING Assessment 2: Classroom observation
(Weeks 1–9)

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

1. Writes patterns without lifting pen from paper
2. Forms all lowercase and capital print letters correctly
3. Writes words with correct spacing between letters and words
4. Writes two or more sentences legibly
5. Rules a straight line with a ruler

Total 10 marks
## WRITING Assessments 1 and 2

Independent writing tasks for Week 6 (When I was ill) and Week 7 (My life then and now) can be used for assessment purposes.

TG pages 66, 78

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 mark for each criterion fulfilled</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>1. Makes sense (not just random thoughts)</td>
<td></td>
<td></td>
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<tr>
<td>2. Vocabulary includes adjectives and interesting word choice</td>
<td></td>
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<tr>
<td>3. Creative or original ideas (different from examples)</td>
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<tr>
<td>4. Paragraphs have different topics</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>5. Tense appropriate</td>
<td></td>
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## LANGUAGE

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<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writes in complete sentences (not phrases).</td>
<td>Fulfils 1 criteria</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils all 5 criteria</td>
</tr>
<tr>
<td>2. Capitalisation correct.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Punctuated appropriately (full stops, commas, exclamation marks, inverted commas.</td>
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</tr>
<tr>
<td>4. Spells most HF words correctly.</td>
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</tr>
<tr>
<td>5. Acceptable attempted spellings.</td>
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## WRITING Assessment 3: Classroom observation of shared writing (Weeks 2–8)

5 marks

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<th>3</th>
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<th>5</th>
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</table>

**Total** | **25 marks**
BEGINNING KNOWLEDGE & PSWB

<table>
<thead>
<tr>
<th>Suggested Assessment Rubrics and Checklists</th>
</tr>
</thead>
</table>

**BEGINNING KNOWLEDGE Assessment 1: First aid captions (Copy TG page 119)**  
*(Week 7 Monday)*

<table>
<thead>
<tr>
<th>TG page 71</th>
<th>10 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2 marks for each correctly sequenced number (2–6)</strong></td>
<td></td>
</tr>
<tr>
<td>2. Karabelo fell out of the tree. 3.30.</td>
<td></td>
</tr>
<tr>
<td>3. Simphiwe ran for help. 4.05</td>
<td></td>
</tr>
<tr>
<td>4. Sipho did first aid. 4.10</td>
<td></td>
</tr>
<tr>
<td>5. Dad came. 5.00</td>
<td></td>
</tr>
<tr>
<td>6. The doctor stitched his leg. 6.00</td>
<td></td>
</tr>
</tbody>
</table>

**BEGINNING KNOWLEDGE Assessment 2: Timeline (Copy TG page 120)**  
*(Week 7 Tuesday)*

<table>
<thead>
<tr>
<th>TG page 73</th>
<th>10 marks</th>
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</thead>
<tbody>
<tr>
<td><strong>2 marks for each correctly entered event (2–6)</strong></td>
<td></td>
</tr>
<tr>
<td>Timeline of an accident</td>
<td></td>
</tr>
<tr>
<td>6.00: The doctor stitched his leg <em>(provided)</em></td>
<td></td>
</tr>
<tr>
<td>5.00: Dad came</td>
<td></td>
</tr>
<tr>
<td>4.10: Sipho did first aid</td>
<td></td>
</tr>
<tr>
<td>4.05: Simphiwe ran for help.</td>
<td></td>
</tr>
<tr>
<td>3.30: Karabelo fell out of the tree</td>
<td></td>
</tr>
</tbody>
</table>

**BEGINNING KNOWLEDGE Assessment 3: Vocabulary/concepts (Copy TG page 121)**  
*(Week 7 Wednesday)*

<table>
<thead>
<tr>
<th>TG page 75</th>
<th>10 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2 marks for each correctly identified definition</strong></td>
<td></td>
</tr>
<tr>
<td>Calm: 1. Breathing slowly helps you feel calm.</td>
<td></td>
</tr>
<tr>
<td>To apologise: 2. To apologise is to say sorry.</td>
<td></td>
</tr>
<tr>
<td>To respect: 3. Listening carefully to other people is showing respect.</td>
<td></td>
</tr>
<tr>
<td>To bully: 1. We should stand up to people who bully.</td>
<td></td>
</tr>
<tr>
<td>To trust: 1. You can trust good, honest people.</td>
<td></td>
</tr>
</tbody>
</table>

**BEGINNING KNOWLEDGE Assessment 4: Classroom observation: PSWB and BK**  
*(Weeks 2–8)*

<table>
<thead>
<tr>
<th>Total 40 marks</th>
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</thead>
</table>

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

<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participates in Think-Pair-Share activities</td>
<td>Fulfils 1 criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Participates in class discussions</td>
<td>Fulfils 2 criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Takes turns and shares</td>
<td>Fulfils 3 criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Discusses own feelings and thoughts</td>
<td>Fulfils 4 criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Is considerate of other learners</td>
<td>Fulfils all 5 criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CLASSROOM OBSERVATION: BK**  
*(Weeks 2–9)*

<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contributes own ideas to discussions</td>
<td>Fulfils 1 criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Cooperates and works well in pairs and group</td>
<td>Fulfils 2 criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Gives an opinion on the theme topics</td>
<td>Fulfils 3 criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Completes LAB pages satisfactorily</td>
<td>Fulfils 4 criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Completes DOE pages satisfactorily</td>
<td>Fulfils all 5 criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total** 40 marks
### VISUAL ARTS Assessment 1: Landscape showing perspective
(Week 6 Monday and Tuesday)

**TG pages 71, 73**

<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Draws or paints a landscape (real or imaginary)</td>
<td>Fulfils 1 criteria</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils 5 criteria</td>
</tr>
<tr>
<td>2. Uses the paper in landscape orientation and fills the page</td>
<td></td>
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<tr>
<td>3. Shows perspective in 1 way</td>
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<tr>
<td>4. Shows perspective in 2 ways</td>
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<tr>
<td>Shows perspective in 3 different ways</td>
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</tbody>
</table>

**5 marks**

### VISUAL ARTS Assessment 2: Classroom observation
(Weeks 2–9)

<table>
<thead>
<tr>
<th>The learner:</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Completes all LAB activities</td>
<td>Fulfils 1 criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Uses taught vocabulary when discussing artworks</td>
<td>Fulfils 2 criteria</td>
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</tr>
<tr>
<td>3. Successfully uses tools – scissors, paintbrushes, crayons, kokis, glue, clay, etc.</td>
<td>Fulfils 3 criteria</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. Follows instructions</td>
<td>Fulfils 4 criteria</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Shows evidence of enjoyment and creativity</td>
<td>Fulfils 5 criteria</td>
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</tr>
</tbody>
</table>

**Total 15 marks**
### PERFORMING ARTS Assessment 1: Group musical performance
#### (Week 7 Thursday)

<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sings in time and in tune.</td>
<td></td>
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</tr>
<tr>
<td>2. Uses a drum or body percussion to keep rhythm and time.</td>
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</tr>
<tr>
<td>3. Uses body confidently in the performance.</td>
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</tr>
<tr>
<td>4. Works well with the group.</td>
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<tr>
<td>5. Engages with and responds to an audience.</td>
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<td></td>
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</tr>
</tbody>
</table>

Fulfils 1 criterion  
Fulfils 2 criteria  
Fulfils 3 criteria  
Fulfils 4 criteria  
Fulfils 5 criteria

#### PERFORMING ARTS Assessment 2: Classroom observation
#### (Weeks 2–8)

<table>
<thead>
<tr>
<th>The learner:</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participates fully in all PA lessons.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Works well in a pair or group by taking turns, sharing ideas etc.</td>
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<tr>
<td>3. Individual presentations show confidence and good articulation.</td>
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<tr>
<td>(Object from my childhood)</td>
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<tr>
<td>4. Improvises appropriately in role-play activities (Saying sorry, saying no).</td>
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<tr>
<td>5. Storytelling is imaginative and sequential.</td>
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</tbody>
</table>

Fulfils 1 criterion  
Fulfils 2 criteria  
Fulfils 3 criteria  
Fulfils 4 criteria  
Fulfils 5 criteria

Total 15 marks
## PHYSICAL EDUCATION

### Suggested Assessment Rubrics and Checklists

#### PHYSICAL EDUCATION Assessment 1: Athletics
**(Week 6 Monday–Friday)**

<table>
<thead>
<tr>
<th>The learner: Participates in novelty races and athletics</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempts to participate in short races</td>
<td></td>
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</tr>
<tr>
<td>Participates in 2 forms of athletics (short races)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates actively in 3 forms of athletics with speed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates actively in 4 forms of athletics with speed and distance</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Participate actively in 5 forms of athletics with speed, distance and height</td>
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</tr>
</tbody>
</table>

TG pages 59, 61, 63, 65, 67

5 marks

#### PHYSICAL EDUCATION Assessment 2: Games
** (Week 8 Thursday and Friday)**

<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows instructions</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Understands the rules of the game</td>
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<tr>
<td>Participates actively in the game</td>
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</tr>
<tr>
<td>Co-operates with other learners</td>
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</tr>
<tr>
<td>Is unable to follow the instructions. Does not understand the rules or participate in the game. Unable to work with others.</td>
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</tr>
<tr>
<td>Follows some of the instructions and attempts to follow the rules and participate in the game. Co-operation with others needs attention.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Follows most of the instructions. Knows most of the rules and participates in the game. Is able to co-operate with other learners.</td>
<td></td>
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</tr>
<tr>
<td>Follows all instructions. Knows the rules and participates in the game. Co-operates adequately with others</td>
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</tr>
<tr>
<td>Follows all instructions very well. Knows the rules and participates fully in the game. Excellent co-operation with others.</td>
<td></td>
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</tr>
</tbody>
</table>

TG pages 89, 91

5 marks

#### PHYSICAL EDUCATION Assessment 3: Classroom observation
** (Weeks 1–9)**

1 mark = 1 criterion

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

**Total** 30 marks

20 marks
Listening comprehension

Circle the correct answer.

1. The four bullocks lived in the bush / in a town / on a farm.
2. The hungry lion could not eat the bullocks because they always stayed together / a bullock is stronger than lion / lion had no teeth.
3. The bullocks went to different corners of the field because they were tired of each other / wanted more grass / had an argument.
4. At the end of the story, the lion was still hungry / ate a buck / ate a bullock.
5. The story teaches us that we need to stick together / get the best grass / be careful of lions.
Bhala isandi

1. i____nzi
2. isi____itha
3. u____ntsii
4. izi____bo
5. i____lamthi
6. izi____qe

Fakela isandi esishiyiweyo.

PHONICS ASSESSMENT 2
Comprehension

Read Hansel and Gretel.

1. On which pages will you find:
   - The title of the story: page __________
   - A picture of the house made from sweets: page __________

2. Explain two reasons why it says Hansel and Gretel were responsible children?

3. Why do you think they were not allowed in the forest? Give two reasons.
   - Because __________
   - Because __________

4. Why did the ogre need firewood?
   - Because __________

5. How did the children find their way home?
The accident

Write numbers to show the sequence of events.
Write the missing captions.

6:00
The doctor stitched his leg.

3:00
Karabelo climbed a very high tree.

4:05
Simphiwe ran for help.

5:00

6

4:10

 disrespect
Timeline of an accident

Draw a timeline to show what happened to Karabelo. Look at yesterday’s work.

3.00

The doctor stitched his leg.
Thumbs up, thumbs down

Tick the true sentence.

1 Calm
- Breathing slowly helps you feel calm.
- You feel calm when you are angry.
- Loud noises make you feel calm.

2 To apologise
- To apologise is to frighten someone.
- To apologise is to say sorry.
- It shows you are weak if you apologise.

3 To respect
- Messing up the classroom is showing respect.
- Saying bad things is showing respect.
- Listening carefully to other people is showing respect.

4 To bully
- It is good to bully people.
- We should stand up to people who bully.
- You should respect people who bully.

5 To trust
- You can trust good, honest people.
- You can trust people who tell lies.
- You can trust all adults.
### Spelling

#### Week 2
1. ..........................................................  
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#### Week 3
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#### Week 4
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#### Week 5
1. ..........................................................  
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### Week 6
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8. ........................................
9. ........................................
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### Week 7
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### Week 8
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### Week 9
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