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Rassie Erasmus: 29, 31, 113 and phonic words.

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Page 59: PaulinaKon (fruit flies on banana),
Page 61: supitchamcsdam (king protea flower),
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Page 81: epantha (plastic medicine bottle),
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<td>Colour in or draw</td>
</tr>
<tr>
<td></td>
<td>Cut out</td>
</tr>
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**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**
### Timetable for HL Min time

*Indicates LAB page

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<tr>
<th>Time per day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>10 min</td>
<td></td>
<td></td>
<td>Admin Period: Register/calendar/ birthdays/announcements</td>
<td></td>
<td></td>
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<tr>
<td>1h 30 min</td>
<td></td>
<td></td>
<td>MATHS BLOCK</td>
<td></td>
<td></td>
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<tr>
<td>1h 35 min</td>
<td></td>
<td>LITERACY BLOCK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TRANSITION:</strong> sharpen pencils, hand out books, hand exercises</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 min</td>
<td><em>Phonics</em></td>
<td><em>Phonics</em></td>
<td><em>Phonics</em></td>
<td><em>Phonics</em></td>
<td><em>Phonics A. TWR B. Dictation</em></td>
</tr>
<tr>
<td>10 min</td>
<td><em>Handwriting</em></td>
<td>Handwriting</td>
<td>Handwriting</td>
<td>Handwriting</td>
<td>Handwriting</td>
</tr>
<tr>
<td><strong>TRANSITION:</strong> Action rhyme/song</td>
<td></td>
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<tr>
<td>15 min</td>
<td>Reading: Teacher Read aloud</td>
<td>Shared Reading: Comprehension</td>
<td>Shared Reading: Vocabulary</td>
<td>Shared Reading: A. Language B. Fluency practice*</td>
<td>Reading: Independent work review</td>
</tr>
<tr>
<td>15 min</td>
<td>EFAL</td>
<td>*Writing: Comprehension</td>
<td>*Writing: Vocabulary</td>
<td>*Writing: Language</td>
<td>*Independent Writing</td>
</tr>
<tr>
<td><strong>TRANSITION:</strong> Stretch and shake. Group moves to mat for GGR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 min</td>
<td>GGR</td>
<td>GGR</td>
<td>GGR</td>
<td>GGR</td>
<td>GGR</td>
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<tr>
<td>15 min</td>
<td>GGR</td>
<td>GGR</td>
<td>GGR</td>
<td>GGR</td>
<td>GGR</td>
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<tr>
<td><em>(30 min parallel to GGR)</em></td>
<td><em>Independent Work</em></td>
<td><em>Independent Work</em></td>
<td><em>Independent Work</em></td>
<td><em>Independent Work</em></td>
<td><em>Independent Work</em></td>
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<tr>
<td><strong>45 min</strong></td>
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<tr>
<td><strong>EFAL BLOCK</strong></td>
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</tr>
<tr>
<td><strong>1h 25 min</strong></td>
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<tr>
<td><strong>LIFE SKILLS BLOCK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TRANSITION:</strong> breathing exercise, hand out materials</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>30 min</td>
<td><em>Beginning Knowledge</em></td>
<td><em>Beginning Knowledge</em></td>
<td><em>Beginning Knowledge</em></td>
<td>Beginning Knowledge concept review</td>
<td>DBE Workbook LS page HL page</td>
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<td>30 min</td>
<td>Visual Arts Visual Literacy* / Practical</td>
<td>Visual Arts Practical</td>
<td>Performing Arts</td>
<td>Performing Arts</td>
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</tr>
<tr>
<td><strong>TRANSITION:</strong> Change clothes, move outside, provide equipment</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>25 min</strong></td>
<td>PE set up (30 min)</td>
<td>PE Activity stations</td>
<td>PE Activity stations</td>
<td>PE Activity stations</td>
<td>PE Activity stations</td>
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<td>1</td>
<td>Insects</td>
<td>Insects</td>
<td>Nombulelo and the ugly insects</td>
<td>Is this an insect? (Different question types)</td>
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<tr>
<td>2</td>
<td>Insects</td>
<td>The ant and the grasshopper</td>
<td>Nombulelo and the ugly insects</td>
<td>More about insects (With different question types)</td>
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<td>Life cycles</td>
<td>Life cycles</td>
<td>The mystery of the disappearing tadpoles</td>
<td>Long and short lifespans</td>
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<td>Fairy tale: The Princess and the frog (fairy story)</td>
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<td>Chapter story of the blue eggs. (Prediction)</td>
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<td>The kindest giant in the world</td>
<td>Flow charts: Effects of litter in different environments. (NF graphic)</td>
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<td>The kindest giant in the world</td>
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<td>Creative Arts: Performance Arts</td>
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<td>Non-fiction and fiction. Language in an information report: headings, sub-headings, simple present tense</td>
<td>Writing facts (Praying mantis)</td>
<td>KWL: Insects Label body parts. Observe and draw an insect.</td>
<td>Symmetry</td>
<td>Dramatise a story</td>
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<td>A butterfly painting</td>
<td>Movement to music</td>
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<td>Art gallery: Natural drawings</td>
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<td>Choosing an animal to write about. Information report: Animal of choice</td>
<td>Life cycle of a frog Complete a table Compare two different life cycles</td>
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<td>Main ideas. Story structure</td>
<td>Summary of story: Hansel and Gretel</td>
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<td>Balance in art</td>
<td>Circle games Sensory awareness</td>
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<td>Group drama</td>
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<td>Daily diary Diary entry for this week</td>
<td>KWL: More creatures Fun facts about bugs 3D box sculpture – insects</td>
<td>Poetry and music</td>
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<th>PRACTICAL</th>
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<td>ORAL</td>
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<td>Performing Arts 1: Group dramatisation</td>
<td>PRACTICAL</td>
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<tr>
<td>Fri</td>
<td>Physical Education 1: Games</td>
<td>PRACTICAL</td>
<td>TG page 97</td>
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<th>ORAL</th>
<th>TG pages 102, 104, 106</th>
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<tr>
<td>Tues</td>
<td>Reading 1: Comprehension</td>
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<td>Physical Education 2: Rhythm and coordination</td>
<td>PRACTICAL</td>
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<tr>
<td>Wed</td>
<td>Beginning Knowledge 1: A balanced diet</td>
<td>LAB page 146</td>
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<th>Reading 2: Oral reading aloud</th>
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<td>LAB page 157</td>
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<tr>
<td>Wed</td>
<td>Beginning Knowledge 2: Making good food choices</td>
<td>LAB page 163</td>
<td>TG page 117</td>
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</tr>
<tr>
<td>Fri</td>
<td>Phonics 2 Dictation</td>
<td>LAB page 167</td>
<td>TG page 120</td>
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<tr>
<td>Fri</td>
<td>Handwriting 1: Cursive capitals and upper and lower joins</td>
<td>LAB page 152</td>
<td>TG page 120</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>Writing 2: Story review</td>
<td>PRACTICAL</td>
<td>TG page 120</td>
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</tbody>
</table>
The Funde Wande Programme integrates Home Language Literacy with Life Skills. It does this through using common themes and integrated lesson plans and recycling key vocabulary.

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

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

**INTEGRATED LEARNING CYCLE**

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

How?

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

Content
This term, there will be focus on listening to and presenting poetry in Week 9. In Weeks 1–8 there will be discussions and presentations on personal experiences, ways of finding out about something (research), looking at story from two points of view, retelling a story, summing up a story, presenting an oral story review and giving opinions about stories and poems including justifying your opinion. Apart from teaching oral skills, the lessons are closely linked to reading and writing activities.
Why?

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

Phonics Curriculum Grade 3

In Term 1, revise sounds taught in previous grades.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>Baseline Revision</td>
<td>-ee</td>
<td>-oo</td>
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<td>eeu</td>
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</tr>
<tr>
<td>Term 4</td>
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<td>-lf;</td>
<td>-lk</td>
<td>ns;</td>
<td>-nt;</td>
<td>-nd</td>
<td>-mp;</td>
<td>-ms</td>
</tr>
</tbody>
</table>

How?

Rapid sound recognition (Alternate days for 2 minutes)

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

High frequency words (During GGR)

- Write the high frequency words on the board or flashcards.
- Teach these as whole words.
- Read frequently, e.g. on flashcards. Each time go a little more quickly. Vary the order.

LAB activities (Daily)

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

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

**Why?**
- In Term 2, learners continue to learn cursive handwriting.
- The first focus is on the formation of the upper-case letters.
- The second focus is the consolidation of the formation of the lower-case letters.
- The third focus is on and joining letters with under-joins and over-joins.
- Handwriting patterns are also provided.
- Towards the end of the term, children can begin using cursive for simple writing activities such as writing the date and filling in words.
- From Term 3 onwards the focus is on increasing speed and legibility in cursive.

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

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

Lesson process

**Demonstrate on board**

- Learners face the board for the demonstration.
- Write the letter 2–3 times on the lines on the board.
- Describe/articulate the letter formation: where to start, position on line.
- Example for i: *Begin on the middle line, slant up, straight down, slant up.*
- Also demonstrate the letter-joins or pattern for the day.
- Model not lifting the chalk as you write in cursive.

**Learners**

- write with finger on desk as teacher demonstrates
- write independently in LAB, tracing over the letter and joins for the day
- write independently in handwriting exercise books to copy the pattern, letter and joins for the day for additional practice.

**Teacher**

Walks around and provide feedback about:

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

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

**Books should be taken in regularly for feedback.** Write any incorrect letters on a blank line. Child completes line. Star well-formed letters. Learners do corrections next week during Independent work.
Teacher read aloud (Monday)

Teacher read aloud stories include literature-based stories and stories linked to Life Skills.

- The literature-based stories are linked to the Shared Reading text and are either an expanded version of the story, or a story in a similar genre/linked to the topic. A variety of genre are specifically included to increase knowledge of these genres in the HL.
- The Life Skills stories introduce each new theme in an appropriate narrative, either through discussion or an imaginative story.

Why?

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

How?

Before reading

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

Read the story

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

After reading

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

Why?

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

How?

Before reading

- Orientate children to the text/story (versioners decide) book by drawing on their prior knowledge, reading the title, and looking at illustrations on the first page. **DO NOT TAKE MORE THAN 2–3 MINUTES.**

Shared reading

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

After reading

- Over a two-week theme, children will practise the following reading skills:
- Comprehension: each text is followed by two short, written comprehension activities, one per week.
- This term, the focus will be on summarising and giving an opinion. This aligns with the Writing activities for the term. Some of the comprehension activities will be cloze (gap-filler) summaries and some will ask for an opinion.
- Vocabulary: five reading vocabulary words will be introduced with each story.
- Language/sentence work: One to three key sentences are taken from the SR and used to develop knowledge of grammar.
- Fluency/pacing: fluency is modelled and a Fluency practice activity based on the SR text is provided each week.
Language/grammar

- The key sentences are analysed with a specific grammatical focus, such as the tense. The grammar focus aligns with the Writing activity for the week. This term the focus is on the timeless present tense.
- This term, the terms for parts of speech may be introduced, e.g. noun, verb, adjective.
- Children then write their own sentences based on the sentence pattern. This ensures that even the least-able child will write 2–3 coherent and grammatically correct sentences each week.

Why?

- Develop grammar skills by identifying the purpose of individual words/word groups/parts of words in a sentence.
- Link grammatical features with specific writing genres e.g. Information reports.
- Build understanding of correct sentence structure.
- Develop children’s writing confidence.

How?

Introduce the sentence

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

Work with the sentence

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

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

Write

- Children reconstruct the key sentences. Jumbled words or sentences with gaps (cloze) are provided. Cloze activities are also a reliable indication of reading for understanding ability.
- They write their own sentences based on the pattern.

Bridge to English

- In Week B, an English version of the sentence is discussed with the learners.
Vocabulary
Vocabulary/flashcard words are identified in each shared reading text. Children will hear and see the words and learn to read and write them. In Week 9, the words are about the texts.

Why?
- Extends reading vocabulary.

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

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

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

Bridge to English
- In Week B, English versions of the vocabulary words are discussed with the learners.
**Fluency practice**

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

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

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

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

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

**HOME LANGUAGE LITERACY**

[insert relevant language as per Word doc supplied]
Independent reading (Every day, parallel to GGR)

Why?
- Developing independence in reading to prepare learners for higher grades.
- Provide daily decoding and reading practice.
- Develop reading motivation by reading interesting, authentic texts.
- Deepen learner’s background knowledge, which contributes to comprehension.
- Develop writing skills as they answer written questions or respond to the text.
- Reuse or recycle theme vocabulary.

How?

Independent reading texts
- Five short texts are provided each week.
- The first text consists of sentences based on the week’s spelling words or known phonics. All the children, even the least able, should be able to sound out and read this text.
- The following four texts are linked to the theme but move beyond it to increase children’s general knowledge. This term there are short factual texts on interesting topics, an African story divided into ‘chapters’, flow charts showing the effects of pollution on different environments and a child’s daily diary entries.
- Each text has a short activity or questions to check learners’ understanding and to allow them to respond to the text in writing. In Week 9, this written response takes the form of a daily diary written by the learner.

Based on your Term 1 experience, remind learners
- What independent reading is. You read a text by yourself, without saying the words aloud. You ‘have a go’ at decoding and understanding.
- What you don’t do when you read independently: Talk, stand up, give up.
- What to do if you come to a word you don’t understand: Look at the parts of the word, sound out the letters, ask a friend, guess what it means and read on.
- What to do when you finish the text. Answer the questions in your LAB.

Review every Friday
- On Fridays, the teacher reads all five texts to the learners while they follow in their books.
- Discuss the texts, answer questions orally and focus on comprehension.
- Learners self-correct their written work.
- Explain any words the learners found problematic.
Group Guided Reading *(Every day)*

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

**How?**

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

- For activities for the Early Reading Level, click here
- For activities for the Early Fluent Reading Level, click here
<table>
<thead>
<tr>
<th>Level</th>
<th>Reading Ladder</th>
<th>I can</th>
<th>I need</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Reading star</td>
<td>read longer texts</td>
<td>I need more things to read.</td>
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<tr>
<td></td>
<td></td>
<td>• Read 4 or more sentences</td>
<td>• Practise reading in GGR and by myself.</td>
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<tr>
<td></td>
<td></td>
<td>• Read aloud or silently</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Recognise high frequency words</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Sound out unknown words</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Read smoothly, notice punctuation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Answer higher order questions</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Reading rocket</td>
<td>understand what I read</td>
<td>I need</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Predict meaning from title/illustrations</td>
<td>• Teach me, please.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Notice punctuation</td>
<td>• Practise reading in GGR and by myself.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read with expression</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Answer questions</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Reading sun</td>
<td>read aloud</td>
<td>I need</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sound out words</td>
<td>• Help me to sound it out.</td>
</tr>
<tr>
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<td></td>
<td>• Recognise high frequency words</td>
<td>• Give me HF words to learn.</td>
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<td></td>
<td></td>
<td>• Read 1–3 short sentences aloud</td>
<td>• Practise reading in GGR.</td>
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<td></td>
<td></td>
<td>• Read them at a good pace</td>
<td></td>
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<tr>
<td>2</td>
<td>Reading eagle</td>
<td>recognise letters</td>
<td>I need</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Count letters in word</td>
<td>• Teach me, please.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Say which letters are the same</td>
<td>• Look at the alphabet with me.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Name letter-sounds</td>
<td>• Practise in GGR.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Find capital letters</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Reading bluebird</td>
<td>hear sounds in words</td>
<td>I need</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Clap syllables</td>
<td>• Teach me, please.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Count syllables</td>
<td>• Give me some examples.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Say beginning sounds</td>
<td>• Practise in GGR.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Say ending sounds</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Count the sounds in a word</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Odd one out</td>
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**WRITING LESSONS**

**Week A:** Written Comprehension (Tuesday) ➔ Independent writing (personal writing) (Friday)

**Week B:** Written Comprehension (Tuesday) ➔ Shared writing: Thursday ➔ Independent writing (structured writing) (Friday)

---

**Independent writing**

**Why?**

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

**How?**

- Copy the activity onto the board as shown in day-by-day notes.
- Learners’ writing is done in writing exercise books.
- In Term 2, independent writing will alternate between Week A with one single writing session, and Week B with two consecutive writing lessons.

**Single lessons** *(Week A, Friday)*

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

**Double lessons** *(Week B, Thursday and Friday)*

- This is more structured writing to teach learners to write correctly in a specific genre.
- In Term 2 the genres are the Information Report, Book/Story Review and Diary.
- Each genre is linked to a reading text as an example. Point out:
  - text features such as paragraphing, headings, subheadings and layout
  - grammar linked to the genre (tense, who is writing, special punctuation).
- The key sentence selected for Language lessons is also align to the genre.
- In the first of the two writing lessons, there will be some preparation (shared writing, or making notes, writing a draft).
- In the second lesson, learners will write their final draft.
- Wherever possible, have children read their writing to a friend or group so they can check that it makes sense and self-edit.
• Mark these more structured texts.
  – Allocate 50% of the marks for the content: logical organisation of ideas rather than random thoughts; original ideas; interesting word choice, one topic per paragraph, good choice of headings.
  – Allocate 50% of the marks for grammar, spelling, and correct text features: correct sentence structure, appropriate punctuation, correct spelling of high frequency words; appropriate tense for genre, consistent tense use, correct layout and organisation.

Written comprehension
There is a short comprehension each week to build up the children’ writing and reading confidence and ensure a positive attitude to comprehension tests. This term, a summary of the story comprises some of the written comprehensions. This is to check understanding of the story and simultaneously build knowledge of writing summaries (used in Story Reviews).

Why?
• To teach learners to find answers in the text (that is, not by memorising the text but by a close look at, or analysis of, the text).
• To introduce learners to different types of question formats that they may encounter in external or standardised tests, e.g. tables, multiple-choice, checklists, gap-fill, full sentences, etc.
• To introduce learners to different levels of questions, so that they are able to see the link between a question, the type of answer required, and where the answer will be found. By the end of Term 1, learners should be able to identify if the question is a Search and Find (literal), Read and think (inferential) or On my own (personal opinion) question.
• Introduce comprehension strategies that the children can use as they read so that they read with understanding. This term, these include predicting, finding the facts in NF texts, distinguishing between Fiction and NF, summarising a story, capturing the main events or ideas, giving an opinion of the story and justifying the opinion.
How?

Read the comprehension questions

- In addition, you may need to:
  - **Explain only the question types for that week**, e.g.
    - **Completing a table**: represent the information from the text in a table.
    - **Multiple-choice question**: read all the possible answers and tick only the correct one
    - **Checklist**: read all the possible answers and tick all that are correct
    - **Gap-fill/cloze**: select a few words to complete the sentence or fill in the correct word from a list
    - **Full sentence**: answer the question using a full sentence with correct punctuation.
    - **Sequencing of events**: number the events in a story
  - Remind learners of the different types of answers that may be required:
    - **Search and find** – literal: the answer is right there in the text.
    - **Read and think** – inferential: The answer is suggested in the text but you will have to think about it and write it in your own words.
    - **On my own** – personal opinion: The answer is not in the text but in your own head.

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

Written work

- Children complete the written comprehension exercise in the LAB.
- If there is time, mark the activity with the class.
- Explaining why particular answers are correct or appropriate, even when different children write different answers.
**BEGINNING KNOWLEDGE**

**Read to learn lessons**

**Why?**

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

**How?**

**Prior knowledge**

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

**New knowledge**

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

**Writing**

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

**KWL lessons**

**Why?**

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

---

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

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

**Friday:** Theme review, PE.

---

**Teaching Life Skills**
How?

Copy the KWL chart from LAB on the chalkboard (Week A Monday)

| What we know (first Monday of new topic) | Write what learners know. Learners choose at least one point to copy into the KWL chart in their LAB. |
| What we want to know (first Monday and Thursday) | Write learners questions here. They choose at least one point to copy into their KWL chart. |
| What we learned (first and second Thursday) | Complete during report back on Thursday. Learners write at least one point. |

Think-Pair-Share

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

Writing

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

Reflect on what has been learned (Week A and B Thursday)

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

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

Why?

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

Activity

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

**Why?**

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

**Activity**

- Hold up each of the flashcards used in Thumbs up/Thumbs down.
- Ask learners if they know the words in English; help them to use the words in sentences.
- Write the words on flashcards and put them on the EFAL word wall.
- Learners copy them into their personal dictionaries/vocabulary books.

**Activity/process lessons**

**Why?**

**Prior knowledge**

- Link to Read to Learn text.

**New knowledge**

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

**CREATIVE ARTS**

**Why?**

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

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

PHYSICAL EDUCATION

Monday

Prepare

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

Introduce activity stations

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

Whole class activity

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

Tuesday–Friday

Warm up

- Run on toes like fairies/Stomp like a giant/Glide like a swan
- Follow my instructions: Walk sideways/turn left/turn right/squat/jump up
- Rhythmic clapping/clicking/stomping activities, lead by different learners.

Activity stations

- Groups rotate through the activity stations, doing one activity a day, Tuesday–Friday. See page 25 for activity ideas.
- Teacher moves from group to group, observing and advising.
Cool down
- Deep breathing
- Standing or seated stretches of different body parts
- Tense and release muscles, starting at toes and moving up to head

Activities for Physical Education activity stations for Term 2
Choose four activities per week, focusing on different skills.

1 Locomotor: races
- Running and walking in different ways.
- Moving sideways, forwards, backwards in a sequence.

2 Perceptual motor: Catching and throwing
- Walking in a circle on hard surface – bounce tennis ball in the air and on the ground.
- With a partner, throw and catch – overarm and underarm.
- Throw a ball at a mark on a wall – high and low.

3 Rhythm: Skipping with a rope
- Skip individually – stationary and moving at speed.
- Play group skipping games.

4 Coordination: Dribbling and passing
- Dribble a ball with feet (football), by bouncing (basketball).
- Move a ball through obstacles – zigzag and obstacle course.
- Pass a ball while running (netball, rugby and football).

5 Spatial orientation:
- Complex obstacle course.

6 Balance
- Relay running: zigzag through skittles/markers.
- Balance on one leg.
- Gymnastics: Head stand/hand stand; bridge standing.

7 Laterality
- Hand apparatus sequences such as standing hula hoops or ribbons that require left and right actions of similar kind.
OUTCOMES FOR THE WEEK

Learners will:
- Learn that animals are classified (grouped) according to their characteristics
- Learn the identifying characteristics of insects
- Observe, draw and label parts of a bee
- Understand the difference between fiction and non-fiction texts
- Read short texts based on the theme of identifying insects
- Look at symmetry in visual arts lessons
- Write facts about a praying mantis.

PREPARATION

Flashcards

<table>
<thead>
<tr>
<th>Literacy</th>
<th>classification</th>
<th>appearance</th>
<th>habits</th>
<th>thorax</th>
<th>abdomen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Skills</td>
<td>feelers</td>
<td>wings</td>
<td>compound eyes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>feelers</td>
<td>wings</td>
<td>compound eyes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sentences

Classification: Corn crickets are insects.
Appearance: They are a brown colour.
Habits: They eat plants and animals.

MATERIALS

- A4 paper, pencils and crayons for Visual Arts
- Shapes for demonstrating symmetry in Visual Arts (circle, square, triangle)
- Equipment required for selected Physical Education activities
- Learners’ exercise books

ASSESSMENT

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

Informal: Timed word reading (Friday), Writing (facts); Handwriting; Comprehension, Vocabulary and language work, BK pages.
This story is an introduction to the Life Skills theme of Insects. The teacher reads it on Monday (see TG page 28). Learners can look at illustrations in the LAB and identify some of the insects discussed.

Do you know that there are between six and ten million different kinds of insects in the world and they come in all shapes, colours and sizes?

Can you name any insects? Common South African insects include butterflies, moths, bees, ants, mosquitoes, flies, ladybirds, wasps, dragonflies, praying mantises, locusts and many more.

Although there are so many different insects, there are some things all insects have in common. All insects have three body parts. These are the head, the upper body (thorax) and the lower body (abdomen). All insects have six legs – three on each side. They have two feelers (antennae).

Insects have a hard case on the outside of their bodies, rather than a skeleton inside the body like people do. This makes insects strong.

How do insects move? Some insects can fly. There are two pairs of wings. The patterns we see on insect wings are veins that help make the wings stronger. Some insects, like ants, walk but don’t fly. Other insects, like flies, bees and beetles, can fly and walk. Some insects even swim.

Whether you like or dislike insects, they are important to us. Some insects are helpful. Most plants are pollinated by insects. Without insects, plants could not produce fruit or seeds, and there would not be enough food for animals and people. Butterflies and moths transfer the pollen between flowers. Bees pollinate plants but they also make honey from the nectar they collect. Ladybirds eat pests that can kill garden plants.

Other insects can be harmful. Locusts eat plants and when they fly in big swarms they can destroy huge fields of crops. Termites eat wood and can destroy houses and fences made from wood. Some insects have stings that can hurt people. The poison from the stings can irritate the skin and be itchy or painful. Flies are also pests because they can carry diseases when they sit on rubbish, manure and other rotten substances and then transfer them to us or our food.
LISTENING AND SPEAKING

Think-Pair-Share

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

Holiday news

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

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

PHONICS

**Revise sounds XX and XX**

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

[For Sepedi Monday and Wednesday, throughout PHONICS]

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

HANDWRITING

**Consolidate joins**

- Follow the procedure for Handwriting lessons on page 9.

READING

**Teacher read aloud**

- **Before reading**
  - What insects have you seen? Do you like or dislike insects?
  - Provide a purpose for listening: Listen to find out more about insects.

- **Read the text to the learners**

- **After reading**
  - How many body parts do insects have? How many legs? Where is their skeleton?
  - How do insects move?
  - How do insects help us/harm us?

EFAL

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

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

BEGINNING KNOWLEDGE

**Introduce the concept**
- Have you ever had an insect come into your house? What was it? Why did it come in?

**Think-Pair-Share**
- Think: What do you know about insects?
- 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 like to learn about insects this week? Write this in row 2.
- Learners choose one thing from each row to copy into their KWL charts.

VISUAL ARTS

**Symmetry**

**Learn about symmetry**
- Show cut-outs of a circle, a square, an equilateral triangle. Fold the shapes so that they have two identical halves.
- Explain that symmetrical shapes are exactly the same on both sides of a line drawn down the middle.

**LAB activity**
- Draw a line of symmetry in each picture that will divide it exactly in half.
- Colour the pictures.

**Class discussion**
- Are our own bodies symmetrical?
- What other things in nature are symmetrical?
- What things can we see that are not symmetrical?

PHYSICAL EDUCATION

**Introduction**
- Follow the procedure for PE activity stations on page 24.
**LISTENING AND SPEAKING**

**Think-Pair-Share**
- Discuss how to treat children who are new to the school.
- **Think:** How do you think it feels to go to a new school?
- **Pair:** Tell your partner how you could help a child who is new to the school.
- **Share** with the class.
- Use your lap book to record observations.

**PHONICS**

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

**HANDWRITING**

**Consolidate joins**
- Follow the procedure for Handwriting lessons on page 9.

**SHARED READING**

**Comprehension**
- Before reading:
  - Read and briefly discuss the title and first illustration. What do you see? (Do not turn the page.)
  - Provide a purpose for reading: Let’s see what happened with this ugly insect.
- Shared reading:
  - Read the story with the children.
  - Stop to explain any new words or concepts, e.g. using the pictures or a synonym.
  - Explain that a corn cricket is a real insect.
  - Read the information report with the children.
- After reading:
  - What are the main differences between the story and the information report? (true/imaginary)
  - Which was fiction and which non-fiction? How could you tell?

**WRITING**

**Comprehension**
- Read and discuss questions:
  - Remind learners: The type of question tells you where to look for the answer.
- Write:
  - Complete the LAB activity.
- Check and correct.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups C & D
- **Independent work:** *Insects*

BEGINNING KNOWLEDGE

**Read and discuss**
- Discuss what the learners already know about the structure of insects.
- Look at the diagram and identify the three body parts – head, thorax and abdomen.
- Identify other features: legs, feelers, wings, eyes.
- Explain what a compound eye is (one eye made of many small eyes, to look all around).

**The bee**
- Ask where the bee’s skeleton is.
- Explain how the bee needs large eyes so that they can identify flowers at a distance.

**Write**
- Complete the LAB activity.

VISUAL ARTS

**Draw a symmetrical portrait**

**Pairs**
- Learners look carefully at each other’s faces and discuss symmetry of features.

**Activity (pencil and paper)**
- Fold a piece of A4 paper in half lengthways.
- Look at your partner and draw their face.
- The fold line must go down the middle of the face.
- Make sure that the two sides of the picture match.

PHYSICAL EDUCATION

**Activity stations**
- Follow the procedure for PE activity stations on page 24.
LISTENING AND SPEAKING  

**Story discussion**

**Think-Pair-Share**
- **Think:** In the story, why did the children tease Nombulelo? Why was this unkind? How did Nombulelo show them that everyone is special, no matter where they come from?
- **Pair:** Share with a partner.
- **Share:** with the class.
- **Use your lap book to record observations.**

PHONICS  

**Revise sounds XX and XX**

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

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

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

HANDWRITING  

**Consolidate joins**

- Follow the procedure for Handwriting lessons on page 9.

SHARED READING  

**Vocabulary**

- **Vocabulary words**
  - Show and read the week’s vocabulary words on the board or on flashcards:
    - classification
    - appearance
    - habits
    - thorax
    - abdomen

- **Shared reading**
  - Re-read the information report only together with the learners.
  - **Word search:** As you read learners spot the vocabulary words in the LAB text. They underline or circle each new word.

- **Learners sort flashcards** into alphabetical order.

WRITING  

**Vocabulary**

- **Oral**
  - Go through the LAB activities orally.

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

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

- **Group reading:** Groups E & A
- **Independent work:** Is the praying mantis an insect?

BEGINNING KNOWLEDGE

**Draw an insect**

**Observe**
- Recap the structure of an insect.
- Learners go outside and carefully observe an insect in the playground (e.g. ants).

**Draw and label a diagram**
- In the classroom, draw an example of an insect on the board (draw it from above, making sure it is symmetrical).
- Learners use a pencil to draw a diagram of the insect they observed.
- Learners label their diagram using words from the box.

PERFORMING ARTS

**Dramatise a story**

**Prepare**
- Review the story Nombulelo and the ugly insect.
- As a class, learners name characters and describe the action.
- Brainstorm: What would have happened if Nombulelo had not rescued the corn cricket?

**Groups**
- In groups of six, learners prepare and practise a dramatisation of an alternative ending to the story.

PHYSICAL EDUCATION

**Activity stations**

- Follow the procedure for PE activity stations on page 24.
THURSDAY

LISTENING AND SPEAKING Fiction and non-fiction

Think-Pair-Share
• Think: Was the story we read fiction or non-fiction? And the information report? Which did you like best? Why?
• Pair: Tell your partner which type of texts you prefer and why. Give examples.
• Share with the class.
• Use your lap book to record observations.

PHONICS Complete the sentences

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

HANDWRITING Consolidate joins

• Follow the procedure for Handwriting lessons on page 9.

SHARED READING Language

Introduce the sentences
• Write the three sentences on the board.
• Read the sentences slowly with the children.
• Children find and underline the sentences in the information report on page 7.

Work with the sentences
• Identify punctuation marks (capital letters, full stops, colons) in the sentences.
• What are the three headings? How can you tell they are headings (bold)
• Who is the first sentence about? (corn crickets). Why is it in the plural? (applies to all corn crickets).
• Who is ‘they’ in the second and third sentences? (corn crickets) Why didn’t they repeat the words ‘corn crickets’? (sounds like a list if you use the name repeatedly).
• What do you notice about the doing words/verbs in all the sentence? (timeless present tense).

WRITING Language

Class
• Complete the sentences together orally.
• Demonstrate how to use the sentence as a pattern using any other insects.

Individuals
• Complete the LAB page.
• Some children read their sentences aloud. Check the tense is correct.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups B & C
- **Independent work:** Is a spider an insect?

BEGINNING KNOWLEDGE

**KWL chart (page 11)**

- Help learners to complete the last row.

**Concept review**

**Thumbs up/thumbs down**

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

<table>
<thead>
<tr>
<th>Concept</th>
<th>Details</th>
</tr>
</thead>
</table>
| feelers        | 1. Insects have two of these.  
                 2. They are found on the insects’ thorax.  
                 3. They help insects feel and sense where things are. |
| wings          | 1. All insects have wings.  
                 2. The veins on the wings make the wings strong.  
                 3. Wings can be seen through or have patterns on them. |
| compound eyes  | 1. Bees don’t need to turn their heads to see behind them.  
                 2. Compound eyes are made up of many small eyes.  
                 3. People have compound eyes. |

**Bridge to English:** feelers, wings, compound eyes

PERFORMING ARTS

**Perform**

**Introduction**

- Remind learners of the original story.

**Perform**

- In groups learners perform their short plays using alternative endings to the story.

**Evaluate**

- Affirm each group.

PHYSICAL EDUCATION

**Activity stations**

- Follow the procedure for PE activity stations on page 24.
FRIDAY

**LISTENING AND SPEAKING**

**Review of week**

Think-Pair-Share
- **Think:** Talk about one interesting thing you did this week.
- **Pair:** Share with your partner.
- **Think and Share:** Thinking about Nombulelo and how the class treated her before she dealt with the ugly insects, what will we do differently next week?

**PHONICS**

**Timed word reading**

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

**HANDWRITING**

**Consolidate joins**

- Follow the procedure for Handwriting lessons on page 9.

**READING**

**Independent work review**

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

Discuss the texts

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

**INDEPENDENT WRITING**

**Writing facts**

- Explain: Information texts contain true facts.
- Facts are what you actually see (observe), what is true, or what is in non-fiction books.
- Look at the IW text on LAB page 19 about praying mantises. Re-read together.
- Learners write any six facts about the praying mantis. They choose the ones they find most interesting.
- **Look for:** Interesting choice of facts.
**GROUP GUIDED READING AND INDEPENDENT WORK**

- **Group reading:** Groups D & E
- **Independent work:** Is a cockroach an insect?

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**BEGINNING KNOWLEDGE**

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

**Complete DBE Workbook pages**
- Life Skills Workbook 1 Worksheet 21 Insects, pages 42.
- Home Language Workbook 1 – select a page.

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**PHYSICAL EDUCATION**

**Activity stations**
- Follow the procedure for PE activity stations on page 24.

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**TEACHER’S WEEKLY REVIEW**

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

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

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
**WEEK 2 OVERVIEW**

**INSECTS**

**OUTCOMES FOR THE WEEK**

Learners will:
- Discuss how insects may be helpful or harmful to us
- Learn that all insects play a vital role in nature
- Understand that we need to protect insects rather than destroy them
- Listen to a fable and retell, using different points of view
- Read short factual texts based about insects
- Identify and practise features associated with information reports
- Write an information report on the praying mantis.

**PREPARATION**

**Flashcards**

<table>
<thead>
<tr>
<th>Literacy</th>
<th>classification</th>
<th>appearance</th>
<th>habits</th>
<th>thorax</th>
<th>abdomen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Skills</td>
<td>helpful</td>
<td>harmful</td>
<td>protect</td>
<td></td>
<td></td>
</tr>
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<td>helpful</td>
<td>harmful</td>
<td>protect</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sentences**

*Classification:* Corn crickets are insects.

*Appearance:* They are a brown colour.

*Habits:* They eat plants and animals.

**MATERIALS**

- A4 paper, different coloured paint in plastic lids (poster paint or thick water colour), plastic spoons or wooden sticks for application, scissors, pencils for Visual Arts
- Equipment required for selected Physical Education activities
- Different pieces of music for Performing Arts
- Learners’ exercise books

**ASSESSMENT**

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

Informal: Dictation, Comprehension, Fluency practice, BK activities
This fable is about two insects, Ant and Grasshopper.

It was summer and the days were hot.

Ant spent most days working. He was preparing for the cold winter. He was making his home strong. He was collecting wood. And he was collecting grains of wheat to eat.

You would think Grasshopper was doing the same work? But no, Grasshopper just sat in the sun all day. Sometimes he liked to sing. He didn’t worry about preparing for winter.

‘Why do you work so hard?’ laughed Grasshopper, teasing Ant. ‘Why not relax and enjoy yourself, like me?’

Ant replied: ‘Because I was taught that first you do your work and then you relax. So that is what I am doing.’

But then the days became colder. Grasshopper rushed around to look for wood, but all the wood had been taken. He rushed to look for food, but it was all gone.

Then winter came. Grasshopper’s house blew down in the first winter wind. He was cold and hungry. He saw Ant sitting in his warm house, having supper.

He knocked on Ant’s door. ‘Please can I come in? I am cold and hungry. I have nowhere to go.’

What do you think Ant should do? Should he let him in or not? Why/why not?

Ant was kind and let Grasshopper come in. He gave him some food. Ant said, ‘Now you know why I said, first do your work and then relax.’

‘Next summer I will do just that,’ said Grasshopper. ‘I have learnt a lesson.’
LISTENING AND SPEAKING

Think-Pair-Share
- **Think:** Do you have any special news? What did you do over the weekend?
- **Pair:** Tell your partner your news. Respond kindly to each other.
- **Share:**
  - A few learners share some news with the class.
  - Ensure all learners get a turn each term.
  - Record observations in your lap book.

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

PHONICS

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

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

HANDWRITING

Capital Y
- Follow the procedure for Handwriting lessons on page 9.

READING

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

Read the text to the learners

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

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

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

BEGINNING KNOWLEDGE

**Insects that harm or help us**

**Think-Pair-Share**

- **Think**: Think of a time you were scared of an insect.
- **Pair**: Tell your partner what insect it was and why you were scared.
- **Share** with the class.

**Read and discuss**

- Read the LAB page together.
- Ask: Can insects be scary and help us at the same time?

VISUAL ARTS

**A butterfly painting**

**Prepare**

- Talk about symmetry in butterflies – the shape and pattern of the wings, body, feelers.
- Look for a picture of a butterfly in the LAB to show this.

**Activity (paint)**

- Fold a piece of A4 paper in half widthwise.
- Use a spoon or stick to put small pools of different colour paint on one half.
- Fold the paper so that the paint is inside.
- Gently press the paper so that the pools of paint cover both sides of the paper.
- Open out the paper and leave to dry.

**Keep safe to complete tomorrow**

PHYSICAL EDUCATION

**Introduction**

- Follow the procedure for PE activity stations on page 24.
LISTENING AND SPEAKING

Retelling a story

Think-Pair-Share
- **Think:** Who was in the story of Ant and Grasshopper?
- **Pair:** Tell your partner the story. Tomorrow your partner will have a turn.
- **Share:** Invite one or two children to tell the story to the class.
- Use your lap book to record observations.

PHONICS

Practice

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

HANDWRITING

Capital U

- Follow the procedure for Handwriting lessons on page 9.

SHARED READING

Comprehension

Shared reading
- Read any two pages of the story with the learners.
- Model **fluency and expression** (notice punctuation, pronunciation, expression, good pace).

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

WRITING

Comprehension

Read and discuss the task
- Explain that this task will have individual answers (**on your own questions**).
- Children use their own words (don’t copy from the story).
- Everyone will express themselves a little differently (remember when you check and correct).

Write
- Complete the LAB activity.

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

- **Group reading:** Groups C & D
- **Independent work:** *How do insects protect themselves?*

BEGINNING KNOWLEDGE  
**What am I?**

Read and discuss
- Review what learners know about helpful and harmful insects.
- In pairs learners read the descriptions and match them to the pictures.

Write
- Complete the LAB activity.

VISUAL ARTS  
**Butterfly picture (continued)**

Activity (cut and draw)
- Fold the painted pages again (paint is dry).
- On the blank side draw half a simple butterfly shape.
- Cut along the line.
- Open the paper and add features, e.g. feelers, eyes, etc.

Display and discuss
- Learners explain how their butterfly is symmetrical.

PHYSICAL EDUCATION  
**Activity stations**

- Follow the procedure for PE activity stations on page 24.
WEDNESDAY

LISTENING AND SPEAKING

Retelling a story
15 min

Think-Pair-Share

• Think about the story of Ant and Grasshopper.
• Pair: Tell the story to your partner. (The partner who did not have a turn yesterday.)
• Share: Invite one or two children to tell the story to the class.
• Use your lap book to record observations.

PHONICS

Revise sounds XX and XX

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

[For Sepedi Monday and Wednesday, throughout PHONICS]

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

HANDWRITING

Capital W

Follow the procedure for Handwriting lessons on page 9.

READING

Vocabulary and language review

Vocabulary (LAB page 18)

• Read flashcards from last week:
  classification | appearance | habits | thorax | abdomen
• Learners check last week’s LAB vocabulary activity and correct.

Sentence work (LAB page 22)

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

WRITING

Bridge to English

Vocabulary

• Talk about how to say the flashcard words in English.

Sentence

• Discuss how to express the key sentences in English.

Write

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

- **Group reading:** Groups E & A
- **Independent work:** What do insects eat?

BEGINNING KNOWLEDGE

**Helpful and harmful insects**

**Read and discuss**
- What are these insects?
- Which insects do you think help us?
- Which do you think can harm us?

**Write**
- Write the names of the insects in the correct columns.
- Write lists of helpful and harmful insects.

PERFORMING ARTS

**Movement to music**

**Prepare**
- Choose three different types of music – one slow, one quick and one jerky.

**Do**
- Listen to one piece of music twice.
- Ask learners what sort of insect movement they could do, e.g. slow could be a butterfly or moth flying slowly, quick could be an ant running or a bee hovering, jerky could be a flea or a locust hopping.
- Learners move to the music.
- Repeat with the other pieces.

**Discuss**
- What other types of music could depict insect movements?

PHYSICAL EDUCATION

**Activity stations**

- Follow the procedure for PE activity stations on page 24.
THURSDAY

**LISTENING AND SPEAKING** Points of view

**Think-Pair-Share**
- Ant and Grasshopper have different points of view about what happened. Provide examples of what they could say.
- **Think:** What would Ant/Grasshopper say about what happened?
- **Pair:** One learner tells partner what happened from Ant’s point of view. Partner says what happened from Grasshopper’s point of view.
- **Share** with the class.
- Use your lap book to record observations.

**PHONICS** Practice

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

**HANDWRITING** Capital U

- Follow the procedure for Handwriting lessons on page 9.

**READING** Fluency practice

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

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

**SHARED READING** Writing an information report

- Re-read the information report on corn crickets.
- Discuss headings, explain subheadings. Point out punctuation and layout.
- With the children, complete the information report on the board.
- Choose children to read a sentence from their information text (last week) and say which subheading it goes under.
- **Features:** New line for each subheading, colon, underline heading, present tense, facts only.

**Information report**

(Heading)

**Class:**

**Appearance:**

**Habits:**
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups B & C
- **Independent work:** Social insects

BEGINNING KNOWLEDGE

**KWL chart (page 11)**
- Help learners to complete the last row.

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

** movement to music**

**Introduction**
- Listen to the chosen piece of music.

**Groups**
- 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.

**Activity stations**
- Follow the procedure for PE activity stations on page 24.

Bridge to English: helpful, harmful, protect

**helpful**
1. All insects are helpful.
2. Some insects help us and some harm us.
3. Insects help us by pollinating plants.

**harmful**
1. All insects are harmful.
2. Some insects help us and some harm us.
3. Locusts harm us when they eat our crops.

**protect**
1. Some insects protect themselves by camouflaging themselves.
2. Some insects protect themselves by stinging.
3. All insects protect themselves by stinging.
LISTENING AND SPEAKING

Think-Pair-Share

- **Think**: Think about insects that you might have been scared of (like a bee). Now that you know more about them, are you still scared?
- **Pair**: Share with your partner.
- **Share**: What will you do differently when you see an insect?

PHONICS

Dictation

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

HANDWRITING

Consolidate capitals Y U W V

- Follow the procedure for Handwriting lessons on page 9.

READING

Independent work review

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

INDEPENDENT WRITING

Praying mantis information report

- Rub out the information on the shared reading report.
- Learners write their own information report on the praying mantis, choosing the information they insert.
- **Look for**: Correct layout and punctuation, understanding of sub-headings, present tense.
This week, I have:
- **taken in the LABs**, Handwriting and Writing exercise books
- **checked and corrected the work** and identified areas of concern or specific learners needing more assistance
- **referred back to the Week Overview** and identified any lesson I was not able to complete
- **scanned my lap book** and noted any children needing additional one-to-one teaching time or individual reading practice with me next week.

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

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
**WEEK 3 OVERVIEW**

**WEEK 3 • LIFE CYCLES**

**Take in and mark:** Vocabulary (Wednesday); Sentences (Thursday); Handwriting (Friday)

**Informal:** Timed word reading (Friday), Writing (facts); Handwriting; Comprehension, Vocabulary and language work, BK pages.

**ASSESSMENT**

**Materials**
- A4 paper, sharpened pencils, erasers for Visual Arts
- Equipment required for selected Physical Education activities
- Learners’ exercise books

**Outcomes for the Week**

Learners will:
- Learn the stages of growth and draw a life cycle flow diagram
- Understand that all living things have lifespans
- Remember the importance/purpose of every living creature
- Read a story and information report based on frogs
- Understand the concepts of classification and definitions
- Research and write facts about an animal or insect.

**Preparation**

**Flashcards**

<table>
<thead>
<tr>
<th>Literacy</th>
<th>tadpole</th>
<th>mystery</th>
<th>amphibian</th>
<th>disappearing</th>
<th>sticky</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Skills</td>
<td>caterpillar</td>
<td>pupa</td>
<td>butterfly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>caterpillar</td>
<td>pupa</td>
<td>butterfly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sentence**

**Classification:** Frogs are amphibians. Amphibians are a group of animals that live partly in water and partly on land.

**Materials**

- A4 paper, sharpened pencils, erasers for Visual Arts
- Equipment required for selected Physical Education activities
- Learners’ exercise books

**Assessment**

**Take in and mark:** Vocabulary (Wednesday); Sentences (Thursday); Handwriting (Friday)

**Informal:** Timed word reading (Friday), Writing (facts); Handwriting; Comprehension, Vocabulary and language work, BK pages.
Life cycles

This text is an introduction to the Life Skills theme of Life cycles. The teacher reads it on Monday (see TG page 52). It links to the illustrations in Monday’s Beginning Knowledge lesson on LAB page 53.

All living things have a life cycle. They start off one way and then change. Sometimes they grow bigger. But sometimes they change altogether. A life cycle describes the stages a living thing goes through during its life.

All animal life cycles start with birth, starting off small, growing bigger, becoming adult, then growing old.

Think about yourself – what size were you when you were born? And what size are you now? What size do you think you will be when you grow up? Will you still look like a person with a body, a head and arms and legs? Yes, when people and other mammals are born, they are like small versions of how they will look when they are adults. In their life cycle they grow bigger and can do more things.

But some creatures, like butterflies and frogs, start as eggs and then go through many stages before they become adults. When they first come out of the egg, they don't look like their adult form.

A butterfly starts as a caterpillar, then becomes a chrysalis before it becomes an adult butterfly.

A frog starts as a tadpole before it grows legs and finally leaves the water to live as an adult frog.

Birds also start as eggs. Inside the egg, the bird grows and finally hatches out as a baby bird. It needs its parents to feed it until it is big enough to fly and take care of itself.

Plants also have life cycles. All plants start with a seed. The seed first grows roots and then leaves. Eventually the plant will grow big and produce flowers and seeds. The new seeds grow into new plants.

Life cycles repeat again and again. Some life cycles are very short and some are very long. Some trees live for thousands of years. Some insects live for only a few hours. But all living creatures grow and change.
MONDAY

LISTENING AND SPEAKING

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

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

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

PHONICS

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

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

HANDWRITING

Capital \( N \)
- Follow the procedure for Handwriting lessons on page 9.

READING

Teacher read aloud

**Before reading**
- Do you remember when we made timelines? We remembered how much we had grown.
- Provide a purpose for listening: Listen to find out how all living creatures grow.

**Read the text to the learners**

**After reading**
- Do all living things have a life cycle?
- How does a human life cycle start? And end?
- Name three creatures that start their life cycle as eggs.
- How do plants begin their life cycle?
- Do all life cycles take the same amount of time?

EFAL

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

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

---

**BEGINNING KNOWLEDGE**

**Life cycles**

**Think-Pair-Share**
- **Think:** What do you know about life cycles?
- **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 like to learn about life cycles this week? Write this in row 2.
- Learners choose one thing from each row to copy into their KWL charts.

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**VISUAL ARTS**

**Art gallery: Natural drawing**

**About the painting**
Natural drawings are a mixture of science and art. The artist observes nature very carefully and tries to draw exactly what they see. These pictures are very realistic.

This natural drawing of the life cycle of a moth was painted in the 1700s by a Swiss woman, Maria Sybilla Merian. As a 13-year-old, she kept silkworms, and became interested in their life cycle. For many years she studied the life cycles of moths and butterflies, and made drawings of every stage. Later, her drawings were published in books. Someone called her ‘The woman who made science beautiful’.

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

**Class discussion**
- What is a natural drawing?
- Look at the detail on the plants and the creatures. Do they look real?
- Nowadays people might take a photograph rather than drawing and painting a picture like this. Which do you prefer? Why?

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**PHYSICAL EDUCATION**

**Introduction**
- Follow the procedure for PE activity stations on page 24.
**LISTENING AND SPEAKING**

**Growing up**

**Think-Pair-Share**
- **Think:** Last term we talked about how we grow up. What are some of the differences between a baby and a school child?
- **Pair:** Tell your partner.
- **Share** with the class.
- Use your lap book to record observations.

**PHONICS**

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

**HANDWRITING**

**Capital M**
- Follow the procedure for Handwriting lessons on page 9.

**SHARED READING**

**Comprehension**

**Before reading**
- Read and briefly discuss the title: What is a **mystery**?
- Look at the first illustration together (do not turn the page). What is the **setting** of this story? (a pond/dam). What are these creatures? (tadpoles).

**Shared reading**
- Read the story **with** the children.
- In the illustrations, point out how the tadpoles are changing (not explained in the story).
- Read the speech bubbles in different voices.
- After the story, read the **information report** on frogs with the children.

**WRITING**

**Comprehension**

**Read and discuss questions**

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

- **Group reading**: Groups C & D
- **Independent work**: Animal with a long lifespan: Tortoise

BEGINNING KNOWLEDGE

**Read and discuss**
- Identify different stages of the life cycle of the butterfly.
- Introduce new vocabulary: life cycle, caterpillar, shed skin, pupa, cocoon, hatch.
- Point out the paragraphing: each paragraph deals with a different stage of the life cycle.

**Think-Pair-Share**
- **Think**: Does a baby caterpillar look similar to its mother? How do butterflies change in their life cycle?
- **Pair**: Explain to your partner.
- **Share**: With the class.

**Write**
- Complete the LAB activity.

VISUAL ARTS

**Draw a leaf**

**Prepare**
- Bring a variety of leaves (smooth edges, serrated edges, different shapes, different colours, etc.).
- Give each group one leaf.
- Tell learners to observe the leaf carefully (shape, colour, veins, marks or holes, edge).

**Activity (pencil on paper)**
- Learners draw their leaf, adding all the details they can see.
- Look at the leaf again and again as you draw.

**Keep safe to complete next week.**

PHYSICAL EDUCATION

**Activity stations**

- Follow the procedure for PE activity stations on page 24.
WEDNESDAY

LISTENING AND SPEAKING

Think-Pair-Share

• **Think:** We learn a lot of new things at school but we can also learn outside of school.

• **Pair:** Tell your partner about how you would find out more about an animal you were interested in (e.g. asking adults, internet search, observing the animal, library books etc.).

• **Share** with the class. (Teacher may want to write some suggestions down.)

• Use your lap book to record observations.

Discussion on research

PHONICS

Revise sounds XX and XX

• Do rapid sound recognition of sounds taught in Grade 2.

• Learners complete the LAB page.

• Check and mark together.

[For Sepedi Monday and Wednesday, throughout PHONICS]

• Compare the two easily confused sounds.

• Learners complete the LAB page.

• Check and mark together.

HANDWRITING

Capital B

• Follow the procedure for Handwriting lessons on page 9.

VOCABULARY

Shared reading

• Re-read pages 44 to 49 together with the learners.

• **Word search:** As you read learners spot the vocabulary words in the LAB text. They underline or circle each new word.

Learners sort flashcards into alphabetical order.

Writing

• Go through the LAB activities orally.

• **Write** Complete the written LAB activity. Check and correct.

• Learners copy the five vocabulary words into their Personal Dictionaries.

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

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

- **Independent work:** Animal with a long lifespan: Whale

BEGINNING KNOWLEDGE

**Draw a life cycle**

**Read and discuss**
- Re-read the information text on page 49 of the LAB.
- Read the sentences in the middle of the life cycle diagram.
- What do you think you could draw in each of the circles?

**Shared writing**
- Help the learners to draw the pictures to complete the life cycle flow diagram.

PERFORMING ARTS

**Rehearse a call-and-response song**

**Prepare**
- Select a well-known South African song that requires call and response.
- Write the words on the board or a chart.

**Do**
- Teach the learners the words and tune of the song.
- Sing it several times until the learners are confident and able to sing both parts (call and response).

**Discuss**
- Ask learners which part they enjoy singing most (call or response).
- Tell learners to continue to practise the song with their friends at break.

PHYSICAL EDUCATION

**Activity stations**

- Follow the procedure for PE activity stations on page 24.
LISTENING AND SPEAKING

Think-Pair-Share
- **Think**: What animal would you like to know more about? Why?
- **Pair**: Discuss your ideas with your partner.
- **Share** with the class.

**Discussion on research**
- **Explain**: Each child should choose an animal and learn more about it. They will get an opportunity to share what they find with the class next week.
- **Use your lap book to record observations.**

PHONICS

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

HANDWRITING

**Capital R**
- Follow the procedure for Handwriting lessons on page 9.

SHARED READING

**Language**

**Introduction to the sentences**
- Write the two sentences on the board.
- Read the sentences slowly with the children.
- Children find and underline the sentences in the information report on page 49.

**Work with the sentences**
- Which word is the heading? How can you tell? (bold, position)
- Which sentence classifies the animal? (first, it says what group the animal belongs to)
- What does the next sentence do? (defines the group)
- What is the difference between a classification and a definition?
- Read the table to the children (provides examples).

WRITING

**Language**

**Write**
- *Cloze sentences* are sentences with random words left out.
- Ability to fill in appropriate words in a sentence is a good indication of reading ability.
- Complete the cloze sentences together orally.
- Demonstrate how to use the sentence as a pattern using other animals.
- Learners complete the LAB page.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups B & C
- **Independent work:** Animal with a short lifespan: Fruit fly

BEGINNING KNOWLEDGE

**Concept review**

KWL chart (LAB page 53)

- Help learners to complete the last row.

**Thumbs up/thumbs down**

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

| caterpillar | 1. Caterpillars hatch from eggs.  
2. Caterpillars change into tadpoles.  
3. Caterpillars shed their skins when they get too big. |
|-------------|---------------------------------|
| pupa | 1. The pupa is the last stage of the butterfly life cycle.  
2. The caterpillar changes inside the pupa.  
3. A butterfly emerges from the pupa. |
| butterfly | 1. Butterflies lay eggs on leaves.  
2. A butterfly comes out of the cocoon under water.  
3. Butterflies and caterpillars are part of the same life cycle. |

Bridge to English: caterpillar, pupa, butterfly

PERFORMING ARTS

**Perform a call-and-response song**

**Prepare**

- Review the words of the song from the day before.
- Divide the class into two groups – one will do the call, the other the response.

**Perform**

- Perform the song at least twice – let the groups alternate doing the call and response.

**Evaluate**

- Were the words and tune clear?
- Did the learners doing the ‘call’ take the lead?
- Did you enjoy the song?

 PHYSICAL EDUCATION

**Activity stations**

- Follow the procedure for PE activity stations on page 24.
**LISTENING AND SPEAKING**

**Review of week**

*Think-Pair-Share*
- **Think:** Talk about one interesting thing you learnt this week about animals.
- **Pair:** Share with your partner.
- **Share:** What did you do well this week? What will you do differently next week?

**PHONICS**

**Timed word reading**

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

**HANDWRITING**

**Consolidate capitals N M B R**

- Follow the procedure for Handwriting lessons on page 9.

**READING**

**Independent work review**

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

*Discuss the texts*

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

**INDEPENDENT WRITING**

**Writing facts**

*Discuss*
- Last week we wrote facts and then an information report about a praying mantis.
- This week we will write facts about another animal.
- It can be a cockroach (LAB, page 25) or any animal of your choice.
- Look for: Interesting facts.

**Facts about the _______ (cockroach)**
1. It can live without a head.
2. _______
3. _______
4. _______
GROUP GUIDED READING AND INDEPENDENT WORK

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

- **Independent work:** *Flower with a short lifespan: Daylily*

BEGINNING KNOWLEDGE

**DBE Workbook time**

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

Complete DBE Workbook pages
- Life Skills Workbook 1 Worksheet 25 pages 50 and 51.
- Home Language Workbook 1 page XX

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

PHYSICAL EDUCATION

**Activity stations**

- Follow the procedure for PE activity stations on page 24.

TEACHER’S WEEKLY REVIEW

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

**LIFE CYCLES**

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**OUTCOMES FOR THE WEEK**

Learners will:
- Read a story in chapters about a bird’s life cycle
- Learn about and compare life cycles of turtles, frogs and chickens
- Discuss research findings
- Write an information report on an animal of their choice
- Listen to, and re-tell, a fairy story about a frog
- Begin to understand story structure and summaries.

---

**PREPARATION**

**Flashcards**

<table>
<thead>
<tr>
<th>Literacy</th>
<th>tadpole</th>
<th>mystery</th>
<th>amphibian</th>
<th>disappearing</th>
<th>sticky</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Skills</td>
<td>frog</td>
<td>tadpole</td>
<td>lungs</td>
<td>frog</td>
<td>tadpole</td>
</tr>
</tbody>
</table>

**Sentence**

Classification: Frogs are amphibians. Amphibians are a group of animals that live partly in water and partly on land.

---

**MATERIALS**

- A4 paper, pencils, kokis and crayons or paint for Visual Arts
- Equipment required for selected Physical Education activities
- Learners’ exercise books

---

**ASSESSMENT**

Take in and mark: Vocabulary and language work (Wednesday); Handwriting (Friday)

Informal: Dictation, Comprehension, Fluency practice BK activities

---

<table>
<thead>
<tr>
<th>Formal Assessment Activities</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Assessment 1: Information report</td>
<td>PRACTICAL</td>
</tr>
</tbody>
</table>
Once there was a princess who lived in a palace with her father, the king. She had no brothers and sisters to play with, so her father gave her a golden ball.

One day she was playing with her golden ball when it rolled into a pond. The princess could see the ball in the deep water but couldn’t get it back.

Just then a little green frog jumped out of the water and said, ‘I can get your golden ball back. But first you must make a promise.’

‘I would do anything to get my ball back,’ said the princess.

The frog said, ‘I am very lonely. I would like to come for supper at the palace. If you promise I can come, I will dive into the pond and get your golden ball.’

The princess promised and so the frog dived into the water and got the ball.

The princess didn’t forget her promise. When it was time to go back to the palace, she picked up the little frog and carried him inside with her. She put him on the table next to her plate.

The king was surprised, ‘Take that creature outside,’ he said.

But the princess explained, ‘I made a promise father.’ And she explained about her promise.

Now that he understood, the king said kindly, ‘Welcome little frog.’

The frog shared their supper. Soon the three of them were talking and laughing together. The princess forgot the little creature was a frog and began to think of him as a friend. When supper was finished she invited the frog to come for supper again.

Suddenly, before her eyes, magic happened. The frog turned into a young man.

The young man spoke, ‘You have broken the spell,’ he said. ‘I was transformed into a frog by a spell. The spell could only be broken if someone became my friend.’

And so the young man and the princess became friends forever.
MONDAY

LISTENING AND SPEAKING

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

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

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

PHONICS

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

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

HANDWRITING

Capital H
- Follow the procedure for Handwriting lessons on page 9.

READING

Teacher read aloud
Before reading
- What is a princess?
- What is a fairy tale? (a magical story about imaginary people and places)
  - Provide a purpose for listening: This fairy tale is about a princess ... and a frog! Let’s see what these two have in common.

Read the text to the learners
After reading
- Which three people were in the story?
- Where did the story take place?
- Did the princess keep her promise? What does that tell you about her?
- How did the story end?

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

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

BEGINNING KNOWLEDGE

**Life cycle of a frog**

**Read and discuss**
- Revise the life cycle of a butterfly.
- Read the LAB page together.
- Talk about each stage of the life cycle of a frog.
- Emphasise new vocabulary.

**Think-Pair-Share**
- **Think**: How does this relate to the story *The mystery of the disappearing tadpoles*?
- **Pair**: Tell your partner.
- **Share** with the class.

**Write**
- Complete the LAB activity.

VISUAL ARTS

**Colour your leaf**

**Activity (pencil or kokis and crayons or paint)**
- Look at the picture on LAB page 54 of the LAB again.
- Notice the small lines on the leaves and the moth that add texture to the drawing.
- Learners add texture to their leaf drawing by drawing fine lines with pencil or koki.
- Learners colour the picture using paint or crayons.

**Keep safe to complete tomorrow**

PHYSICAL EDUCATION

**Introduction**

- Follow the procedure for PE activity stations on page 24.
LISTENING AND SPEAKING

Think-Pair-Share
- **Think:** Who were the characters in the read-aloud story?
- **Pair:** Tell part of the story to your partner. Stop where the frog comes to the palace and let your partner complete the story.
- **Share:** Invite one or two children to tell the story to the class.

Retelling a story
- **Remind the class:** Last week you learnt more about an animal of your choice. Tomorrow and on Thursday you can share what they have learnt.
- Use your lap book to record observations.

PHONICS

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

HANDWRITING

Capital K
- Follow the procedure for Handwriting lessons on page 9.

SHARED READING

Comprehension

Shared reading
- Read any two pages of the story with the learners.
- Model fluency and expression (notice punctuation, pronunciation, expression, good pace).

Paired reading
- Partners read a page in turn practising reading fluently and with expression.
- Learners should change their voices where tadpoles speak in the story (in the speech bubbles).
- Listen and give feedback as you walk around or use this time for one-on-one time.

WRITING

Comprehension

Read and discuss the task
- Explain that this task will have individual answers (on your own questions).
- Children use their own words (don’t copy from the story).
- Everyone will express themselves a little differently.

Write
- Complete the LAB activity.

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

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

BEGINNING KNOWLEDGE

**Write an information text**

Read and discuss

**Think-Pair-Share**

- **Think:** What are the stages of a frog's life cycle?
- **Pair:** Explain to your partner.
- **Share** with the class.

**Write**

- Complete the table by writing one or two sentences for each stage of the life cycle. Provide additional vocabulary if necessary.

VISUAL ARTS

**Draw a leaf (continued)**

Complete the leaf drawings

**Display and discuss**

- Learners explain how their leaf is unique in shape.
- They explain how they added texture by drawing fine lines and other shading.

PHYSICAL EDUCATION

**Activity stations**

- Follow the procedure for PE activity stations on page 24.
LISTENING AND SPEAKING

Sharing our research

Think-Pair-Share
- **Think**: Last week we talked about animals you wanted to learn more about.
- **Pair**: Tell your partner what you learnt. Explain how you learnt that. (read, asked, observed etc.).
- **Share**: Invite some children to tell the class what they learnt, and explain how they learnt more.
- Use your lap book to record observations.

PHONICS

Revise sounds XX and XX

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

[For Sepedi Monday and Wednesday, throughout PHONICS]

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

HANDWRITING

Capital E

- Follow the procedure for Handwriting lessons on page 9.

READING

Vocabulary and language review

Vocabulary (LAB page 60)
- Read flashcards from last week:
  - tadpole  mystery  amphibian  disappearing  sticky
- Learners check last week's LAB vocabulary activity and correct.

Sentence work (LAB page 64)
- Write the correct sentence on the board. Learners check.
- Learners read their own sentences to a partner.

WRITING

Bridge to English

Vocabulary
- Talk about how to say the flashcard words in English.

Sentence
- Discuss how to express the key sentences in English.

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

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

- **Independent work:** *The blue eggs (Chapter 2)*

BEGINNING KNOWLEDGE

Read and discuss
- What is a turtle? Where does a turtle live?
- Look at the pictures and read the captions on the flow diagrams.
- Discuss the life cycle of the chicken and turtle.
- What is the same and what is different?

Think-Pair-Share
- How do the two mothers (chicken and turtle) behave differently?
- Do human parents behave more like a hen or a turtle?

Write
- Write a list of the things that are the same in the two life cycles.
- Write a list of the things that are different in the two life cycles.

PERFORMING ARTS

Prepare
- Talk about the animals the learners have done research about.
- Group learners into groups of the same or similar animals.

Do
- In groups, learners move like their chosen animal.
  - Move as though your animal is in a hurry – think about the shape of your body.

Movement like an animal
- Move as though your animal is relaxed and slow – keep your balance.
- Move as though your animal is jumping or taking off – jump high and land softly with bent knees.

Discuss
- Is it harder to balance when moving fast or slow?
- Is landing softly easier if you jump high or low?
- Did you think about your body and how you made the shape of your animal?

PHYSICAL EDUCATION

Activity stations
- Follow the procedure for PE activity stations on page 24.
THURSDAY

LISTENING AND SPEAKING

Animals we have learnt about

Think: Think about all the animals you have read about this term in class or at home when you did your own research. Choose one to write about.

Share: Invite all the children to tell the class which animal they have chosen. As they give you names, help them with classification, e.g. A snake? That is a reptile!

Pair: Tell your partner which animal you have chosen to write about.

Use your lap book to record observations.

PHONICS

Revision

Do rapid sound recognition of the sounds taught in Grade 2.

Learners complete the LAB page.

Check and mark together.

HANDWRITING

Capital J

Follow the procedure for Handwriting lessons on page 9.

READING

Fluency practice

Pairs read

Each partner reads the text in turn.

Time each reading (1 min each). Write the number of lines read.

Repeat.

Feedback

Read the text with learners.

Learners circle any words they read incorrectly.

Encourage them to practise reading the text at home.

SHARED WRITING

Information report preparation

Discuss the task

You are going to write an information report about the animal you have chosen.

Read suggestions on chalkboard.

Do an example, e.g. Snake: reptile, scaly skin, long and thin; eat animals; bite or spit; venom, born from eggs.

If there is time, children can begin their Information Report on an animal of their choice.

Information report

(Heading) ________

(name) ________

Classification: (insect, bird, reptile, mammal, fish)

Appearance: (size, colour, body parts, head parts, skin etc.)

Habits: (movement, diet, lifecycle, defense, habitat etc.)
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups B & C
- **Independent work:** *The blue eggs* (Chapter 3)

BEGINNING KNOWLEDGE

**Concept review**

**KWL chart (pg 53)**

- Help learners to complete the last row.

**Thumbs up/thumbs down**

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

<table>
<thead>
<tr>
<th>frog</th>
<th>tadpole</th>
<th>lungs</th>
</tr>
</thead>
</table>
| 1. A frog is an amphibian.  
2. All frogs can jump.  
3. All frogs live in the water. | 1. A tadpole is a young frog.  
2. Tadpoles have legs when they hatch out of the egg.  
3. Tadpoles leave the water when their lungs have matured. | 1. A tadpole has fully developed lungs.  
2. A frog has fully developed lungs.  
3. Frogs breathe air through their lungs. |

**Bridge to English:** frog, tadpole, lungs

PERFORMING ARTS

**Make a movement sentence**

**Introduction**

- Remind learners about the way they moved like an animal.
- Talk about a movement sentence: it starts with a beginning movement – like waking up; then there is a middle part – like moving around, jumping, landing, etc.; it ends with an ending movement – like going back to sleep.

**Groups**

- Divide the class into groups.
- Each group talks about and practises a movement sentence about their chosen animal.

**Perform**

- Each group performs their movement sentence.
- The other groups guess what animal they chose.

**Evaluate**

- Encourage positive comments after each performance.
- Comment on movement, balance and landings as well as interpretation of their animal movements.

PHYSICAL EDUCATION

**Activity stations**

- Follow the procedure for PE activity stations on page 24.
LISTENING AND SPEAKING

Think-Pair-Share
- **Think:** Talk about one interesting thing about animals that you learnt this week.
- **Pair:** Share with your partner.
- **Share:** How are you going to ensure you remember everything you learnt?

PHONICS

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

HANDWRITING

Consolidate capitals H K E J
- Follow the procedure for Handwriting lessons on page 9.

READING

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

WRITING: ASSESSMENT 1

Information report
- **Write**
  - Learners write their information report.
- **Marking**
  - **Look for:** Correct layout and punctuation, understanding of sub-headings, present tense, interesting choices of animals and facts.
  - **Marking:** See page 142
  - **Marks:** 10
GROUP GUIDED READING AND INDEPENDENT WORK

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

BEGINNING KNOWLEDGE

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

**Complete DBE Workbook pages**
- Life Skills Workbook 1 Worksheet 26 Life cycles, pages 52 and 53.
- Home Language Workbook 1 page XX.

**DBE Workbook time**

- 30 min

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

PHYSICAL EDUCATION

**Activity stations**

- 25 min

- Follow the procedure for PE activity stations on page 24.

TEACHER’S WEEKLY REVIEW

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

Recycling

OUTCOMES FOR THE WEEK

Learners will:
• Understand the concepts of re-using, re-purposing, recycling and reducing
• Deepen knowledge of categorisation by sorting waste
• Read plastic recycling symbols and texts on the dangers of litter
• Read and respond to an imaginative story
• Give and write an opinion about a story
• Enhance fluency by noticing punctuation marks
• Notice language features associated a short dialogue: inverted commas, exclamation marks etc.

PREPARATION

Flashcards

<table>
<thead>
<tr>
<th>Literacy</th>
<th>mongoose</th>
<th>bush pig</th>
<th>dung beetle</th>
<th>scruffy</th>
<th>smart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Skills</td>
<td>litter</td>
<td>plastic</td>
<td>cans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Skills</td>
<td>litter</td>
<td>plastic</td>
<td>cans</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Versioners: Smart in this context means well dressed not clever. (please check story for same word)

Sentences

‘What is the matter?’ asked the giant.
‘My neck is cold!’ said the giraffe sadly.
‘Here, have my new tie,’ said the giant.

MATERIALS

• Aluminium foil, scissors, rulers, koki pens for Visual Arts (see page 79)
• Equipment required for selected Physical Education activities
• Learners’ exercise books

ASSESSMENT

Take in and mark: Vocabulary (Wednesday); Sentences (Thursday); Handwriting (Friday)
Informal: Timed word reading (Friday), Writing; Handwriting; Comprehension, Vocabulary and language work, BK pages
This story is an introduction to the Life Skills theme of Insects. The teacher reads it on Monday (see TG page 76). It links to the pictures on the KWL page LAB page 95. Learners can look at the pictures in their LAB as you read.

As you read, mime the feelings and actions.

There was a girl in Mandla's class called Maya. Every day Maya picked up papers and pieces of plastic around their classroom and put them in the bin. The other children laughed at Maya. “She’s mad!” they said. “She’s dirty, picking up rubbish!”

“I wonder why she does it,” thought Mandla. He asked her why she bothered with the litter when no one else did. “Think how much nicer it would be if there was no rubbish,” said Maya. Mandla made a picture in his head where the whole school was clean. “It would be better,” he said, “but there is so much! You can't make it all clean!”

“Well,” said Maya, “I can make it a little bit cleaner,” and she put the papers she had picked up in the bin.

The other children carried on laughing at Maya. But Mandla kept imagining how much better the school would be with no rubbish. So one day he said to the other children at lunch time, “Come on. Let's make our class clean,” and he went to help Maya. All the other children liked Mandla. One by one they stopped laughing at the rubbish collecting and came to help. They picked up all the papers near their classroom.

Their teacher was impressed. “What a wonderful class you are!” she said. “Our classroom looks so good! But don’t forget to wash your hands now – no smelly hands in my class.” The children ran to wash their hands.

The next day the teacher brought big boxes to school. On one she wrote ‘PLASTIC’. On another she wrote ‘PAPER/CARDBOARD’. On another she wrote ‘CANS’. She told the children about how some things that we throw away can be recycled, and made into something else so they can be used again. She explained how people can get money by collecting some kinds of litter and selling it to places that do recycling. The children liked that idea and started collecting cooldrink cans and plastic bottles and cardboard to put in the boxes.

Mandla’s father volunteered to take the boxes to the recycling centre every week. He brought the money back to the teacher. At the end of the term there was enough money for the teacher to take the children on a trip. “Where do you want to go?” she asked the class. “To the sea!” shouted the children.
MONDAY

LISTENING AND SPEAKING

Think-Pair-Share
- **Think:** Do you have any special news? What did you do over the weekend?
- **Pair:** Tell your partner your news. Respond kindly to each other.
- **Share:**
  - A few learners share some news with the class.
  - Ensure all learners get a turn each term.
  - Record observations in your lap book.

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

PHONICS

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

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

HANDWRITING

Capital I
- Follow the procedure for Handwriting lessons on page 9.

READING

Teacher read aloud
- **Before reading**
  - How do you feel when your classroom is dirty? What could you do to clean it up?
  - Provide a purpose for listening: Listen to find out how Mandla and Maya cleaned their school.

Read the story to the learners
- **After reading**
  - Why did the children laugh at Maya?
  - Why did they start cleaning up when Mandla asked them to?
  - What did the teacher bring to school?
  - Why do you think they sorted the rubbish into different boxes?
  - If our class earned some money by recycling, where would you want to go?

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

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

BEGINNING KNOWLEDGE

**Introduce the concept**
- Have you ever had an insect come into your house? What was it? Why did it come in?

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

Recycling

**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 recycling this week? Write this in row 2.
- Learners choose one thing from each row to copy into their KWL charts.

VISUAL ARTS

**Art appreciation: Sculpture**

**About the sculpture**
This monument honours Nelson Mandela. It is made of 50 steel columns. They were cut by laser. When you look at it from a certain angle, the columns line up to look like a 2D image of Mandela.

**Pairs**
- Look closely at pictures of the monument.
- Answer the questions in the LAB.

**Class discussion**
- What is a sculpture? (a three-dimensional work of art made by shaping stone, wood, clay, metal or other materials)
- Why is Nelson Mandela honoured with so many statues in the world?
- What sculptures have you seen in or near your home town?

PHYSICAL EDUCATION

**Introduction**
- Follow the procedure for PE activity stations on page 24.
LISTENING AND SPEAKING

Think-Pair-Share
- **Think:** What stories do you like best? Do you like real life or imaginative stories? Stories about animals, or people? Stories that end happily? Stories that teach you something? Stories that remind you of something?

Story opinion
- **Pair:** Tell your partner what kind of stories you like.
- **Share** with the class.
- Try to hear from a number of children. Affirm their likes and dislikes.
- Use your lap book to record observations.

PHONICS

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

HANDWRITING

Capital J
- Follow the procedure for Handwriting lessons on page 9.

SHARED READING

Before reading
- Read and briefly discuss the title. What is a giant?
- Introduce the concepts smart and scruffy. Link to the illustration on first page.
- Do you think this giant could become smart? What would he need to do?
- Provide a purpose for reading: Let’s read if the giant became smart.

Shared reading
- Read the story with the children.

Comprehension
- Stop at the end of each page and read the discussion question.
- Children think and a few suggest answers (1 minute per question).
- This is for you to check the children are monitoring (checking they understand) as they read.

After reading
- Do you think the giant was kind? Why?
- The giant was scruffy again. Is this OK? Why/why not?

WRITING

Comprehension
- Read and discuss questions
  - With the Search and find questions it is important children search for the answer and don’t respond from memory.
  - With the Read and think questions explain that you can have different opinions, but you must say why (training children to base opinion on facts).

Write
- Complete the LAB activity.

Check and correct.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups C & D
- **Independent work:** The river

BEGINNING KNOWLEDGE

**Which bin?**

**Read and discuss**
- Review the story of Mandla, Maya and the rubbish.
- Why do we need to sort recycling into things that are similar?
- Ask what types of recycling goes in each bin shown on the LAB page.
- Elicit different items for each category, e.g. milk bottles for Plastic, cardboard and different kinds of paper for Paper, food cans and cooldrink tins for Cans and Tins.

**Write**
- Complete the LAB activity.

VISUAL ARTS

**Foil sculpture**

**Learners need:** 30cm square of thick aluminium foil, scissors, ruler, koki pen

**Introduce the task**
- Create a 3-D statue of a person out of foil.
- Then, in a group, arrange your statues to tell a story.

**Demonstrate, while learners follow**
- Along the top edge, divide the foil into 3. Draw lines down from each mark.
- Along the bottom edge, divide the foil into 2. Draw line up from the mark.
- Cut along the lines.
- Squash the foil to make the legs and arms.
- Push the arms together to form a torso.
- Form the head.

**Keep safe for next week**

PHYSICAL EDUCATION

**Activity stations**

- Follow the procedure for PE activity stations on page 24.
LISTENING AND SPEAKING  
**Opinions about stories**
Not all of us like the same stories and that is fine. But we must explain *why* we like or don’t like it.

**Think-Pair-Share**
- **Think:** Think about a story you really liked.
- **Pair:** Explain to your partner why you liked it (e.g. about real children/animals, ended happily, interesting pictures, reminded you of something nice, made you want to be there etc.)
- **Comment on well-articulated opinions that are justified by referring to something in the story.**
- **Share** with the class.
- Use your lap book to record observations.

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

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

HANDWRITING
**Capital 🍃**
- Follow the procedure for Handwriting lessons on page 9.

SHARED READING
**Vocabulary**
- Show and read the week’s vocabulary words on the board or on flashcards:
  - mongoose
  - bush pig
  - dung beetle
  - scruffy
  - smart
- You can google/research and find pictures and information about these animals if they are unfamiliar to the children.

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

**Learners sort flashcards** into alphabetical order.

WRITING
**Vocabulary**
- Go through the LAB activities orally.

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

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

- **Group reading**: Groups E & A
- **Independent work**: The veld

BEGINNING KNOWLEDGE

**Read and discuss**
- If possible, show the learners the plastic symbols on a bottle/tub or on a label of a real item.
- Read and discuss each symbol.
- Discuss how the different types of plastic are the same (e.g. they are all man-made) and how they are different (e.g. some are clear and some are opaque).

**Know your plastics**
- Explain that most plastics CAN be recycled but there are not enough factories to do the recycling in South Africa, so some plastics are thrown into landfills.

**Write**
- Learners tick the correct box in the LAB.

PERFORMING ARTS

**Introduction**
- Make different sounds: clap (hands together), slap (hands on thighs), pat (hands on chest or tummy), click (click the fingers).
- Discuss the timbre of the different sounds, e.g. loud, soft, sharp, light.

**Listen and repeat**
- Clap different rhythm patterns using variations of the different sounds, e.g. clap-clap-pat-pat-slap-click.
- Learners listen and repeat your rhythm patterns.

**Pairs**
- Learners make up patterns for their partner to copy.

**Conclusion**
- Learners share some of the more complex and interesting rhythm patterns with the class.

PHYSICAL EDUCATION

**Activity stations**
- Follow the procedure for PE activity stations on page 24.
LISTENING AND SPEAKING

Opinion of a story
- Do you think the ending was happy even though the giant was scruffy again?
- Did you like the drawings?
- Pair: Tell your partner what you think.
- Share with the class.
- Use your lap book to record observations.

Think-Pair-Share
- Think: What did you like or dislike about the story The kindest giant in the world, e.g.
  - Did the story teach you something or make you think?
  - Did you find it funny (e.g. the way the animals used the clothes)?
  - Did you like the drawings?
- Pair: Tell your partner what you think.
- Share with the class.
- Use your lap book to record observations.

PHONICS

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

HANDWRITING

Capital L
- Follow the procedure for Handwriting lessons on page 9.

SHARED READING

Language
Introduce the sentences
- Write the three sentences on the board.
- Read the sentences slowly with the children using expression to reinforce meaning.
- Children find and underline the sentences in the story.

Work with the sentences
- Identify the punctuation marks.
- Explain why noticing punctuation is important, e.g.
  - What do you do when you come to a full stop or comma? (pause briefly)
  - Identify inverted commas. Should you change your voice a little for each speaker? (yes)
- With the children, practise reading the sentences aloud, noticing all punctuation.
- Introduce the word noun
  - Name four nouns/naming words in the sentences (giant, neck, giraffe, tie)

WRITING

Language
Class
- Complete the cloze activity orally.
- There is a multiple-choice format for a story this week. There are no correct answers.

LAB activity
- Children will create their own story through their choices.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups B & C
- **Independent work:** *The beach*

BEGINNING KNOWLEDGE

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

**Concept review**

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

<table>
<thead>
<tr>
<th><strong>litter</strong></th>
<th><strong>plastic</strong></th>
<th><strong>cans</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Litter is rubbish that is left on the ground and not in a bin.</td>
<td>1. Plastic can’t be recycled.</td>
<td>1. Cans and tins belong in the same recycling bin.</td>
</tr>
<tr>
<td>2. Litter is often dirty.</td>
<td>2. Most plastic can be recycled.</td>
<td>2. Cans can be recycled into new cans.</td>
</tr>
<tr>
<td>3. Litter can’t be recycled.</td>
<td>3. Plastic rubbish causes problems when it reaches the sea.</td>
<td>3. You can get money from recycling cans.</td>
</tr>
</tbody>
</table>

Bridge to English: litter, plastic, cans

PERFORMING ARTS

**Discuss**
- Display instruments made from recycled materials, e.g. a shaker made from a bottle with beans, a drum made from a coffee tin, etc.
- Discuss the different sounds these instruments make, e.g. sharp sound (striking the drum), rattling sound (shaking the shaker).

**Rhythm games**

**Make rhythms**
- Learners or groups of learners experiment with different sounds on an instrument.
- Play a rhythm pattern and let learners repeat the rhythm pattern, starting from simple and becoming more complex.

**Song**
- Play or sing a song with a steady beat. Learners play the beat as you sing/play the song.

PHYSICAL EDUCATION

**Activity stations**
- Follow the procedure for PE activity stations on page 24.
FRIDAY

LISTENING AND SPEAKING

Review of week

Think-Pair-Share

- **Think**: Talk about how you saw someone help this week, e.g. pick up litter, lend a pencil, carry teacher’s basket, be kind to another, etc.
- **Pair**: Share with your partner.
- **Share**: Who could you try to help next week? How?

PHONICS

Timed word reading

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

HANDWRITING

Consolidate capitals I T F L

- Follow the procedure for Handwriting lessons on page 9.

READING

Independent work review

Read and answer questions

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

Discuss the texts

Marking

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

INDEPENDENT WRITING

Opinion about a story

Introduce reviews

- Over the next two weeks we will learn to write reviews about stories or books.
- A review includes your opinion of the story or book.

Give opinion

- Discuss some sentence starters: *It is funny where the ...; it reminds me of ...; it teaches a lesson to ...; it has a good ending where ... it makes me feel ... when ...* (you may want to write these on the board)
- Write your opinion about The Kindest Giant story.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups D & E
- **Independent work:** Making places safe to play

BEGINNING KNOWLEDGE

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

**Complete DBE Workbook pages**
- Life Skills Workbook 1 Worksheet 28 Insects, pages 56 and 57.
- Home Language Workbook 1 – select a page.

PHYSICAL EDUCATION

**Activity stations**
- Follow the procedure for PE activity stations on page 24.

TEACHER’S WEEKLY REVIEW

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

Recycling

OUTCOMES FOR THE WEEK

Learners will:
• Study a real-life case of re-using waste to make toys
• Read a procedure and follow the instructions to make a toy from waste.
• Read an African folktale in chapters and practise prediction skills.
• Listen to a story based on the Shared Reading story from Week 5.
• Edit and write a story review.
• Use language features associated with a story review: headings, present tense, giving an opinion.

PREPARATION

Flashcards

<table>
<thead>
<tr>
<th>Literacy</th>
<th>mongoose</th>
<th>bush pig</th>
<th>dung beetle</th>
<th>scruffy</th>
<th>smart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Skills</td>
<td>reduce</td>
<td>reuse</td>
<td>recycle</td>
<td>reduce</td>
<td>reuse</td>
</tr>
</tbody>
</table>

Sentences

'What is the matter?' asked the giant.
'My neck is cold!' said the giraffe sadly.
'Here, have my new tie,' said the giant.

MATERIALS

• Equipment required for selected Physical Education activities
• Learners’ exercise books

ASSESSMENT

Informal: Dictation, Information report, Comprehension, Handwriting, Fluency practice times, BK activities

Formal Assessment Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Grade</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues–Fri (Continued in Week 7)</td>
<td>ORAL</td>
<td>90, 92, 94, 96</td>
</tr>
<tr>
<td>Listening and Speaking 1: Story review</td>
<td>PRACTICAL</td>
<td>89, 91</td>
</tr>
<tr>
<td>Mon–Tues</td>
<td>Visual Arts 1: Foil sculpture diorama</td>
<td></td>
</tr>
<tr>
<td>Thurs</td>
<td>Performing Arts 1: Group dramatisation</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>Physical Education 1: Games</td>
<td></td>
</tr>
</tbody>
</table>

[1st row to be translated]
[2nd row remains in English]
The trader learns a lesson

The kindest giant came to town to sell tomatoes. He saw the trader who had sold him his smart clothes. He greeted him, “Hello. How are you?”

But the trader did not greet him back. Instead, he said, “Oh no! What happened to all your smart clothes? Please stay away from me. I don’t want people to see me with someone so scruffy.”

The giant felt ashamed. He turned and began to walk away with tears in his eyes.

But his friend, the giraffe, heard the trader. He spoke to him. “This giant has given all his smart clothes away, to animals who needed them. He is very kind. Now he is re-using his old clothes, so he is also helping the environment. I am proud to have him for my friend.”

Now the trader felt ashamed. “You are right, Giraffe. You don’t have to have smart clothes to be a good friend. I will go and say sorry. And maybe he can help me with this stuff I was about to throw away?”

The trader showed the giraffe and the giant a pile of rubbish. There was a bucket with a hole in it, and plastic bottles, glass bottles and some old tins, all mixed together.

“I know how you could reuse the old bucket,” said giraffe. “You could use it as a pot to grow your own tomatoes.” He went on, “You can use one of the old tins as a watering can.”

“And you could sort the rest of the rubbish,” said the giant. “Sort it into glass, plastic and tin. Then take the sorted bags to a recycling centre. You may even get some money for them.”

“Thank you for your ideas,” said the trader. “I have learnt two lessons today. One about not judging people by their clothes and another about helping the environment.”
MONDAY

LISTENING AND SPEAKING

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

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

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

PHONICS

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

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

HANDWRITING

**Capital C**
- Follow the procedure for Handwriting lessons on page 9.

READING

**Teacher read aloud**

**Before reading**
- Remember the story of the Kindest Giant?
- What do you think happened the next time the giant came to town to sell tomatoes?
- Provide a purpose for listening (after children have made suggestions): That could have happened. Let’s see what really happened.

**Read the text to the learners**

**After reading**
- What two lessons did the trader learn?
- Do you think they were important lessons? Why?
- Explain that tomorrow you will re-read the story and children will complete a practice listening comprehension.

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

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

BEGINNING KNOWLEDGE

**Think-Pair-Share**
- **Think** about toys and things you liked to play with when you were small. Do toys help you learn anything (for example, about shapes, size, make your hands and fingers strong, etc.)?
- **Pair:** Tell your partner about your toys.
- **Share** with the class.

**Read and discuss the LAB page**
- Talk about things that learners have made from waste before, e.g. a car from a box, a bed for a doll, etc.
- Discuss how Singakwenza makes toys to help small children learn AND helps protect the environment by using waste.
- Learners complete the LAB activity.

VISUAL ARTS ASSESSMENT 1

**Foil sculpture (continued)**

- Groups of 5–6 learners arrange their statues to create a scene from a story.
- Show your statue to your group.
- Decide on a story together.
- Plan how to arrange your group’s statues.
- Bend the figures into the right shapes.

**Keep safe for tomorrow**

PHYSICAL EDUCATION

**Introduction**

- Follow the procedure for PE activity stations on page 24.
TUESDAY

LISTENING AND SPEAKING

ASSESSMENT 1

Introduce assessment task
• You will present a story review for assessment purposes.
• Write the sentence starters on the board. Read the sentence starters and explain. Discuss examples.
• Explain what you will be looking for and give examples:
  - Good presentation (posture, eye contact, clear, loud voice)
  - Short summing up of story (you remind us what it is about)
  - Opinion that is justified (you explain why)
  - Good oral language (full sentences)
  - Interesting language (wide vocabulary)

Assessment from tomorrow
• 5–6 children present a story review each day.

Oral story review (preparation)

15 min

PHONICS

Practice

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

HANDWRITING

Capital /O/

• Follow the procedure for Handwriting lessons on page 9.

LISTENING

Listening comprehension

Read
• Re-read the read-aloud story, The trader learns a lesson.
• Read at a good pace, without pausing or reading the questions.
• Do not give explanations or ask questions.

WRITING

Listening comprehension

Write
• Learners complete the LAB activity.

Story review
I remember a story called ... about ... (1–2 sentences)
I liked/did not like the story because ...

Marking: See page 138
Marks: 10
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups C & D
- **Independent work:** *Jackal and Lion (Chapter 1)*

BEGINNING KNOWLEDGE

Make a toy from waste

**Read and discuss**
- Read the procedure in the LAB.
- What do you need to make this toy?

**Read and create**
- Follow the instructions and make the toy either individually or in small groups.

**Discuss**
- How could this toy be used?
- Who will you give it to?

VISUAL ARTS ASSESSMENT 1

Sculpture (continued)

**Group presentations**
- Each group arranges and presents their statue scene (diorama) to the class.
- One member tells the class what it shows.

PHYSICAL EDUCATION

Activity stations

- Follow the procedure for PE activity stations on page 24.
LISTENING AND SPEAKING ASSESSMENT 1
Oral story review (continued)

Presentations
- Assess the first group of children today. Begin with the more confident children.

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

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

HANDWRITING
Capital A
- Follow the procedure for Handwriting lessons on page 9.

READING
Vocabulary and language review
Vocabulary (LAB page 102)
- Read flashcards from last week:
  - mongoose  bush pig  dung beetle  scruffy  smart
- Learners check last week’s LAB vocabulary activity and correct.

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

WRITING
Bridge to English
Vocabulary
- Talk about how to say the flashcard words in English.

Sentence
- Discuss how to express the key sentences in English.

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

- **Group reading**: Groups E & A
- **Independent work**: Jackal and Lion (Chapter 2)

BEGINNING KNOWLEDGE

**Reduce, reuse, recycle**

**Read and discuss**
- Look at the words on the left. What do they mean? What is similar about them? What is different?
- Look at the statements. Which picture belongs with each word?

**Think-Pair-Share**
- Where do you think each statement belongs?

**Write**
- Match the statements to the words.

PERFORMING ARTS ASSESSMENT 1

**Group dramatisation**

**Prepare**
- Discuss the dioramas the learners made in Visual Arts.
- Explain how the diorama was a scene from a larger story, which was full of action and dialogue.

**Groups**
- In groups, learners review their stories.
- They assign roles and rehearse a play telling the whole story.

PHYSICAL EDUCATION

**Activity stations**

- Follow the procedure for PE activity stations on page 24.
THURSDAY

LISTENING AND SPEAKING

ASSESSMENT 1

Presentations
• Assess the next group of children.

Oral story review
(continued)

Marking:
See page 138
Marks: 10

PHONICS

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

HANDWRITING

Capital Q
• Follow the procedure for Handwriting lessons on page 9.

READING

Fluency practice
Read through the text with the learners
• Learners use a pencil to ‘chunk’ the text logically into shorter phrases before they read. Example: Once there was a giant / who grew tomatoes / on his farm / and sold them / at the market / in the village.

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

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

WRITING

Story review
• A story review tells people about a story you have read or heard and what you think about it.
• Read and discuss each heading.
• Write examples with the children:
  – **Title and author:** The Kindest Giant in the World; Funda Wande.
  – **Summary:** This story is about a giant who gives his smart clothes away to animals.
  – **Opinion:** I like it because the pictures are funny. I also like the ending of the story.
• **Look for:** heading and sub-headings, colon, present tense; good summary of the story, justified opinion.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups B & C
- **Independent work:** *Jackal and Lion (Chapter 3)*

BEGINNING KNOWLEDGE

**Concept review**

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

<table>
<thead>
<tr>
<th>Concept</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>reduce</strong></td>
<td>1. Using fewer things that have only one use. &lt;br&gt;2. Using a shopping bag you already have. &lt;br&gt;3. Buying a new shopping bag every time you go to the shop.</td>
</tr>
<tr>
<td><strong>reuse</strong></td>
<td>1. Giving clothes that are too small to someone else. &lt;br&gt;2. Using things more than once. &lt;br&gt;3. Always buying new things instead of using what you have.</td>
</tr>
<tr>
<td><strong>recycle</strong></td>
<td>1. Turning rubbish into something different. &lt;br&gt;2. Sending rubbish to the landfill site. &lt;br&gt;3. Making something new out of waste material.</td>
</tr>
</tbody>
</table>

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

Bridge to English: reduce, reuse, recycle

PERFORMING ARTS ASSESSMENT 1

**Group dramatisation (continued)**

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

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

Marking:
- See page 148
- Marks: 5

PHYSICAL EDUCATION

**Activity stations**
- Follow the procedure for PE activity stations on page 24.
FRIDAY

LISTENING AND SPEAKING

Review of week

Think-Pair-Share

- **Think:** Talk about one interesting thing you learnt this week. Think about hurt feelings (like the giant’s). Were yours hurt? Did you hurt someone’s feelings? Did you say sorry?
- **Pair:** Share with your partner.
- **Share:** What will you do differently next week?

PHONICS

Dictation

- Follow the procedure for dictation on page 8.

Words: \textbf{XX} and \textbf{XX}

Sentence: \textbf{XXXXXXXX}

(\textit{editor insert the 2 words from phonics manuscript})

HANDWRITING

Consolidate capitals \textbf{b o a q}

- Follow the procedure for Handwriting lessons on page 9.

READING

Independent work review

Read and answer questions

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

Discuss the texts

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

Marking

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

INDEPENDENT WRITING

Story review

- Learners write their own story review about the Kindest Giant.
- **Look for:** words ideas that are different from the shared writing; heading and sub-headings, colon, present tense; good summary of the story, justified opinion.

Story review

1. Title and author
2. Summary (1–2 sentences. Who is in the story. What happens.)
3. Opinion (What did you like or notice?)
REVISION

GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading**: Groups D & E
- **Independent work**: Jackal and Lion (Chapter 4)

BEGINNING KNOWLEDGE

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

**Complete DBE Workbook pages**
- Life Skills Workbook 1 Worksheet 29 Recycling, pages 58 and 59.
- Home Language Workbook 1 – select a page.

PHYSICAL EDUCATION ASSESSMENT 1

**Game**
- Set up a simple ball game with a clear set of rules, e.g. rounders.
- Explain the rules of the game.
- Divide the class into two teams.
- Play the game. Observe and record.

**DBE Workbook time**

30 min

**FRIDAY**

**Checking and feedback**

- Marking: See page 149
- Marks: 5

**REVISION**

TEACHER’S WEEKLY REVIEW

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

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

I have looked ahead to next week to ensure I am prepared and have all I need to start the week.
OUTCOMES FOR THE WEEK

Learners will:
- Discuss a balanced diet and understand the food pyramid diagram
- Deepen knowledge of categorisation and classification by sorting food
- Read and respond to a traditional myth
- Write a story review
- Read a series of texts about South African chefs
- Use language features associated with food choices (commas)

PREPARATION

Flashcards

<table>
<thead>
<tr>
<th>Literacy</th>
<th>greedy</th>
<th>creature</th>
<th>foolish</th>
<th>gratitude</th>
<th>chef</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life</td>
<td>fruit</td>
<td>carbohydrate</td>
<td>protein</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td>fruit</td>
<td>carbohydrate</td>
<td>protein</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sentence

It was the king’s favourite supper. It consisted of chicken, chips and vegetable soup.

MATERIALS

- A4 paper, pencils and crayons for Visual Arts
- Equipment required for selected Physical Education activities
- Learners’ exercise books

ASSESSMENT

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

Informal: Timed word reading (Friday), Writing (facts); Handwriting; Comprehension, Vocabulary and language work, BK pages.

Formal Assessment Activities

<table>
<thead>
<tr>
<th>Days</th>
<th>Activity</th>
<th>Type</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues–Thurs (Continued from Week 6)</td>
<td>Listening and Speaking 1: Story review</td>
<td>ORAL</td>
<td>TG pages 102, 104, 106</td>
</tr>
<tr>
<td>Tues</td>
<td>Phonics 1: Write sounds</td>
<td>LAB page 139</td>
<td>TG page 102</td>
</tr>
<tr>
<td>Tues</td>
<td>Reading 1: Comprehension</td>
<td>LAB page 140</td>
<td>TG page 102</td>
</tr>
<tr>
<td>Tues–Fri</td>
<td>Physical Education 2: Rhythm and co-ordination</td>
<td>PRACTICAL</td>
<td>TG pages 103, 105, 107, 109</td>
</tr>
<tr>
<td>Weds</td>
<td>Beginning Knowledge 1: A balanced diet</td>
<td>LAB page 146</td>
<td>TG page 105</td>
</tr>
</tbody>
</table>
This factual text is an introduction to the Life Skills theme of Healthy Eating. The teacher reads it on Monday (see TG page 100). It links to the pictures on LAB page 137. Learners can look at the pictures in their LAB as you read.

We all have food that we like to eat lots of. What is your favourite food?

To be healthy, we need to have a balanced diet. This means we need to eat the right amounts of different types of food.

When we do this, we get all the nutrients our bodies need.

There are five main food groups. The foods in each food group are similar in what they do to help us. The main food groups are:

- **Fruit and vegetables**
- **Proteins** like meat, fish, nuts and beans
- **Carbohydrates** like bread, potatoes, pasta, rice and mealie meal
- **Dairy** like milk, maas, yoghurt and cheese
- **Oils and fats** like margarine, butter, cooking oil and mayonnaise.

**How do fruit and vegetables help us keep healthy?**

Fruit and vegetables are full of vitamins and minerals, which help to keep us healthy. They also contain fibre, which helps us to go to the toilet regularly. We should try to eat fruit and vegetables every day.

**How does protein help us keep healthy?**

Proteins help us build muscles and grow. They also help our bodies to repair themselves if we hurt ourselves. These foods also have iron in them and this helps keep our blood healthy. We need two servings of protein daily.

**How do carbohydrates help us keep healthy?**

Carbohydrates give our bodies energy. They also give us fibre, which helps us to go to the toilet regularly. We need to eat some carbohydrates every day.

**How do dairy products help us keep healthy?**

Dairy foods have lots of calcium in them. Calcium is a mineral that gives us healthy teeth and bones. You should have dairy products at least twice a day.

**How do oils and fats help us keep healthy?**

Oils and fats also give you energy and help to keep you warm. You should not eat too much oil or fat every day.

To eat a balanced diet, eat a mix of foods from different food groups every day. We will learn more about the food groups this week.
MONDAY

LISTENING AND SPEAKING

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

**News**
- Record observations in your lap book.

Prepare children for school week ahead
Tell children that you will continue with assessment from tomorrow and ask a few children to present a story review to the class each day.

PHONICS

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

**PHONICS**

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

HANDWRITING

**Capital D**
- Follow the procedure for Handwriting lessons on page 9.

READING

Teacher read aloud

**Before reading**
- Introduce the topic of healthy food. What do you remember about healthy food from Grade 2?
- Provide a purpose for listening: What are the different food groups that make up a balanced diet?

**Read the story to the learners**

**After reading**
- How many food groups are there? What are they?
- Name one food from each group.
- Think about the School Nutrition menu. Which food groups do we eat at school on Mondays?
- Does a balanced diet mean you eat a lot of one food group or a mix of foods from different groups?
- Do you think you eat a balanced diet?

EFAL

- Teach a lesson from your EFAL programme.
MONDAY

GROUP GUIDED READING AND INDEPENDENT WORK

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

BEGINNING KNOWLEDGE

**Introduce the concept**
- What do you remember about eating healthy food from Grade 2?

**Think-Pair-Share**
- Think: What should we try to eat every day?
- Pair: Tell your partner.
- Share with the class.

Food groups

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

VISUAL ARTS

**Balance in art**

**Review**
- Remind learners about symmetry (Week 1).
- Talk about how the symmetrical pictures were exactly the same on both sides of the line of symmetry.

**Pairs**
- Look closely at the two pictures.

**Class discussion**
- Talk about how a picture that is not balanced often looks unfinished.
- Tell learners that a balanced picture needs to have as much on one side of the page as the other, even if the two sides are not identical.

**Activity**
- Answer questions in LAB.
- Complete the drawing.

PHYSICAL EDUCATION ASSESSMENT 2

**Introduction**

**Prepare**
- Choose four different activities from page 25 for the week, including the following as station 1, which will be assessed:

**Rhythm**
- Rope skipping in groups of three
- Rope skipping individual double take-off
- Rope skipping individual single take-off while running

**Introduce activity stations**
- Follow the procedure for introducing PE activity stations on page 24.
- You will assess a quarter of the learners at Station 1 each day, from Tuesday to Friday.

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

LISTENING AND SPEAKING ASSESSMENT 1

Oral story review (continued)

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

Marking:
See page 138
Marks: 5

PHONICS ASSESSMENT 1

Write words

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

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

PHONICS ASSESSMENT 1

Write words

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

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

Handwriting

Capital G

Follow the procedure for Handwriting lessons on page 9.

SHARED READING

Comprehension

Before reading
- Read and briefly discuss the title.
- Explain: This story is a myth (a story written long ago when people thought there were many gods).
- Provide a purpose for reading: Let’s see if King Midas was a good or bad king.

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

After reading
- How did King Midas change?
- What made him change?

READING ASSESSMENT 1

Comprehension

Read the questions once
- Tell learners this is an assessment activity.

Write
- Complete the LAB activity.

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

- **Group reading:** Groups C & D
- **Independent work:** *Eating away from home*

BEGINNING KNOWLEDGE

**The food pyramid**

**Read and discuss**
- Use the diagram and text to help learners identify (and name) different food groups.
- Read the labels and discuss types of food, how they help us and how often we should eat each type.

**Think-Pair-Share**
- **Think:** What foods belong in each line of the pyramid?
- **Pair:** Explain to your partner.
- **Share** with the class.

**Write**
- Learners draw pictures of foods in the correct lines of the food pyramid.

VISUAL ARTS

**Draw a bowl of fruit**

**Pairs**
- Learners talk about different types of fruit they like to eat.

**Activity (pencil on paper)**
- Learners sketch a bowl or plate in the centre of their paper.
- They add different fruits to their drawing, making sure that the picture remains balanced.

**Keep safe to complete next week.**

PHYSICAL EDUCATION ASSESSMENT 2

**Activity stations**
- Follow the procedure for PE activity stations on page 24.
- Observe the learners at Station 1 and assess them.
WEDNESDAY

LISTENING AND SPEAKING ASSESSMENT 1
Oral story review (continued)
Presentations
• Assess the next group of children.

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

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

HANDWRITING
Capital ☀️
• Follow the procedure for Handwriting lessons on page 9.

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

| greedy | creature | foolish | gratitude | chef |

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

Learners sort flashcards into alphabetical order.

WRITING
Vocabulary
Oral
• Go through the LAB activities orally.

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

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

- **Group reading**: Groups E & A
- **Independent work**: Siba – South African chef

BEGINNING KNOWLEDGE ASSESSMENT 1

**A balanced diet**

**Read and discuss**
- Discuss the format of the questions:
  - Labels
  - Multiple choice
  - Long answer.

**Shared writing**
- Learners answer the questions in the LAB.

PERFORMING ARTS

**Circle game: food alphabet**

- The next names a food that starts with b, e.g. banana
- Continue around the circle clapping and saying names of foods starting with letters of the alphabet.

**Cool down**
- Learners lie down on their backs breathing in and out, visualising a delicious meal as a stimulus.

PHYSICAL EDUCATION ASSESSMENT 2

**Activity stations**
- Follow the procedure for PE activity stations on page 24.
- Observe the learners at Station 1 and assess them.

Marking: See page 149
Marks: 5
THURSDAY

LISTENING AND SPEAKING ASSESSMENT 1

Oral story review (continued)

Presentations
• Assess the next group of children.

PHONICS

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

HANDWRITING

Capital X Z
• Follow the procedure for Handwriting lessons on page 9.

SHARED READING

Language
Introduce the sentences
• Write the two sentences on the board.
• Read the sentences slowly with the children.
• Children find and underline the sentences in the story.

Work with the sentences
• Identify another function of the commas (to separate items in a list).
• Revise why noticing punctuation as you read aloud is important (helps us read aloud fluently and with meaning).
• Revise: What do you do when you come to a full stop? (take a breath)
• Revise: What do you do when you come to a comma? (pause briefly)
• Draw attention to the possessive 's in King’s.
• Revise the word noun. Identify some nouns (King, supper, chicken chips, soup).

[Versioners: Questions should identify noun and adjectives/adjectival phrases and past tense; possessive form 's may not be applicable in all languages]

WRITING

Language
Write
• Complete the cloze sentences together orally.
• Learners write their own sentences, for Marigold (using imagination) and for themselves.

Individuals
• Complete the LAB page.
• Some children read their sentences aloud to a partner.
GROUP GUIDED READING AND INDEPENDENT WORK
- **Group reading**: Groups B & C
- **Independent work**: Reuben Riffel – South African chef

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

- **fruit and vegetables**
  1. You should eat five servings every day.
  2. They contain vitamins and fibre.
  3. They are unhealthy.

- **carbohydrate**
  1. They give us energy.
  2. They are unhealthy.
  3. Maize is a carbohydrate.

- **carbohydrate**
  1. They give us energy.
  2. They are unhealthy.
  3. Maize is a carbohydrate.

**Concept review**

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

**PERFORMING ARTS**

**Sensory awareness**
- Ask them to imagine they are there and call out what they “hear”.
- Repeat with other settings, e.g. at the fruit and vegetable market, at the taxi rank, lunch time at school, etc

**Warm up**
- Ask learners to close their eyes and listen to the sounds around them.
- Share with the group.

**Play the game**
- Learners sit in a circle with eyes closed.
- Call out a setting, e.g. the kitchen at breakfast time.

**Cool down**
- Learners lie down on their backs breathing in and out, visualising a favourite fruit or vegetable as a stimulus.

**PHYSICAL EDUCATION ASSESSMENT 2**

**Activity stations**
- Follow the procedure for PE activity stations on page 24.
- Observe the learners at Station 1 and assess them.
FRIDAY

LISTENING AND SPEAKING

Review of week

Think-Pair-Share
- **Think**: Talk about one interesting thing you learnt this week.
- **Pair**: Share with your partner.
- **Share**: King Midas became more grateful. What are you grateful for today? How could you be more grateful next week?

PHONICS

Timed word reading

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

HANDWRITING

Consolidate capitals D y l X z

- Follow the procedure for Handwriting lessons on page 9.

READING

Independent work review

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

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

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

INDEPENDENT WRITING

Story review

- Read the subheadings in a story review.
- Remind children that we have talked about opinions and previously about titles and authors.
- Today we will write a summary of the story.
  - In a summary, you only include what is important, e.g. characters; main event, ending.
  - Look for: present tense, complete sentences, main facts, justified opinion.

Marking
- Walk around and check. Take in books.
**TEACHER’S WEEKLY REVIEW**

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

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

Complete DBE Workbook pages
- Life Skills Workbook 1 Worksheet 18, pages 36 and 37.
- Home Language Workbook 1 page XX.

**PHYSICAL EDUCATION ASSESSMENT 2**

Activity stations
- Follow the procedure for PE activity stations on page 24.
- Observe the learners at Station 1 and assess them.

Marking:
See page 149
Marks: 5
WEEK 8 OVERVIEW

WEEK 8 • HEALTHY EATING

OUTCOMES FOR THE WEEK

Learners will:
• Learn about anytime and sometimes food
• Investigate the effect of poor food choices on teeth
• Understand how to make better food choices
• Talk about a favourite meal and own food preferences
• Listen to an African folktale about making soup
• Read about different staple foods
• Plan and write a story review for assessment purposes
• Use language features associated with a story review: headings, present tense etc.

PREPARATION

Flashcards

<table>
<thead>
<tr>
<th>Literacy</th>
<th>greedy</th>
<th>creature</th>
<th>foolish</th>
<th>gratitude</th>
<th>chef</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Skills</td>
<td>dentist</td>
<td>decay</td>
<td>filling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dentist</td>
<td>decay</td>
<td>filling</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sentence

It was the king’s favourite supper. It consisted of chicken, chips, and vegetable soup.

MATERIALS

• A4 paper, paint or crayons for Visual Arts
• Equipment required for selected Physical Education activities
• Learners’ exercise books

ASSESSMENT

Take in and mark: Vocabulary and language work (Wednesday)
Informal: Dictation, Comprehension, Fluency practice, BK activities

<table>
<thead>
<tr>
<th>Formal Assessment Activities</th>
<th>Mon–Fri</th>
<th>Tue</th>
<th>Wed</th>
<th>Fri</th>
<th>Fri</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading 2: Oral reading aloud</td>
<td>Listening and Speaking 2: Listening comprehension</td>
<td>Beginning Knowledge 2: Making good food choices</td>
<td>Phonics 2 Dictation</td>
<td>Handwriting 1: Cursive capitals and upper and lower joins</td>
<td>Writing 2: Story review</td>
</tr>
<tr>
<td></td>
<td>ORAL</td>
<td>LAB page 157</td>
<td>LAB page 163</td>
<td>LAB page 167</td>
<td>LAB page 152</td>
<td>PRACTICAL</td>
</tr>
<tr>
<td></td>
<td>TG pages 113, 115, 117, 119, 121</td>
<td>TG page 114</td>
<td>TG page 117</td>
<td>TG page 120</td>
<td>TG page 120</td>
<td>TG page 120</td>
</tr>
</tbody>
</table>
A traveller, Mr Z, came to a village. He saw that the door to each house was shut tight. He knocked on a few doors to ask if he could join them for supper but no-one would let him in. He saw that the village had forgotten how to share.

He walked to the middle of the village and called in a loud voice. ‘Come and have some of my free stone soup! Free stone soup for all!’

The doors opened one by one and people peeked out. ‘What is stone soup?’ they asked. Mr Z took a large, grey stone from his pocket. ‘This is a magic stone. I will use it to make stone soup for the village.’

The villagers all came to see the stone soup.

Mr Z asked, ‘Does anyone have a big pot I can use?’

A villager went to get his big pot.

Then, ‘Does anyone have some wood to start a fire?’

Another villager went to fetch some wood.

Then, ‘Does anyone have some fresh, clean water?’

Another villager went to fetch some water from the pump.

Mr Z put his stone in the pot of water on the fire.

Then he said, ‘Does anyone have a few carrots to add to the stone soup?’ Someone did.

He asked:
… a few onions?
…a meat bone?
…some cabbage leaves?
…a little pumpkin?
…a few potatoes?
…some dried beans?
…a little salt?

One by one the villagers brought something for the soup.

Then they all sat and watched the soup bubble and boil. Soon Mr Z said the stone soup was ready. He scooped a spoonful into everyone’s bowl.

They began to eat. ‘The stone must be magic. This is delicious’ said one villager.

‘The best I have ever tasted,’ said another.

They all agreed.

At the end of the evening, Mr Z said, ‘You can keep my magic stone so that you can make stone soup again. But you must promise to make it together. And bring something to put into the soup. If you make stone soup every week, I can promise this village will be a friendlier and kinder place.’
MONDAY

LISTENING AND SPEAKING

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

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

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

PHONICS

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

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

HANDWRITING

Consolidate cursive upper-case letters
- Follow the procedure for Handwriting lessons on page 9.

READING

Teacher read aloud

**Before reading**
- What do you usually put in soup?
- Could you make soup from a stone do you think?
- Provide a purpose for listening: Listen to find out how someone made soup from a stone.

Read the story to the learners

**After reading**
- Was the stone magic? What made the soup taste so good?
- Did Mr Z play a trick on the villagers? Was it a good trick?

EFAL

- Teach a lesson from your EFAL programme.
**Reading Assessment 2**  Individual Reading (Group A)

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

**Independent work:** Sentences

---

**Beginning Knowledge**

**Think-Pair-Share**

- **Think:** Think of your favourite food.
- **Pair:** Tell your partner what it is.
- **Share** with the class.

**Read and discuss**

- Read the LAB page together.

**Think-Pair-Share**

- **Think:** Why should we eat some foods any time and others only sometimes?
- **Pair:** Tell your partner.
- **Share** with the class.

---

**Visual Arts**

**A bowl of fruit (continued)**

- Learners add any additional details like leaves, an insect, etc.
- Learners colour the picture using paint or crayons.

**Keep safe to complete tomorrow**

---

**Physical Education**

**Activity stations**

- Follow the procedure for PE activity stations on page 24.
**TUESDAY**

**LISTENING AND SPEAKING**

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

**Think-Pair-Share**
- **Think:** Do you remember a special meal you once had? It might have been special because it was with a special person or it may have been a special occasion. Or it might have been special because it was so delicious.
- **Pair:** Tell your partner about a special meal, what you ate and who was there to share it with you.
- **Share:** with the class.

**Special meal**

**PHONICS**

**Practice**

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

**HANDWRITING**

**Consolidate cursive upper case letters**

- Follow the procedure for Handwriting lessons on page 9.

**SHARED READING**

**Comprehension**

**Shared reading**
- Read at least two pages of the story with the learners.
- Model **fluency and expression** (notice punctuation, pronunciation, expression, 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.

**LISTENING AND SPEAKING ASSESSMENT 2**

This comprehension is based on the read aloud story Stone soup. It is in the form of a cloze activity.

**Discuss the task**
- Explain that this is a story summary.
- Choose the correct word for each space.
- Tick off the words as you use them.

**Write**
- Complete the LAB activity.

**Check and correct**, allowing for differences in the story summary.
Saeed learns to make good choices

**Think-Pair-Share**
- **Think:** Have you ever had toothache? How does it feel?
- **Pair:** Tell your partner.
- **Share** with the class.

**Read and discuss**
- Read the story to and with the learners.
- Discuss what happened to Saeed.
- Talk about how making good choices, e.g. not eating too many sweets, could have helped him.

**Write**
- Help learners write a sentence.

**A bowl of fruit (continued)**

**Complete the pictures**

**Display and discuss**
- Learners describe the different fruits in their bowls.

**Activity stations**
- Follow the procedure for PE activity stations on page 24.
LISTENING AND SPEAKING

Opinions about food
- **Pair:** Explain your likes and dislikes to your partner. Say why you like/don’t like it.
- **Share** with the class.
- **Comment** on well-articulated opinions.
- **Use** your lap book to record observations.

Think-Pair-Share
- **Think** about food you really like or really don’t like and food you are ok with.
- **Pair:** Explain your likes and dislikes to your partner. Say why you like/don’t like it.
- **Share** with the class.
- **Comment** on well-articulated opinions.
- **Use** your lap book to record observations.

PHONICS

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

HANDWRITING

Consolidate cursive upper case letters
- Follow the procedure for Handwriting lessons on page 9.

READING

Vocabulary and language review
- **Vocabulary** (LAB page 144)
  - Read flashcards from last week:
    - greedy, creature, foolish, gratitude, chef
  - Learners check last week’s LAB vocabulary activity and correct.

Sentence work (LAB page 148)
- Write the correct sentence on the board. Learners check.
- Learners read their own sentences to a partner.

WRITING

Bridge to English
- **Vocabulary**
  - Talk about how to say the flashcard words in English.

Sentence
- Discuss how to express the key sentences in English.

Write
- Complete the LAB activity.
- Check and correct answers as a class.
**READING ASSESSMENT 2**  Individual Reading (Group C)
- Group C comes to the front with their LABs.
- Use the shared reading story from Week 1.
- Listen to each child read aloud from the text for 1 minute.

**BEGINNING KNOWLEDGE ASSESSMENT 2**
**Making good choices**

**Read and discuss**
- Re-read the story *Saeed learns to make good choices* with the class.
- Read the questions to the class. Remind learners about different question types.

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

**PERFORMING ARTS**
**Group drama**

**Prepare**
- Divide class into groups of three or four.

**Discuss**
- Recap the story *Saeed learns to make good choices*.
- Discuss the different scenes and action in the story.

**Do**
- In groups, learners practise a scene from the story.

**PHYSICAL EDUCATION**
**Activity stations**
- Follow the procedure for PE activity stations on page 24.
THURSDAY

LISTENING AND SPEAKING

Think-Pair-Share
- **Think**: Choose a story you have heard or read to write a review about. It should be one you remember well. It can’t be a story you have already written about but it can be one you have spoken or heard about in

Preparation for story review
- Listening and Speaking. Your review will be assessed.
- **Pair**: Tell your partner which story you have chosen and why.
- **Share** with the class.
- Use your lap book to record observations.

PHONICS

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

HANDWRITING

Consolidate cursive upper case letters
- Follow the procedure for Handwriting lessons on page 9.

READING

Fluency practice
- Read through the text with the learners
  - Learners use a pencil to ‘chunk’ the text logically into shorter phrases before they read. Example: At that moment / little Marigold / came running out / to hug her father. / ‘Don’t touch me Marigold!’ / he shouted. / But too late! …
  - **Pairs read**
    - Each partner reads the text in turn.
    - Time each reading (1 min each). Write the number of lines read.

WRITING

Preparation for assessment
- **Discuss the task**
  - Make a plan for and begin writing a story review for assessment.
  - **Planning**:
    - How will you **summarise** the story? Write a few words or phrases, e.g. two children, forest, house made of sweets, ogre, escaped, learned a lesson.
    - Think about your opinion about the story. Write a few words or phrases, e.g. liked/did not like, scary, made me think I would like a house of sweets, happy ending.
    - When you have a plan, rule off and begin your story review. You will complete tomorrow.

Story review
- **Title**: Hansel and Gretel
- **Author**: Funda Wande
- **Summary**: This story is about …
- **(2–3 sentences)**
- **Opinion**: (1–2 sentences)
**READING ASSESSMENT 2** Individually Reading (Group D)

- Group D comes to the front with their LABs.
- Use the shared reading story from Week 1.
- Listen to each child read aloud from the text for 1 minute.

**BEGINNING KNOWLEDGE**

**Concept review**

**KWL chart (pg 137)**

- Help learners to complete the last row.

**Thumbs up/thumbs down**

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

<table>
<thead>
<tr>
<th>dentist</th>
<th>decay</th>
<th>filling</th>
</tr>
</thead>
</table>
| 1. A doctor who fixes eyes.  
2. A doctor who fixes teeth.  
3. Uses a mirror to look at teeth. | 1. Teeth are strong and healthy.  
2. Teeth have holes in them.  
3. Teeth can be painful. | 1. Something that fills a hole in a tooth.  
2. Something that makes your tummy feel full.  
3. A dentist puts a filling in your teeth. |

**Bridge to English:** dentist, decay, filling

**PERFORMING ARTS**

**Perform**

- Groups take turns to perform their scenes for the class.

**Evaluate**

- Encourage positive comments after each performance.
- Comment on vocabulary, feelings displayed and actions.

**PHYSICAL EDUCATION**

**Activity stations**

- Follow the procedure for PE activity stations on page 24.
LISTENING AND SPEAKING

Review of week

Think-Pair-Share

- **Think**: Talk about one interesting thing you learnt this week.
- **Pair**: Share with your partner.
- **Share**: What will you do differently next week?

PHONICS ASSESSMENT 2

Dictation

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

Handwriting assessment

- Cursive capitals and upper and lower joins
- Follow the procedure for Handwriting lessons on page 9.

Marking:
- See page 141
- Marks: 5

READER ASSESSMENT 2

Read and answer questions

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

Discuss the texts

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

Marking

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

WRITING ASSESSMENT 2

Story review

- Learners use their plan to write the story review.

Marking:
- See page 142
- Marks: 10
This week, I have:

• taken in the LABs, Handwriting and Writing 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.

• I have asked learners to collect clean recycled waste materials for the Visual Arts activity, e.g. paper or plastic straws, toilet/paper towel roll inners, egg boxes, yoghurt tubs, bottle tops, etc.

**READING ASSESSMENT 2**

**Individual Reading (Group E)**

- Group E comes to the front with their LABs.
- Use the shared reading story from Week 1.
- Listen to each child read aloud from the text for 1 minute.

**BEGINNING KNOWLEDGE**

**DBE Workbook time**

**Checking and feedback**

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

**Complete DBE Workbook pages**

- Life Skills Workbook 1 Worksheet 19 healthy eating, pages 38 and 39.
- Home Language Workbook 1 page XX.

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

**PHYSICAL EDUCATION**

**Games**

- Follow the procedure for PE activity stations on page 24.
WEEK 9 OVERVIEW

WEEK 9 • MORE ABOUT INSECTS

More about insects

OUTCOMES FOR THE WEEK

Learners will:
• Understand more about insects
• Learn about some unusual insects and unusual facts about insects
• Read and talk about the meaning of six poems
• Present a poem to the class in a group
• Read simple diary entries and keep a dairy for one week
• Identify and practise language features associated with writing a diary
• Identify some characteristics of diaries.

PREPARATION

Flashcards

<table>
<thead>
<tr>
<th>Literacy</th>
<th>verse</th>
<th>poem</th>
<th>diary</th>
<th>diary entry</th>
<th>observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>spider</td>
<td>spray</td>
<td>squash</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sentence

Today is hot and sunny. There is a little wind. The weather is good.

MATERIALS

• Collect clean recycled waste materials, e.g. paper or plastic straws, toilet/paper towel roll inners, egg boxes, yoghurt tubs, bottle tops, etc.
• paint and/or crayons
• Equipment required for selected Physical Education activities
• Learners’ exercise books

ASSESSMENT

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

Informal: Timed word reading (Friday), Writing (diary entry); Handwriting; Comprehension (poem review), Vocabulary and language work, BK pages, daily diary entries.
Mandla and the little black spider

This story is related to the Life Skills theme of Insects.

Mandla watched a little black and white spider walking on the wall. It was not the kind of spider that spins webs. It was a spider that jumps and catches insects. The spider saw a fat fly sitting on the table. The spider crept closer to the fly. Then it jumped on the fly. "Hawu!" said Mandla, "that spider is hunting!"

Mandla’s mother came in. “A spider!” she said. “Let me get the Doom spray and kill it!”

“No, Ma,” said Mandla, “it is helping us. Look, it’s eating a fly that sat on my bread and jam. Gogo says that flies put germs on our food and make us sick.”

“That’s true,” said Mandla’s mum. They watched the spider.

“I’d like to find another fat fly;” said the spider, although of course Mandla and his mum could not hear him. They watched the little spider following another fly. “See, Ma,” said Mandla, “it’s hunting! It’s just like that leopard we saw on TV, hunting impala!” Mandla’s mum clapped her hands. “You and your little hunter!” she said. “Well, let it catch more flies. I don’t like using Doom anyway. If Doom is poisonous for insects, it must be bad for us too.”

Just then Mandla’s big brother came in. He saw Mandla and his mother watching the spider. “A spider!” he said, “Let me squash it!”

“No, no, buthi,” said Mandla and his mother together. “Just leave it, buthi,” said Mandla. “It’s killing flies that sit on our food, like a leopard.”

“Like a leopard?” said Mandla’s big brother, “Are you mad now Mandla?”

Their mother laughed. “It’s true,” she said, “Just watch. It’s like a tiny leopard that helps us.”

So they all sat and watched the little spider. The spider caught another fly. Then it caught a mosquito.

“Hayibo!” said Mandla’s big brother. “I hope that is the mosquito that kept me awake last night. You go little spider. You go like a leopard. I won’t be squashing you or your family anymore!” Mandla smiled.

The little spider didn’t hear Mandla’s big brother. He was just finishing his mosquito. “That was tasty!” he said, although of course Mandla and his brother and their mum could not hear him.
MONDAY

LISTENING AND SPEAKING

Diaries
- Before sharing weekend news, explain this week children will be reading and writing diaries.
- Explain what a diary is (record of events, thoughts, feelings, observations). It can be written daily, weekly or just when you feel like writing.
- Explain that we write a diary to help us remember what happened and how we felt at certain times.

News

Think-Pair-Share
- **Think:** Do you have any special news about the weekend, something you could write in a diary?
- **Pair:** Tell your partner your news. Respond kindly to each other.
- **Share:**
  - A few learners share some news with the class.
  - Ensure all learners get a turn each term.
  - Record observations in your lap book.

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

PHONICS

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

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

HANDWRITING

Consolidate joins
- Follow the procedure for Handwriting lessons on page 9.

READING

Teacher read aloud

Before reading
- What do you do when you see a fly? A mosquito? A spider?
- Provide a purpose for listening: Listen to find out how spiders help protect us against some insects.

Read the text to the learners

After reading
- What did the little spider eat?
- What did Mandla’s mother want to do to the spider?
- What did his brother want to do?
- Why did Mandla stop them from killing the spider?
- What did he compare the spider to? Why?
- Will you look after spiders from now on?

EFAL

- Teach a lesson based on phonics readers.
GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups A & B
- **Independent work:** Daily Diary

BEGINNING KNOWLEDGE

**Introduce the concept**
- How much do you already know about insects and other bugs? Would you like to learn more?

**Think-Pair-Share**
- **Think:** What do you know about insects and other bugs?
- **Pair:** Tell your partner.
- **Share** with the class.

**More creatures**

**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 insects and other bugs this week? Write this in row 2.
- Learners choose one thing from each row to copy into their KWL charts.

VISUAL ARTS

**Bug art**

**About the sculptures:**
- These huge sculptures of a spider, a cockroach and some ants are on the wall of the KwaZulu-Natal Museum in Pietermaritzburg.
- They are sculpted out of fibreglass (a special kind of plastic that can be moulded and is very strong) and metal.
- They were designed to make people curious about the Museum.

**Pairs**
- Look closely at pictures of the creatures.
- Answer questions in LAB.

**Class discussion**
- Let us design a big bug using waste materials like boxes, egg boxes, plastic bottles, yoghurt cups, old straws, etc.
- What type of creatures could we make? How many legs? How many eyes? How many body parts?
- Draw a sketch of your bug.

PHYSICAL EDUCATION

**Introduction**

- Follow the procedure for PE activity stations on page 24.
**LISTENING AND SPEAKING**

**Presenting poems**
- Talk about how you present a poem in a group, chorally.
- Demonstrate with a small group. (Stand, taller ones at the back, read from books but look up from the book sometimes, leader starts you off, read together with expression, one or two lines)

**Read and present a poem**
- can be read by one child/just the boys/softly or loudly, etc).

**Groups**
- Divide the class into groups of 5–6 children. Appoint a leader for each.
- Groups discuss and vote on which poem they will read from the LAB (pages 170–175).

**PHONICS**

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

**HANDWRITING**

**Consolidate joins**
- Follow the procedure for Handwriting lessons on page 9.

**SHARED READING**

**Before reading**
- Explain that this week you will read poems.
- How is a poem different from a story text?
- How is it organised? (into lines and verses or stanzas)
- Is the punctuation the same as a story? (No, often a line begins with a capital letter, or there are commas between lines.)

**Comprehension**

**Shared reading**
- Read the poems with the children.
- Explain any new words or concepts.
- Ask the question after each poem and have a few children respond.
- Read the Poem review on the final page. Discuss if the children agree.

**After reading**
- Which poem did you like best/least? Why?

**WRITING**

**Comprehension**

**Read and discuss questions**
- These are on your own questions. There is no right or wrong answer.
- Learners must justify opinion. Examples:
  - I like poem because it is has nice words/sounds nice/is funny/is true etc.
  - I don’t like it because it is babyish/not true/I don’t understand it/it is boring.

**Write**
- Learners write a short poem review.

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

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

BEGINNING KNOWLEDGE

**Read and discuss**
- Review the story of Mandla and the little black spider. Which creatures did you read about?
- Have you ever seen a spider like that?
- Read the LAB page to and with the learners.

**Fun facts about bugs**

**Think-Pair-Share**
- **Think:** Which fact was most interesting?
- **Pair:** Explain to your partner in your own words.
- **Share** with the class.

**Write**
- Complete the LAB activity.

VISUAL ARTS

**Bug art (continued)**

**Learners need:** Clean recycled waste materials (see page 122), paint and/or crayons

**Introduce the task**
- In groups, make a larger-than-life-size bug using recycled materials.

**Demonstrate box sculpture techniques before they begin**
- Stacking one piece of material on top of another to create texture, e.g. a bottle top onto an egg box to create eyes
- Joining legs or feelers to the sculpture by making small holes and inserting a straw, stick or pipe cleaner into the hole and then securing it from inside. Packing tape can also be used.
- Surface decoration using paper, thick paint and other materials.

**Groups**
- Learners plan a bug and select materials.
- They begin to construct their bug using the techniques you have taught.

**Keep safe and complete during the final week of term**

PHYSICAL EDUCATION

**Activity stations**
- Follow the procedure for PE activity stations on page 24.
**WEDNESDAY**

**LISTENING AND SPEAKING**

**Read and present a poem**

**Groups**
- Each group chooses one poem from LAB pages 170 to 174.
- Read your chosen poem together two to three times. Some lines can be read by one child.
- Move from group to group and assist.

**PHONICS**

**Revise sounds XX and XX**

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

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

**HANDWRITING**

**Consolidate joins**

- Follow the procedure for Handwriting lessons on page 9.

**SHARED READING**

**Vocabulary**

**Shared reading**
- Re-read the poems together with the learners.
- Own words: Children underline the five words they each like best as you read.
- Children share their chosen words with a partner.
- Share some with the class.
- Discuss any words the learners are unsure of.

**Vocabulary words**
- Show and read the week’s vocabulary words on the board or on flashcards. These are not in the poems but about poems:
  - verse/stanza
  - poem
  - diary
  - diary entry
  - observations

**Learners sort flashcards** into alphabetical order.

**WRITING**

**Vocabulary**

**Oral**
- Go through the LAB activities orally.

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

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

- **Group reading**: Groups E & A
- **Independent work**: Daily Diary

BEGINNING KNOWLEDGE

More fun facts about bugs

Read and discuss
- Review the Creative Arts page (LAB page 180) and discuss the creatures.
- Read the LAB page to and with the learners.

Think-Pair-Share
- **Think**: Which fact was most interesting?
- **Pair**: Explain to your partner in your own words.
- **Share** with the class.

Write
- Learners complete the LAB activity.

PERFORMING ARTS

Songs and poetry

**Warm up**
- Learners recite a well-known rhyme, focusing on articulation and saying the words clearly.

**Discuss**
- Ask learners to name their favourite songs.
- Choose one song and together say (not sing) the words.
- Elicit that the words are a poem. A song is a poem set to music.

**Class work**
- Sing the song together.

**Cool down**
- Hum the song without words.

PHYSICAL EDUCATION

Activity stations

- Follow the procedure for PE activity stations on page 24.
THURSDAY

LISTENING AND SPEAKING

Read and present poems

Groups

- Each group reads and presents their chosen poem to the class.
- Use your lap book to record observations.

15 min

PHONICS

Complete the sentences

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

10 min

HANDWRITING

Consolidate joins

Follow the procedure for Handwriting lessons on page 9.

10 min

SHARED READING

Language

Introduce the sentences

Write the three sentences on the board.
Read the sentences slowly with the children.
Children find and underline the sentences in the Monday IW (LAB page 178). Read the whole entry.

Work with the sentences

- Identify punctuation marks (capital letters, full stops) in all three sentences.
- What is the tense? (present tense)
- What is the tone of the sentences? (describing what you observe, factual, no feelings)
- What is the tense of the sentences after the weather sentences? (past tense; describing an incident from your own point of view)

15 min

REVISE THE WORD
noun. What or who is the first sentence about (today)? This is a noun.
 Introduce the word verb. What is the doing word or verb in the sentence? (is)
 What are the two describing words or adjectives? (hot and sunny)

Note: In Grade 3, children begin to learn the correct terms for different parts of speech. This is just an introduction. Next term each part of speech will be looked at in depth.

WRITING

Language

Class

Complete the sentences together orally.
Demonstrate how to use the sentences as a pattern using the given words.

Individuals

Complete the LAB page.
Some children read their sentences aloud. Check the tense is correct.
GROUP GUIDED READING AND INDEPENDENT WORK

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

BEGINNING KNOWLEDGE

**Concept review**

**KWL chart (LAB page 179)**
- Help learners to complete the last row.

**Spray**
1. Spraying with Doom is healthy when humans breathe the spray in.
2. Spraying with Doom kills spiders and insects.
3. There are other ways to control insects.

**Squash**
1. To squash something is to crush it.
2. You should never squash spiders.
3. It is okay to squash spiders.

**Bridge to English:** spider, spray, squash

PERFORMING ARTS

**Perform**

**Groups**
- Group members choose a song they all know.
- Practise the song for a few minutes.

**Perform**
- Groups perform the song for the class.

**Evaluate**
- Praise and comment on the performance.

PHYSICAL EDUCATION

**Activity stations**
- Follow the procedure for PE activity stations on page 24.
LISTENING AND SPEAKING  Review of week  15 min

Think-Pair-Share
- **Think:** Talk about one interesting thing you learnt about songs and poems this week.
- **Pair:** Share with your partner.
- **Share:** Next week is our last week at school before the holidays. Will you do anything differently?

PHONICS  Timed word reading  PG 192  10 min

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

HANDWRITING  Consolidate joins  PG 176  10 min

- Follow the procedure for Handwriting lessons on page 9.

READING  Independent work review  15 min

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

Discuss the texts
- Which text did you like best? Why?
- Did you learn any new facts? New words?
- If there is time, ask one or two children to read their diary entries.

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

INDEPENDENT WRITING  Diary entry  15 min

Discuss
- Write a diary entry about anything that you observed that you would like to record and remember.
- It can be a happy, sad, funny or an everyday observation.
- **Look for:** correct format, creativity, individual expression.

Marking  Take in the diary entries and comment.

My diary
Date and time: ……
Introduction: Dear diary,
What happened?……
Thoughts and feelings: ……
This week, I have:
- taken in the LABs, Handwriting and Writing 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.
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 poem or story they would like you to read again.
- Pairs: tell a favourite story to their partner.
- Tell the class something interesting about insects or animals that you learnt this term.
- Tell your partner about the most interesting independent work text you read this term.

**READING**

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

**PHONICS**

- Pairs reread the words on phonics pages.
- Team competition to read flashcards correctly.
- Repeat timed word reading and dictation activities and try to improve your score.
- Ensure that all phonic pages have been completed in the LAB correctly.
- DBE workbook phonics activities.

**WRITING**

- Learners can write diary entries each day.
- 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 interesting insects or animals.
- Write an information report about any animal or plant that interests you.
- Write a Poem Review about another poem.
- Write a Story Review about any story you have heard or read.
BEGINNING KNOWLEDGE/PSWB

- Make individual timelines showing your Term 2 highlights.
- Make a poster of what the class could recycle.
- In groups, dramatise the life cycle of a creature you learned about.
- In pairs role-play ordering or buying healthy food in a restaurant or shop.
- 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.
- Complete the bug made out of recycled materials.
- Learners draw an imaginary bug.

PERFORMING ARTS

- Pairs mime to their favourite South African singer’s music.
- Dramatise how Mandla saved the little spider from being killed.
- Groups create a dance showing different dynamics.

PHYSICAL EDUCATION

- Play team games.
- Have a sports day, where teams compete against each other. Do activities from the term.
### Planning for Continuous and Formal Assessment Term 2

- **Curriculum links** for each week are shown with light colour blocks.
- **Formal assessment tasks** are shown with darker blocks.

#### Listening and Speaking

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<tr>
<td>3 Transcribes words and sentences in joined script</td>
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<td>4 Makes transition to the joined script in all written recording (observation)</td>
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<tr>
<td>5 Uses correct letter formation in all written work (observation)</td>
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<table>
<thead>
<tr>
<th>WRITING</th>
<th>WEEK</th>
<th>1</th>
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<th>6</th>
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<tbody>
<tr>
<td>1 Writes a simple book review or story</td>
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<tr>
<td>2 Writes 2–3 paragraphs of ten or more sentences on personal news or school event</td>
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<tr>
<td>3 Writes a structured information report of at least two paragraphs</td>
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<td>4 Keeps a diary for one week noting the weather and one other piece of information.</td>
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<td>5 Participates in a discussion to choose a topic to write about</td>
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<td>6 Uses correct grammar so that others can read and understand what has been written</td>
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<td>7 Uses more complex tenses</td>
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<tr>
<td>8 Reads own writing to a friend or group</td>
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<tr>
<td>9 Reads and edits own writing (spelling, punctuation)</td>
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<tr>
<td>10 Uses phonic knowledge and spelling rules to write unfamiliar words</td>
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<td>11 Uses a range of punctuation correctly</td>
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<tr>
<td>12 Identifies and uses nouns, adjectives, verbs and adverbs correctly</td>
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<td>13 Builds own word bank and personal dictionary</td>
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</tbody>
</table>
### LISTENING AND SPEAKING Assessment 1: Makes an oral presentation (Oral story review)
(Week 6 Monday–Friday, can be continued in following weeks)

- TG pages 90, 92, 94  

<table>
<thead>
<tr>
<th>2 marks for each criterion fulfilled</th>
<th>2</th>
<th>4</th>
<th>6</th>
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<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Good presentation (posture, eye contact, clear voice)</td>
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<td>2. Short summing up of story</td>
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<td>3. Opinion that is justified</td>
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<td>4. Uses correct grammar</td>
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<td>5. Uses a wide vocabulary</td>
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</tbody>
</table>

- TG pages 90, 92, 94
- 10 marks
- 2 marks for each criterion fulfilled
- Fulfils 1 criteria
- Fulfils 2 criteria
- Fulfils 3 criteria
- Fulfils 4 criteria
- Fulfils all 5 criteria

### LISTENING AND SPEAKING Assessment 2: Listening comprehension
(Week 8 Tuesday)

- LAB page 157, TG page 114  

|---------------------------|---------|------------|----------|-------|----------|---------------|--------|--------------|---------|-----------|

- LAB page 157, TG page 114
- 5 marks
- ½ mark per correct answer
- Versioners: **Delete 10 appropriate words** in LAB for cloze test - they do not have to align to English words.

### LISTENING AND SPEAKING Assessment 3: Classroom Observation
(Weeks 1–9)  

- 5 marks

<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
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<th>4</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Listens to instructions, especially more complex ones in all subjects</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. Participates fully in paired, group and class discussions</td>
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<tr>
<td>3. Listens to stories, poems and songs and shows understanding</td>
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<td>4. Expresses feelings/opinions about stories giving reasons.</td>
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<tr>
<td>5. Answers higher order questions about stories orally (able to predict, determine cause and effect etc.)</td>
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</tbody>
</table>

- 5 marks
- The learner:
- Fulfils all 5 criteria

### Total

- 20 marks
### PHONICS Assessment 1: Write sounds
(Week 7 Tuesday)
LAB page 139, TG page 102

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<td><strong>10 marks</strong></td>
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<tr>
<td><strong>Write the sounds</strong></td>
<td>(1 mark for each correct sound = 5 marks)</td>
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<tr>
<td>(editors, please add the sounds from the phonics manuscript, numbered 1–5)</td>
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<tr>
<td><strong>Fill in the missing letters</strong></td>
<td>(1 mark for each correct word = 5 marks)</td>
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<tr>
<td>(editors, please add the full words from the phonics manuscript, numbered 1–5)</td>
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### PHONICS Assessment 2: Dictation
(Week 8 Friday)
LAB page 167, TG page 120

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<tr>
<td><strong>5 marks</strong></td>
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<tr>
<td>The learner:</td>
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<tr>
<td><strong>Write dictated words in correct order</strong></td>
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<tr>
<td><strong>With correct spelling</strong></td>
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<tr>
<td><strong>With correct punctuation</strong></td>
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<tr>
<td>Makes 4 or more spelling / punctuation mistakes</td>
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<tr>
<td>Makes 3 spelling / punctuation mistakes</td>
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<tr>
<td>Makes 2 spelling / punctuation mistakes</td>
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<tr>
<td>Makes 1 spelling / punctuation mistake</td>
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<tr>
<td>All words correctly spelled and punctuation correct</td>
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### PHONICS Assessment 3: Classroom observation
(Weeks 1–9)

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<td><strong>5 marks</strong></td>
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<tr>
<td>The learner:</td>
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<tr>
<td><strong>Decoding</strong>: Consistently blends and segments words when reading and writing.</td>
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<tr>
<td><strong>Word reading fluency</strong>: Shows progress in TWR</td>
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<tr>
<td><strong>Meaning</strong>: Writes own sentences which make sense using the given words (every second Thursday)</td>
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<tr>
<td><strong>Participation</strong>: Shares words and participates in pair work in Monday and Wednesday phonics lessons.</td>
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<tr>
<td><strong>Completion</strong>: Consistently completes daily phonics activities in LAB</td>
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<tr>
<td>Fulfils 1 or 0 criteria</td>
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<td>Fulfils 2 criteria</td>
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<td>Fulfils 3 criteria</td>
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<td>Fulfils 4 criteria</td>
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<td>Fulfils all 5 criteria</td>
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**Total**: 20 marks
### READING Assessment 1: Comprehension
(Week 7 Tuesday)

**LAB page 140, TG page 102**

1. Gold (1), Garden (1), Food/meals/mealtimes (1); daughter/child/Marigold (1).
2. That everything he touched turned to gold (1) **Full sentence required.**
3. His garden/the trees and flowers turned to gold and the birds or butterflies went away (1); his food/soup/ spoon turned to gold and he could not eat (1) and his daughter became a gold statue and couldn't move (1).
4. He learnt that some things are more important than gold. or He changed from being greedy to being grateful. (2)

### READING Assessment 2: Oral reading aloud
(Week 8 Monday–Friday)

**TG pages 113, 115, 117, 119, 121**

<table>
<thead>
<tr>
<th>2 marks for each criterion fulfilled</th>
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<th>6</th>
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<tbody>
<tr>
<td>The learner:</td>
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<tr>
<td>1. Can <strong>read aloud</strong> at a good pace for 1 minute</td>
<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. Uses <strong>decoding skills</strong> to read unfamiliar words</td>
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<tr>
<td>3. Monitors self and <strong>self-corrects</strong> when necessary</td>
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<tr>
<td>4. Notices <strong>punctuation</strong></td>
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<tr>
<td>5. Reads <strong>fluently</strong> and with expression</td>
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### READING Assessment 3: Classroom observation in all reading lessons
(Weeks 1–9)

1. Timed text reading **Fluency Practice**: shows increasing speed.
2. Participates in **shared reading**
3. Completes weekly **comprehension activities** in LAB satisfactorily
4. Completes **vocabulary activities** in LAB satisfactorily
5. Completes **language activities** in LAB satisfactorily

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<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>
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**Total** 25 marks
## HANDWRITING Assessment Rubrics and Checklists

### HANDWRITING Assessment 1: Cursive upper and lower cases and upper and lower joins (Week 8 Friday)

**LAB page 152, TG page 120**

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<tbody>
<tr>
<td>The learner writes upper and lower case letters in cursive writing with:</td>
<td>Needs support to write and place cursive letters</td>
<td>Some letters formed correctly. Needs more practice with joins and line placement</td>
<td>Forms most but not all cursive letters correctly. Joins and line placement sometimes incorrect.</td>
<td>Forms all letters correctly, and joins/placement on lines mostly correct.</td>
<td>Writes all letters and joins correctly, with correct line placement and correct joins</td>
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<tr>
<td>- Correct letter formation</td>
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<td>- Correct placement on line</td>
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<tr>
<td>- Correct joins</td>
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### HANDWRITING Assessment 2: Classroom observation (Weeks 1–9)

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<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>
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<tr>
<td>1. Uses correct pencil grip</td>
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<tr>
<td>2. Uses handwriting tools effectively (pencil, ruler, eraser, sharpener)</td>
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<tr>
<td>3. Has correct spacing between letters and between words</td>
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<td>4. When writing in cursive writes smoothly and with minimal pen-lifts</td>
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<tr>
<td>5. Uses cursive in most classwork</td>
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**Total**

| 10 marks |
## ASSESSMENTS

### WRITING Assessment Rubrics and Checklists

**WRITING Assessments 1 and 2: Information report and story review**  
(Weeks 4 & 8 Friday)  
TG pages 72 and 120  
10 marks each

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>1</th>
<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1 mark for each criterion fulfilled</strong></td>
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<tr>
<td>1. Correctly follows structure and headings of genre (information report or book review)</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. Appropriate information under each heading</td>
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<tr>
<td>3. Writing makes sense (not just random thoughts)</td>
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<td>4. Appropriate vocabulary</td>
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<tr>
<td>5. Includes some interesting or original ideas (different from examples)</td>
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<thead>
<tr>
<th>LANGUAGE</th>
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<th>2</th>
<th>3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Writes in complete sentences that are grammatically correct</td>
<td>Fulfils 1 criteria</td>
<td>Fulfils 2 criteria</td>
<td>Fulfils 3 criteria</td>
<td>Fulfils 4 criteria</td>
<td>Fulfils all 5 criteria</td>
</tr>
<tr>
<td>2. Writes using the appropriate tense (present tense for both)</td>
<td></td>
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<tr>
<td>3. Punctuates appropriately (colons, full stops, commas)</td>
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<tr>
<td>4. Spells most HF words correctly.</td>
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<tr>
<td>5. Acceptable attempted spellings.</td>
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</tr>
</tbody>
</table>

**WRITING Assessment 3: Classroom observation**  
(Weeks 1–9)  
5 marks

<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participates in discussions in shared writing, e.g. to choose a topic to write about</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. Checks that writing makes sense, e.g. by reading to a friend</td>
<td></td>
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<tr>
<td>3. Seems to enjoy expressing self in writing</td>
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<tr>
<td>4. Uses mostly correct grammar, punctuation and spelling, especially HF words</td>
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<tr>
<td>5. Completes almost all writing activities, all are at an acceptable standard (Writing, IW)</td>
<td></td>
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</tbody>
</table>

**Total**  
25 marks
# ASSESSMENTS

## HOME LANGUAGE TERM 2 MARKSHEET

<table>
<thead>
<tr>
<th>20%</th>
<th>20%</th>
<th>25%</th>
<th>10%</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening and speaking</strong> (Weighting 20%)</td>
<td><strong>Phonics</strong> (Weighting 20%)</td>
<td><strong>Reading &amp; Comprehension</strong> (Weighting 25%)</td>
<td><strong>Handwriting</strong> (Weighting 10%)</td>
<td><strong>Writing</strong> (Weighting 25%)</td>
</tr>
</tbody>
</table>


### Phonics (Weighting 20%)

1. Sounds
2. Dictation
3. Classroom observation

### Reading & Comprehension (Weighting 25%)

1. Reading comprehension: King Midas
2. Oral reading aloud
3. Classroom Observation in all reading lessons

### Handwriting (Weighting 10%)

1. Cursive upper and lower case letters and all joins
2. Classroom Observation: cursive and print; handwriting lessons and other contexts
3. Classroom observation: Shared and individual writing

### Writing (Weighting 25%)

1. Information report (Animal)
2. Story review
3. Classroom observation: Shared and individual writing

### Materials

- TG pages 90, 92, 94
- LAB page 157, TG page 114, Weeks 1–9
- LAB page 159, TG page 102, Weeks 1–9
- LAB page 167, TG page 120, Weeks 1–9
- LAB page 140, TG page 102, Weeks 1–9
- LAB page 152, TG page 120, Weeks 1–9
- TG pages 113, 115, 117, 119, 121
- TG page 72
- TG pages 113, 115, 117, 119, 121
- LAB page 152, TG page 120, Weeks 1–9

### Marks

<table>
<thead>
<tr>
<th>NAME</th>
<th>10</th>
<th>5</th>
<th>5</th>
<th>20</th>
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<th>5</th>
<th>25</th>
</tr>
</thead>
</table>

---

**Mark Distribution**

- **20%**
- **20%**
- **25%**
- **10%**
- **25%**
### PLANNING FOR CONTINUOUS AND FORMAL ASSESSMENT TERM 2

- **Curriculum links** for each week are shown with light colour blocks.
- **Formal assessment tasks** are shown with darker blocks.

#### BEGINNING KNOWLEDGE AND PSWB

<table>
<thead>
<tr>
<th>Routines</th>
<th>1</th>
<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Discuss personal ideas and feelings about theme topics</td>
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</tbody>
</table>

#### Topics

- Insects
- Life cycles
- Recycling
- Healthy eating
- Celebrations and special days (as celebrated in the community)

#### Key concepts and skills

1. **Social science concepts**: conservation (week 1–6, 9), cause and effect (week 7, 8), adaptation (week 1, 2, 9), place (week 5, 6), relationships and interdependence (week 7–8), diversity and individuality (week 2–9), change (week 3–4)

2. **Natural Science concepts**: life and living (week 1–4, 9), energy and change (week 3, 4), planet earth and beyond

3. **Scientific process skills**: the process of enquiry which involves observing (week 1, 3, 4), comparing (week 1–2), classifying (week 1–4, 5–6, 7–8), measuring, experimenting, and communicating (7–8)

4. **Technological process skills**: investigate, design (week 6), make (week 6), evaluate (week 6), communicate

#### PSWB

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<tr>
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<tbody>
<tr>
<td>Social and emotional health</td>
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<td></td>
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<tr>
<td>Relationships with others</td>
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<tr>
<td>Relationship with the environment</td>
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<tr>
<td>Values and attitudes</td>
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</table>

#### VISUAL ARTS

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</thead>
<tbody>
<tr>
<td>Formal teaching of drawing and painting and other: exploring a variety of media</td>
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<tr>
<td>Art elements: symmetry, balance, movement, texture</td>
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<tr>
<td>Introduce body in motion overlapping: behind, in front of</td>
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<tr>
<td>Variation of paper size and format: encourage working in different scale and degree of detail</td>
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</table>

#### Create in 3D

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</tr>
</thead>
<tbody>
<tr>
<td>Box and foil sculpture: animals, dragons, pinch pots and other</td>
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<tr>
<td>Art elements: shape/form, texture</td>
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<tr>
<td>Teach simple construction techniques: stacking, joining, surface decoration</td>
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<tr>
<td>Use of tools: safety, consideration of others, sharing resources</td>
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</table>

#### PERFORMING ARTS

<table>
<thead>
<tr>
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<th>8</th>
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<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warming up: focus on posture, alignment of knees over the middle toes when bending and pointing feet</td>
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<tr>
<td>Warming up: focus on articulation and vocal tone using rhymes, songs, creative games and tongue twisters</td>
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</tbody>
</table>
3. Sensory awareness: touch, taste, smell, hearing and sight in dramatic activities

4. Rhythm games: listening skills, recall contrasting rhythm patterns, keep a steady beat, use different timbres

5. Locomotor movements with co-ordinated arm movements

6. Non-locomotor movements: in time to music

7. Developing control: co-ordination, balance and elevation in jumping with soft landings

8. Cooling down and relaxation: breathing in and out and visualising

**Improvise and interpret**

9. Interpret and rehearse South African songs, rounds, call and response

10. Dramatise in groups using an existing story based on appropriate topics, to develop own endings

11. Classroom dramas: express feelings and portray themes from the environment and own life

12. Movement sentence showing beginning, middle and end on a selected topic working in small group

### PHYSICAL EDUCATION

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</thead>
<tbody>
<tr>
<td>Simulation activities such as running like a horse, walk like a duck, jump like a frog, etc.</td>
<td>Catch/throw a high ball</td>
<td>Rope skipping in groups of three</td>
<td>Basketball – dribble a ball zigzag through markers</td>
<td>Relay running: zigzag through skittles/markers</td>
<td>Complex obstacle course</td>
<td>Hand apparatus sequences such as hula hoops or ribbons that require left and right actions of similar kind</td>
<td>Indigenous games</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rope skipping individual double take-off</td>
<td>Hockey – dribble a ball though obstacles</td>
<td>Balance on one leg</td>
<td></td>
<td></td>
<td>Mini-soccer, hockey, rugby, netball and basketball</td>
</tr>
</tbody>
</table>
**ASSESSMENTS**

### BEGINNING KNOWLEDGE & PSWB

#### Assessment Rubrics and Checklists

| BEGINNING KNOWLEDGE Assessment 1: A balanced diet  
(Week 7 Wednesday) | 15 marks |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>LAB page 146, TG page 105</td>
<td>15 marks</td>
</tr>
<tr>
<td>1. 1 mark for each correct label (from bottom) Fruit and vegetables, Carbohydrates, Proteins, Dairy, Oils and fats, Sweet and salty snacks (6)</td>
<td>15 marks</td>
</tr>
<tr>
<td>2. 1 mark for each correct match: loaf of bread – carbohydrate; chicken drumstick – protein; carton of maas – dairy; bottle of sunflower oil – oils and fats; apple – fruit and vegetables; bunch of spinach – fruit and vegetables (6)</td>
<td>15 marks</td>
</tr>
</tbody>
</table>
| 3. a. Fruit and vegetables (1)  
   b. Eating foods from mixed food groups (1) | 15 marks |
| 4. Learners’ own answer with reason (1) | 15 marks |

| BEGINNING KNOWLEDGE Assessment 2: Making good food choices  
(Week 8 Wednesday) | 15 marks |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>LAB page 163, TG page 117</td>
<td>15 marks</td>
</tr>
<tr>
<td>1 mark each for questions 1–5 (5)</td>
<td>15 marks</td>
</tr>
<tr>
<td>1. he had a hole in his tooth</td>
<td>15 marks</td>
</tr>
<tr>
<td>2. to the dentist</td>
<td>15 marks</td>
</tr>
<tr>
<td>3. mirror and a bright light</td>
<td>15 marks</td>
</tr>
<tr>
<td>4. filled the holes</td>
<td>15 marks</td>
</tr>
<tr>
<td>5. some fruit</td>
<td>15 marks</td>
</tr>
<tr>
<td>1 mark per correct choice (5)</td>
<td>15 marks</td>
</tr>
<tr>
<td>6. grapes; apple; milk; spinach; yoghurt</td>
<td>15 marks</td>
</tr>
<tr>
<td>1 mark per correct word in the sentences (5)</td>
<td>15 marks</td>
</tr>
</tbody>
</table>
| 7. a. any two of: dairy products; green, leafy vegetables; milk; yoghurt; maas  
   b. minerals  
   c. sometimes/once a week  
   d. twice | 15 marks |

| BEGINNING KNOWLEDGE Assessment 4: Classroom observation: PSWB and BK  
(Weeks 1–9) | 10 marks |
|---|---|
| CLASSROOM OBSERVATION: PSWB  
(Weeks 1–9) | 5 marks |
| The learner: | 1 | 2 | 3 | 4 | 5 |
| 1. Participates in Think-Pair-Share activities | Fulfils 1 criteria | Fulfils 2 criteria | Fulfils 3 criteria | Fulfils 4 criteria | Fulfils all 5 criteria |
| 2. Participates in class discussions |  |  |  |  |  |
| 3. Takes turns and shares |  |  |  |  |  |
| 4. Discusses own feelings and thoughts |  |  |  |  |  |
| 5. Is considerate of other learners |  |  |  |  |  |

| CLASSROOM OBSERVATION: BK  
(Weeks 1–9) | 5 marks |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner:</td>
<td>1</td>
</tr>
<tr>
<td>1. Contributes own ideas to discussions</td>
<td>Fulfils 1 criteria</td>
</tr>
<tr>
<td>2. Cooperates and works well in pairs and group</td>
<td></td>
</tr>
<tr>
<td>3. Gives an opinion on the theme topics</td>
<td></td>
</tr>
<tr>
<td>4. Completes LAB pages satisfactorily</td>
<td></td>
</tr>
<tr>
<td>5. Completes DBE pages satisfactorily</td>
<td></td>
</tr>
</tbody>
</table>

Total 40 marks
### VISUAL ARTS Assessment Rubrics and Checklists

**VISUAL ARTS Assessment 1: Foil sculpture diorama**  
(Week 6 Monday and Tuesday)  
TG pages 89, 91  

<table>
<thead>
<tr>
<th>1. The learner followed instructions for foil figure</th>
<th>2. Figure looks like a human form</th>
<th>3. Positioning of limbs indicates movement</th>
<th>4. Positioning of figures in diorama tells a story</th>
<th>5. The learner was able to tell a part of the story to others</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 5 criteria</td>
</tr>
</tbody>
</table>

**VISUAL ARTS Assessment 2: Classroom observation**  
(Weeks 1–9)  

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

<table>
<thead>
<tr>
<th>Fulfils 1 criteria</th>
<th>Fulfils 2 criteria</th>
<th>Fulfils 3 criteria</th>
<th>Fulfils 4 criteria</th>
<th>Fulfils 5 criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
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</tbody>
</table>

**Total**  

| 15 marks |
### PERFORMING ARTS Assessment Rubrics and Checklists

#### PERFORMING ARTS Assessment 1: Group dramatisation
(Week 6 Thursday)  
TG page 95  
5 marks

<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>1. Tells story through movement and words</td>
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<tr>
<td>2. Speaks audibly and articulates clearly</td>
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<tr>
<td>3. Uses body confidently in the performance</td>
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<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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</table>

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

#### PERFORMING ARTS Assessment 2: Classroom observation
(Weeks 1–9)  
10 marks

<table>
<thead>
<tr>
<th>The learner:</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participates fully in all PA lessons</td>
<td></td>
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<tr>
<td>2. Works well in a pair or group by taking turns, sharing ideas etc.</td>
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<tr>
<td>3. Is able to follow and create different rhythms</td>
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<tr>
<td>4. Is able to move imaginatively to music</td>
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<tr>
<td>5. Sings confidently and with expression</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 Assessment 1: Games
(Week 6 Friday)
TG page 97

<table>
<thead>
<tr>
<th>The learner:</th>
<th>1</th>
<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Follows instructions</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>
<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>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Follows some of the instructions and attempts to follow the rules and participate in the game. Co-operation with others needs attention.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</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>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Follows all instructions. Knows the rules and participates fully in the game. Excellent co-operation with others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### PHYSICAL EDUCATION Assessment 2: Rhythm and co-ordination
(Week 7 Tuesday to Friday)
TG pages 103, 105, 107, 109

<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>• Skips alone</td>
<td></td>
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<tr>
<td>• Skips while running</td>
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<tr>
<td>• Takes off on two feet</td>
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<tr>
<td>• Skips rhythmically in a group</td>
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<tr>
<td>• Co-operates with other learners</td>
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</tr>
<tr>
<td>Is unable to skip at all - cannot co-ordinate arms and feet. Is unable to participate in a group skipping game at all. Is reluctant to try</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Is able to skip while stationary but not while running. Co-ordination is poor. Tries to participate in the group game, but cannot co-ordinate the skipping.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Is able to take off on two feet when stationary but unable to run and skip. Co-ordination needs attention. Is willing to participate in group skipping game but often misses the beat.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Is able to take off on two feet and to run and skip. Co-ordination is fair. Participates in the group game both skipping and turning the rope.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Competently takes off on two feet and runs and skip. Co-ordination is good. Participates in the group game both skipping and turning the rope.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>1 mark = 1 criterion</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Follows instructions</td>
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<tr>
<td>2. Takes turns</td>
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<tr>
<td>3. Works in a team</td>
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<tr>
<td>4. Warms up and cools down</td>
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<tr>
<td>5. Balances on one leg</td>
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<tr>
<td>6. Gymnastics: Head stand/hand stand, bridge standing</td>
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<tr>
<td>7. Run and walk in different ways like a horse, walk like a duck, jump like a frog, etc.</td>
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<tr>
<td>8. Plays laterality games which include left and right actions of similar kind</td>
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<tr>
<td>9. Skips to a rhythm</td>
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<tr>
<td>10. Participates in a complex obstacle course</td>
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<tr>
<td>Participates in a complex obstacle course</td>
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<tr>
<td>11. Catches/throws a high ball</td>
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<tr>
<td>12. Plays ball games involving dribbling, throwing, running and passing</td>
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<tr>
<td>13. Plays an indigenous game</td>
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<tr>
<td>14. Follows rules in other games</td>
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<tr>
<td>15. Movement sequences that require left and right movements of similar kinds</td>
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<tr>
<td>16. Plays laterality games with hula hoop, ribbons, etc.</td>
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<tr>
<td>17. Participates in complex relay races: zigzag through skittles/markers</td>
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<td>18. Skips with a rope, alone and with partners</td>
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<td>19. Reacts quickly to commands in reaction drills</td>
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<tr>
<td>20. Participates in games like mini-soccer, hockey, rugby, netball and basketball</td>
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</tbody>
</table>

Total: 30 marks
<table>
<thead>
<tr>
<th>NAME</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>LIFE SKILLS</strong></td>
</tr>
<tr>
<td></td>
<td><strong>ASSESSMENTS</strong></td>
</tr>
<tr>
<td></td>
<td><strong>LAB</strong> page 146, TG page 105</td>
</tr>
<tr>
<td></td>
<td><strong>LAB</strong> page 163, TG page 117</td>
</tr>
<tr>
<td></td>
<td><strong>Weeks</strong> 1–9</td>
</tr>
<tr>
<td></td>
<td><strong>Beginning knowledge and PSWB</strong> (Weighting 40%)</td>
</tr>
<tr>
<td></td>
<td><strong>TG</strong> pages 89, 91</td>
</tr>
<tr>
<td></td>
<td><strong>Weeks</strong> 1–9</td>
</tr>
<tr>
<td></td>
<td><strong>Visual Arts</strong> (Weighting 15%)</td>
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<tr>
<td></td>
<td><strong>TG</strong> page 95</td>
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<td></td>
<td><strong>Weeks</strong> 1–9</td>
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<tr>
<td></td>
<td><strong>Performing Arts</strong> (Weighting 15%)</td>
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<tr>
<td></td>
<td><strong>TG</strong> page 97</td>
</tr>
<tr>
<td></td>
<td><strong>TG</strong> pages 103, 105, 107, 109</td>
</tr>
<tr>
<td></td>
<td><strong>Weeks</strong> 1–9</td>
</tr>
<tr>
<td></td>
<td><strong>Physical Education</strong> (Weighting 30%)</td>
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</tbody>
</table>