

# English

Home Language and Life Skills

3

Term 2



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Home Language and Life Skills

Teacher's Guide



## Acknowledgements

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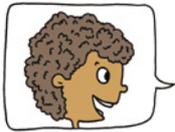
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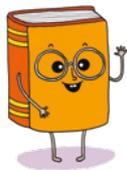
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# Icons and abbreviations

## Home Language



Listening and Speaking



Reading



Phonics



Writing and Handwriting



Group Guided Reading



Independent Work

## Life Skills



Beginning Knowledge and Personal and Social Wellbeing



Creative Arts

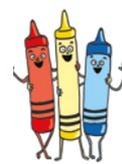


Physical Education

## Icons used in LAB



Write



Colour in or draw



Cut out

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

[This is the Xhosa/Sepedi table.  
Afr one is different]

## Timetable for HL Min time

\*Indicates LAB page

Time per day	Monday	Tuesday	Wednesday	Thursday	Friday
10 min	<b>Admin Period: Register/calendar/ birthdays/announcements</b>				
1h 30 min	<b>MATHS BLOCK</b>				
1h 35 min	<b>LITERACY BLOCK</b>				
15 min	Oral: News	Oral: Listening and Speaking	Oral: Listening and Speaking	Oral: Listening and Speaking	Oral: Review of week
<b>TRANSITION: sharpen pencils, hand out books, hand exercises</b>					
10 min	*Phonics	*Phonics	*Phonics	*Phonics	*Phonics A. TWR B. Dictation
10 min	*Handwriting	Handwriting	Handwriting	Handwriting	Handwriting
<b>TRANSITION: Action rhyme/song</b>					
15 min	Reading: Teacher Read aloud	Shared Reading: Comprehension	Shared Reading: Vocabulary	Shared Reading: A. Language B. Fluency practice*	Reading: Independent work review
15 min	EFAL	*Writing: Comprehension	*Writing: Vocabulary	*Writing: Language	*Independent Writing
<b>TRANSITION: Stretch and shake. Group moves to mat for GGR</b>					
15 min	GGR	GGR	GGR	GGR	GGR
15 min	GGR	GGR	GGR	GGR	GGR
(30 min parallel to GGR)	*Independent Work	*Independent Work	*Independent Work	*Independent Work	*Independent Work
45 min	<b>EFAL BLOCK</b>				
1h 25 min	<b>LIFE SKILLS BLOCK</b>				
30 min	*Beginning Knowledge	*Beginning Knowledge	*Beginning Knowledge	Beginning Knowledge concept review	DBE Workbook LS page HL page
<b>TRANSITION: breathing exercise, hand out materials</b>					
30 min	Visual Arts Visual Literacy*/ Practical	Visual Arts Practical	Performing Arts	Performing Arts	
<b>TRANSITION: Change clothes, move outside, provide equipment</b>					
25 min	PE set up (30 min)	PE Activity stations	PE Activity stations	PE Activity stations	PE Activity stations

## Term 2 content

Week	Theme	Read aloud story	Shared reading story	Independent reading work	Phonics
1	Insects	Insects	Nombulelo and the ugly insects	Is this an insect? (Different question types)	xxxx
2	Insects	The ant and the grasshopper	Nombulelo and the ugly insects	More about insects (With different question types)	xxx
3	Life cycles	Life cycles	The mystery of the disappearing tadpoles	Long and short lifespans	xxx
4	Life cycles	Fairy tale: The Princess and the frog (fairy story)	The mystery of the disappearing tadpoles	Chapter story of the blue eggs. (Prediction)	xxx
5	Recycling	Mandla, Maya and the rubbish	The kindest giant in the world	Flow charts: Effects of litter in different environments. (NF graphic)	xxx
6	Recycling	The trader learns a lesson	The kindest giant in the world	Chapter story of Jackal and Lion (traditional story)	xxx
7	Healthy eating	A balanced diet	King Midas	Eating away from home in South Africa	xxx
8	Healthy eating	Stone soup	King Midas	Staple foods	xxx
9	More about insects	Mandla and the little black spider	Poems	Khanya's Daily Diary	xxx
10	Consolidation				

Language and Comprehension	Writing	Beginning Knowledge and PSWB	Creative Arts: Visual Arts	Creative Arts: Performance Arts	Physical Education
Non-fiction and fiction. Language in an information report: headings, sub-headings, simple present tense	Writing facts (Praying mantis)	KWL: Insects Label body parts. Observe and draw an insect.	Symmetry	Dramatise a story	Teacher chooses 4 activities for the week
Layout of an information report.	Information report: Praying mantis	Insects that help and harm us; definitions and matching; classification;	A butterfly painting	Movement to music	
Sources of information for research. Understanding classification and definitions	Writing Facts (Cockroach)	KWL: Life cycles Life cycle of a butterfly Draw a life cycle	Art gallery: Natural drawings	Sing a South African song	
Research feedback. Story summary Story structure	Choosing an animal to write about. Information report: Animal of choice	Life cycle of a frog Complete a table Compare two different life cycles	Observe and draw a leaf	Movement: move life different creatures	
Justifying an opinion. Purpose of punctuation when reading aloud. Parts of speech: nouns	Opinion of a story: The Kindest Giant	KWL – recycling Sorting – which bin? Recycling plastic	Art gallery: Foil sculpture	Rhythm games	
Story structure and story summary	Summary of a story. Story review: The kindest giant	Making toys from waste Following a procedure Reduce, reuse, recycle	Foil sculpture diorama	Group dramatisation	
Main ideas. Story structure	Summary of story: Hansel and Gretel	KWL: Healthy food The food pyramid	Balance in art	Circle games Sensory awareness	
Listening comprehension Story summary in cloze format	Preparation and story review: Hansel and Gretel or story of choice	Anytime and sometimes food Consequences of poor food choices – teeth	Sill life – bowl of fruit	Group drama	
Poem review (based on story review)	Daily diary Diary entry for this week	KWL: More creatures Fun facts about bugs	3D box sculpture – insects	Poetry and music	

## Assessment Plan, Term 2

<b>Week 4</b>	Friday	Writing 1: Information report	PRACTICAL	TG page 72
<b>Week 6</b>	Tues–Fri (Continued in Week 7)	Listening and Speaking 1: Story review	ORAL	TG pages 90, 92, 94
	Mon–Tues	Visual Arts 1: Foil sculpture diorama	PRACTICAL	TG pages 89, 91
	Thurs	Performing Arts 1: Group dramatisation	PRACTICAL	TG page 95
	Fri	Physical Education 1: Games	PRACTICAL	TG page 97
<b>Week 7</b>	Tues–Thurs (Continued from Week 6)	Listening and Speaking 1: Story review	ORAL	TG pages 102, 104, 106
	Tues	Phonics 1: Write sounds	LAB page 139	TG page 102
	Tues	Reading 1: Comprehension	LAB page 140	TG page 102
	Tues–Fri	Physical Education 2: Rhythm and co-ordination	PRACTICAL	TG pages 103, 105, 107, 109
	Wed	Beginning Knowledge 1: A balanced diet	LAB page 146	TG page 105
<b>Week 8</b>	Mon–Fri	Reading 2: Oral reading aloud	ORAL	TG pages 113, 115, 117, 119, 121
	Tues	Listening and Speaking 2: Listening comprehension	LAB page 157	TG page 114
	Wed	Beginning Knowledge 2: Making good food choices	LAB page 163	TG page 117
	Fri	Phonics 2 Dictation	LAB page 167	TG page 120
	Fri	Handwriting 1: Cursive capitals and upper and lower joins	LAB page 152	TG page 120
	Fri	Writing 2: Story review	PRACTICAL	TG page 120



# Integrated learning – the Funda Wande approach

The Funde Wande Programme integrates Home Language Literacy with Life Skills. It does this through using common themes and integrated lesson plans and recycling key vocabulary.

## Why?

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

## How?

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

## INTEGRATED LEARNING CYCLE

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

# Teaching Home Language



## LISTENING AND SPEAKING

15 min

### Why?

- Develop listening skills
- Develop speaking skills

### How?

Weekend news (**Monday**) →

Listening & Speaking skills (**Tuesday**) →

Listening & Speaking skills (**Wednesday**) →

Listening & Speaking skills (**Thursday**) →

Review of week (**Friday**)

### Think-Pair-Share methodology

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

### Content

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

[Appropriate table for each language to be inserted]

In Term 1, revise sounds taught in previous grades.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 1</b>	Baseline Revision	-ee -oo	-aa -uu	-ie	-oe	-ou	-ui	-ei	-eu	Consolidation
<b>Term 2</b>	ooi	aai	eeu	oei	Revision	bl-; br-	dr-	fr-; fl-	gl-; gr-	Consolidation
<b>Term 3</b>	kl-; kn-	Kr-; kw-	pl-; pr-	sk-; sl-	sm-; sn-	sp-; st-	sw-; tr-	vl-; vr-	spr-; str-	Consolidation
<b>Term 4</b>	-ng; -nk	-lf; -lk	ns; -nt; -nd	-mp; -ms	-rg; -rk	-rm; -rp	-rs; -rt	-rd; -ts	Revision	Consolidation

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.

**HANDWRITING****15 min****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.

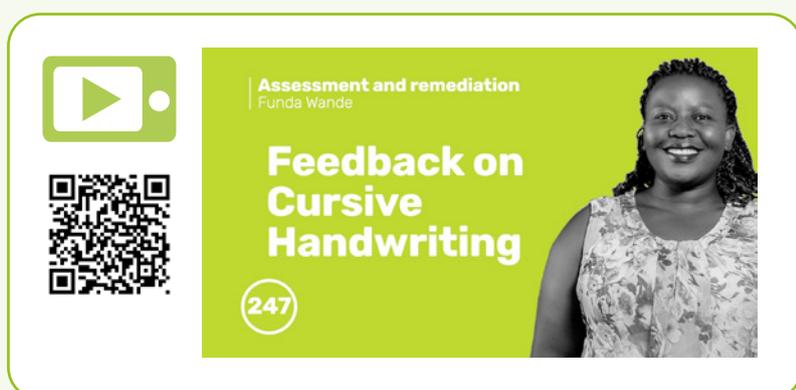
### *Teacher*

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.



Assessment and remediation  
Funda Wandu

Feedback on  
Cursive  
Handwriting

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## READING AND WRITING FOCUS TIME

2 hours  
15 min

## READING LESSONS

Teacher read aloud (**Monday**) →  
 Shared reading-comprehension (**Week A Tuesday**)/Fluency (**Week B Tuesday**) →  
 Vocabulary (**Week A Wednesday**)/Vocabulary and language review  
 (**Week B Wednesday**) →  
 Language (**Week A Thursday**)/Fluency practice (**Week B Thursday**) →  
 Review Independent reading (**Friday**)

**Each day:** Group guided reading with 2 different groups; 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.



Funda Wandé  
Ukwakhiwa kwezivakalisi

isiXhosa



## 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

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

*[insert relevant language as per Word doc supplied]*

### 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.



# 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



CAPS Reading Activities  
Group Guided Reading

### Explaining the GGR Process

67



CAPS Reading Activities  
Group Guided Reading

### The GGR Lesson

68

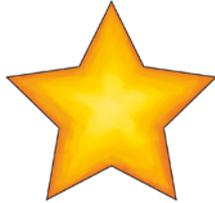


# Climbing the Reading Ladder

Early fluent reader

5

Reading star



**I can read longer texts**

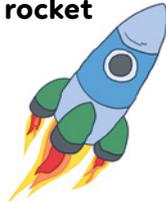
- Read 4 or more sentences
- Read aloud or silently
- Recognise high frequency words
- Sound out unknown words
- Read smoothly, notice punctuation
- Answer higher order questions

**I need**

- I need more things to read.
- Practise reading in GGR and by myself.

4

Reading rocket



**I can understand what I read**

- Predict meaning from title/illustrations
- Notice punctuation
- Read with expression
- Answer questions

**I need**

- Teach me, please.
- Practise reading in GGR and by myself.

3

Reading sun



**I can read aloud**

- Sound out words
- Recognise high frequency words
- Read 1-3 short sentences aloud
- Read them at a good pace

**I need**

- Help me to sound it out.
- Give me HF words to learn.
- Practise reading in GGR.

2

Reading eagle



**I can recognise letters**

- Count letters in word
- Say which letters are the same
- Name letter-sounds
- Find capital letters

**I need**

- Teach me, please.
- Look at the alphabet with me.
- Practise in GGR.

1

Reading bluebird



**I can hear sounds in words**

- Clap syllables
- Count syllables
- Say beginning sounds
- Say ending sounds
- Count the sounds in a word
- Odd one out

**I need**

- Teach me, please.
- Give me some examples.
- Practise in GGR.

Early reader

Emergent reader



## 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's 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.

# Teaching Life Skills

## Monday & Tuesday:

Beginning Knowledge/PSWB; Visual Arts, PE →

## Wednesday & Thursday:

Beginning Knowledge/PSWB; Performing Arts, PE →

Friday: Theme review, PE.



## 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.

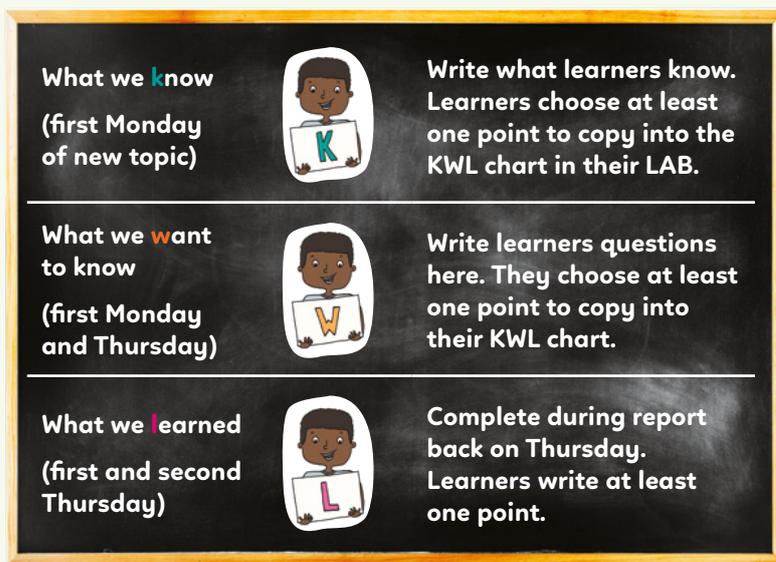
### KWL lessons

#### 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.

## How?

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



### 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.



- Make three statements related to the concept.
- Ask learners to put thumbs up if the statement is true and thumbs down if it is false.
- Repeat for the other two concepts.

## 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**

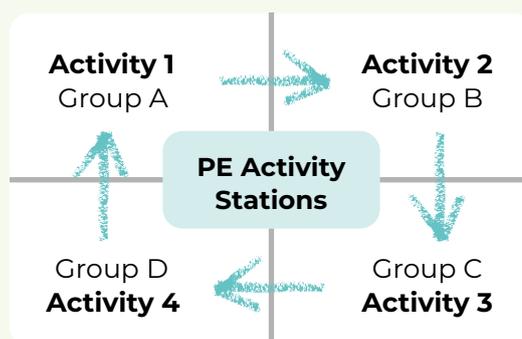
- Play a game such as catches, red rover, hide and seek.

**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.



## WEEK 1 OVERVIEW



# Insects

## 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

<b>Literacy</b>	classification	appearance	habits	thorax	abdomen
<b>Life Skills</b>	feelers	wings	compound eyes	<i>[1st row to be translated]</i>	
	feelers	wings	compound eyes	<i>[2nd row remains in English]</i>	

### 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.

# Insects

*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.*

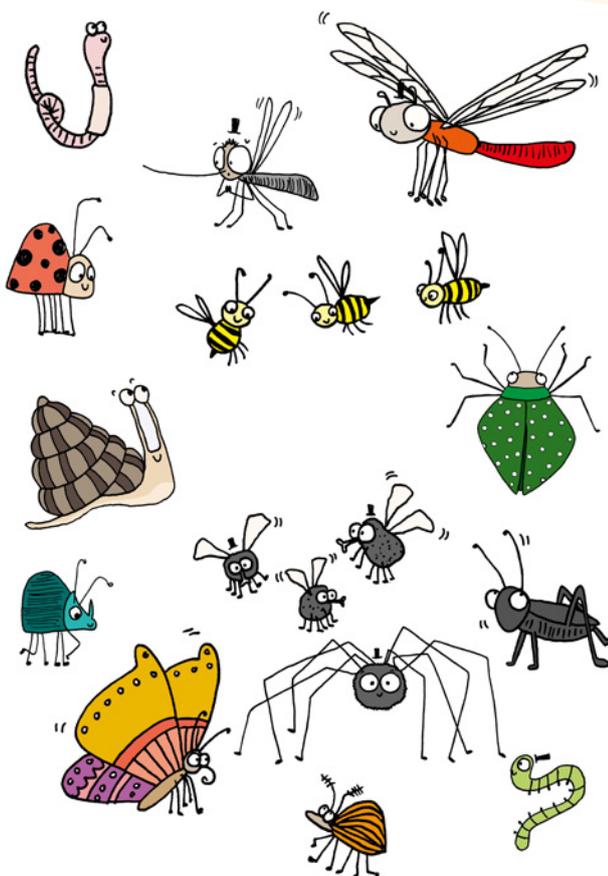
Do you know that there are between six and ten million different kinds of insects in the world and they come in all shapes, colours and sizes?

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** Holiday news

15 min

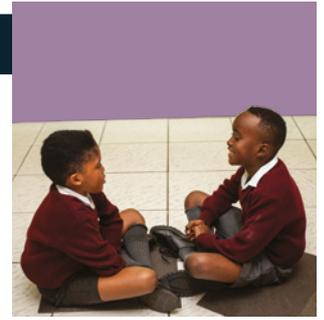
**Think-Pair-Share**

- **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.

• **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

PG 9  
10 min

- 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

PG 8  
10 min

- Follow the procedure for Handwriting lessons on page 9.



**READING** Teacher read aloud

TG  
PG 27  
15 min

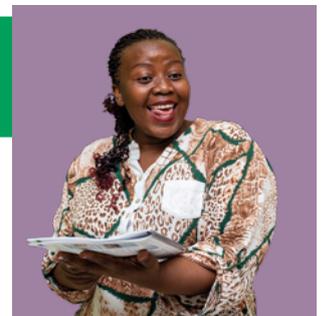
**Before reading**

- 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**

15 min

- Teach a lesson from your EFAL programme.



**GROUP GUIDED READING AND INDEPENDENT WORK**



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

PG 10  
30 min

UMHLA

**Funda izivakalisi**

Inqwelantaka kunye nenqwelomoya zizithuthi zomoya.

Inqwelomafutha yona sisithuthi sendlela.

Utata ufuna ukutywina uphahla lwendlu ngaphambi kokuba kune.

Ekhaya bekusilwe utywala bomngeno wamakhwenkwe.

Iqela lethu lebhala ilityatyushhe kukuhle iqela ebesidlala nalo.

Kutheni le nto utata efuna ukutywina uphahla lwendlu?

10 - IVEKI YOKU-1 - MVULO

**BEGINNING KNOWLEDGE** **Insects**



**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.

PG 11  
30 min

UMHLA

**Izinambuzane**

Inta andijayisa

Inta andifuna ukuyazi

Inta andijayisa Iveki yoku-1

Inta andijayisa Iveki yoku-2

11 - IVEKI YOKU-1 - MVULO - II

**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?

PG 12  
30 min

UMHLA

**Ulingano-macala**

Kwela umgca ukwenza amacala amabini alinganayo.

12 - IVEKI YOKU-1 - MVULO

**PHYSICAL EDUCATION** **Introduction**



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

30 min





**LISTENING AND SPEAKING**

**A new child at school**

15 min

**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.

PG 13  
10 min

UMHLA

Bhala amagama ngendlela echanekileyo.

1		leletywe	tywelele
2		natywi	_____
3		nitywimu	_____
4		ibanqwa	_____
5		umzinqwa	_____
6		umnonqwe	_____
7		ilonqwe	_____
8		intlonqweka	_____

14 - IVEKI YOKU-1 - LMSIBINI - 13



**HANDWRITING Consolidate joins**

- Follow the procedure for Handwriting lessons on page 9.

PG 8  
10 min

LWESIBINI

x	m n o p q r s t u v w x
x	y z q r s t u v w x



**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.

- pictures or a synonym.
- Explain that a *corn cricket* is a real insect.
- Read the **information report** with the children.

**Shared reading**

- Read the story **with** the children.
- Stop to explain any new words or concepts, e.g. using the

**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?

PG 2-7  
15 min

UNombulelo nesinambuzane esibi

UNombulelo wangena eklasini ecatha. Kuyengangweneli ukungena ngaphakathi. Wayengawabanga kwisikalo sakhe esitha esisedalaphini. Wayekhumbula ikalala sakhe esefama ebefundo liso. Wayehlala nomakholu wotho kuloo fama. Kodwa ngoku wayesehlala nonina edalaphini.

Wayekhumbula abahlabo bakhe. Kwesi sikalo sakhe sitha, abanye abantwana babemqhuba. Babemhleka bambiza basithi, "ntambo yonafama!" Babasithi usisidenge esingazinto kuba ephuma ezifama. Akukho mtu wayedlala naye, kwaye loo nto yayingkhathaza kakholu.

2 - IVEKI YOKU-1



**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.**

PG 14  
15 min

UMHLA

Ingqiqo

Funda ibali, UNombulelo nesinambuzane esibi.

Phanda ufumane

1. Yintoni igama lakwinyani lesi sinambuzane esibi?
2. Zaziphi isinambuzane eklasini?

Funda ucinge

3. Kwakutheni ukuz abantwana baqhube uNombulelo? Kungakuba \_\_\_\_\_

Ngokukokwam/Ngokuzimela

4. Bhala isivakalisi ngomtu omazayo osuka kwidawo ephakileyo. Chaza ukuba kutheni umthanda.

14 - IVEKI YOKU-1 - LMSIBINI

**GROUP GUIDED READING AND INDEPENDENT WORK**



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

PG 15  
30 min



**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).

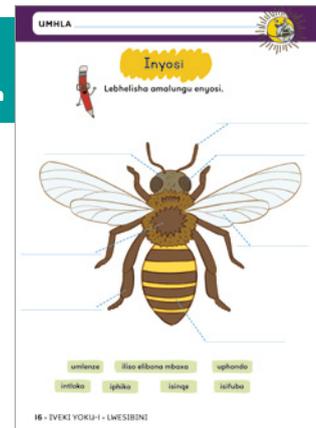
**The bee**

- 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.

PG 16  
30 min



**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.

30 min



**PHYSICAL EDUCATION Activity stations**



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

25 min





**LISTENING AND SPEAKING** Story discussion

15 min

**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

PG 17  
10 min

- 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.

UMHLA

Gqibezela isivakalisi ngegama elifanelekileyo.

tywaa utywina elitywantsi inqwaba uminqwazi ngominqwano inqwelo

1. Utata ..... uphahla emva kwezantyala-ntyala zemvula.
2. Umama unqwenela ..... womqophiso.
3. UNqaba usikelele ..... wakhe.
4. Uxisi akafuni ..... yakhe iqhutye nganye umntu.
5. Abahlali bantywatyushe bamshya .....
6. Usele utywala walala tywaa etangeni.

IWEKI YOKU-1 - LWESITHATHU - 17



**HANDWRITING** Consolidate joins

PG 8  
10 min

- Follow the procedure for Handwriting lessons on page 9.

LWESITHATHU

x bi om cu dt ry re

x ry cu bi om re dt



**SHARED READING** Vocabulary

15 min

**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.

UNombulelo nesinambuzane esibi

UNombulelo wangena eklasini esatha. Wayengangweneli ukutanga ngaphakathi. Wayengonwabanga kwisikalo sakhe esitha esisedolophini. Wayekhumbula isikola sakhe sasafama ebefunda kuso. Wayehlala nomakhulu wakhe kuloo fana. Kadeva ngoku wayesethabisa nono edolophini.

Wayekhumbula abahlali bakhe. Kwesi sikola sakhe sitha, abanye abantwana babemhambisa. Babemhamba bambaza beathi, "ntombi yasefama!" Babesithi usisidenge esingazinto kubu ephuma ezifama. Akukho mntu wayedlala naye, kwaye loo nto yayimkhathaza kakhulu.

2 - IWEKI YOKU-1



**WRITING** Vocabulary

PG 18  
15 min

**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.

UMHLA

Isigama

ukuhlalela inkhawa inkangeli ka isinga

ukuhlalela isifuba isingo

Tatathisa isigama nentsingisela.

ukuhlalela	isinto eqhele ukuzenza
inkangeli ka	izigaba zokulwanyana
inkhawa	isifuba
isifuba	indlela ekhangelika ngayo
isinga	umntu womzimba

Bhala omagama use ugqibezele itheyibhile.

Isigama	Osonobumba	Amalungu
ukuhlalela	9	4
isi	---	---

18 - IWEKI YOKU-1 - LWESITHATHU



**GROUP GUIDED READING AND INDEPENDENT WORK**

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

PG 19  
30 min

UMHLA

**Ingaba umfanenzulu sisinambuzane?**

Umfanenzulu unomolungu omathathu onzima kunge namilize emihandathu. Uxinambuzane. Imilize yangaphambili mide kakulu. Ibhangeleka ngathi iingilo. Umfanenzulu unentamo ende kakulu. Intloko yakho imle oku korantathu. Uxemplo stene, asabandakisi ukubhala. Umfanenzulu ubu abinambuzane eintlozi, ezingqengqane namziwina. Umluhlu lwama abukhali emilizeni yangaphambili ukwenza ukubamba ihlaba kakhulu, ufa ngokutha intloko kugqo. Ngamnye amaweso umfanenzulu ubu umnyet

1. Sebenzisa lo magama ukugqibezela izivakali.

ihlaba      abukhali      meva

2. Usebenzise imela \_\_\_\_\_ ukusika inyama.

3. Ingonyama ziyizingelo ukubamba \_\_\_\_\_ lase.

4. Umthi wameva wawuna \_\_\_\_\_ abukhali.

5. Kutheni umfanenzulu enameva abukhali kaimilize yakhe yangaphambili?

IVEKI YOKU-I - LMESTHATHU - I9



**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.

PG 20  
30 min

UMHLA

**Zoba isinambuzane.**

Khangelisa isinambuzane ebaleni lakudlala. Kukusifumana, sigqalasele nganangqela.

Zoba umfanekiso wesinambuzane sakho. Leyibhaliho umzobo wakho

1. Sibiza ngokuba yintoni isinambuzane sakho? Mngqiso imilize ngibonayo? Mngqiso amolungu amandla amabonayo? Yintoni enye into ngibonayo?

imilize      intloko      imipando      ising      amaphiko  
amethu abona mbaxa      iifuba

20 - IVEKI YOKU-I - LMESTHATHU



**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.

30 min



**PHYSICAL EDUCATION** Activity stations

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

25 min





**LISTENING AND SPEAKING**

**Fiction and non-fiction**

15 min

**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.

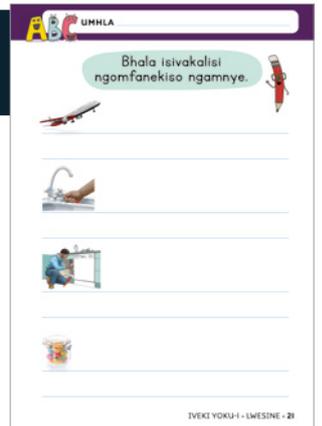


**PHONICS**

**Complete the sentences**

PG 21  
10 min

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

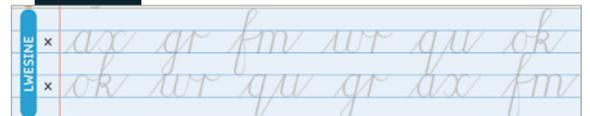


**HANDWRITING**

**Consolidate joins**

PG 8  
10 min

- Follow the procedure for Handwriting lessons on page 9.



**SHARED READING**

**Language**

15 min

**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*).

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



**WRITING**

**Language**

PG 22  
15 min

**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?*

PG 23  
30 min

UMHLA

**Ingaba isigcawu sisinambuzane?**

Isigcawu shomakungu amabini amzimba kunye nemilenze esibhozo. Ayisici isinambuzane. Isigcawu elinga isinambuzane ezininzi ezifana neempukane, imibane noma ivingane. Zihlala izimbuzane luhlobo ngazo ezimbini zazo. Ezinye isigcawu zenza i-hyfu, ezithi zuyibiza kwihlobo lazo. Isigcawu ziza kuphela zilwengana ezetyisa ukuya ngaphandle kwentambo yazo. Zihlala luhlobo lazo ngokwazo e-kele umozulu wehlobo uba ngamanzu omukhaya omnyama. Emva koko, isigcawu lufuna amanzi omukhaya omnyama azo.

1. Mingaphi imilenze yesigcawu? Phawula ibhokisi echonakileyo.

mine     mshandathu     isibhozo

2. Sebenzisa amagama ukugqibezela izivakalisi.

ihyfu    betyala    masha

Abantu    ukuya esuwini.

Ezinye iingaka, azomadukudwane nezigcawu zisebenzisa ukubulala luhlobo lazo.

Isinambuzane zingabanyiswa nga wezigcawu.

IVEKI YOKU-I - LWESINE - 23

**BEGINNING KNOWLEDGE** **Concept review**

30 min



**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.

**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.

30 min



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



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

25 min





## LISTENING AND SPEAKING Review of week

15 min

### 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

PG 24

10 min

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

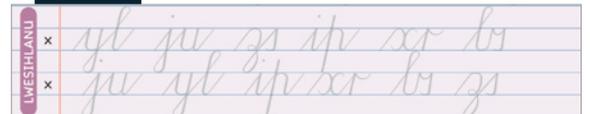


## HANDWRITING Consolidate joins

PG 8

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

### Marking

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



## INDEPENDENT WRITING Writing facts

15 min

- 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.

### Facts about the praying mantis

1. It has a long neck.
2. It has spikes on its legs.
3. \_\_\_\_\_



## GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 25  
30 min

**UMHLA**

**Ingaba iphela sisinambuzane?**

Iphela sinamafu...  
Amaphela arhanda...  
Ingaphela omele...  
Ingaphela iveki anye...

Igama	Inani lamafu amafu	Inani lamafu amafu	Ingaba sisinambuzane?
umntwana			
igatshu			
iphela			
imbavane			

IVUKI YOKU-I-UMHLA - 25



## 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 21 Insects, pages 42.
  - Home Language Workbook 1 – select a page.

30 min

**Revised and CAPS aligned**

**Grade 3**

**Life Skills in ENGLISH Book 1 Terms 1 & 2**

**ENGLISH HOME LANGUAGE**

**Grade 3**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

basic education  
REPUBLIC OF SOUTH AFRICA



## PHYSICAL EDUCATION Activity stations

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

25 min



## TEACHER'S WEEKLY REVIEW

### This week, I have:

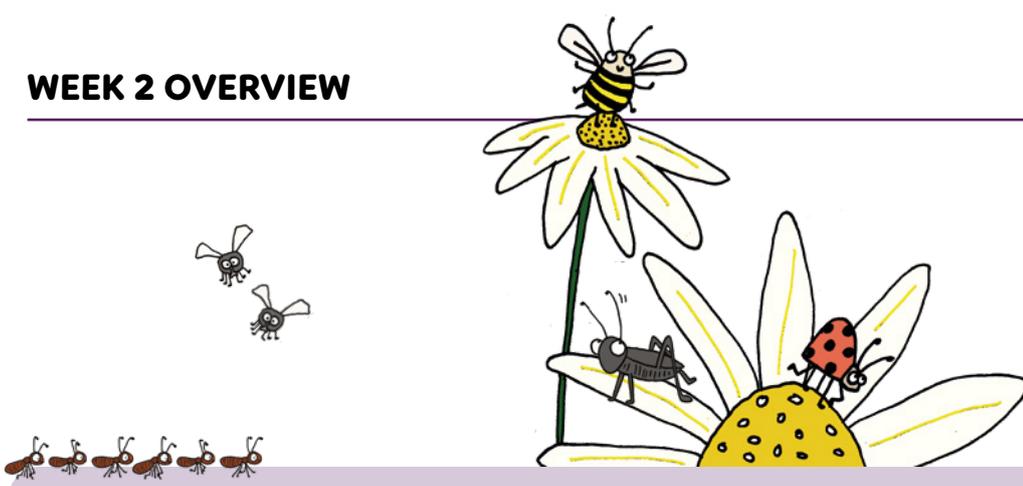
- taken in the LABs, Handwriting and Writing exercise books
- checked and corrected the work and identified areas of concern or specific learners needing more assistance
- referred back to the Week Overview and identified any lesson I was not able to complete
- scanned my lap book and noted any children 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

Literacy	classification	appearance	habits	thorax	abdomen
----------	----------------	------------	--------	--------	---------

Life Skills	helpful	harmful	protect	[1st row to be translated]
	helpful	harmful	protect	[2nd row remains in English]

## 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

## Fable: Ant and grasshopper

*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.

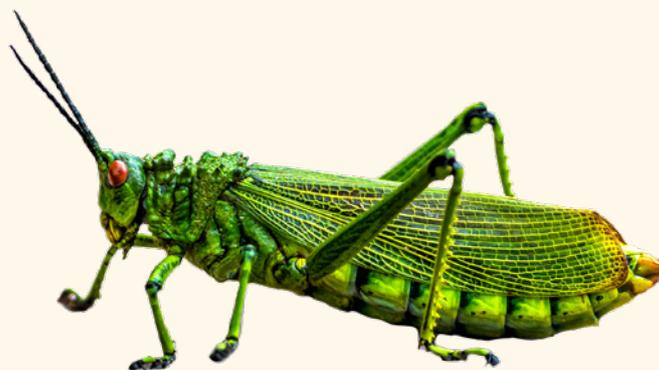
Then winter came. Grasshopper's house blew down in the first winter wind. He was cold and hungry. He saw Ant sitting in his warm house, having supper.

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.'



MONDAY



**LISTENING AND SPEAKING** News

15 min

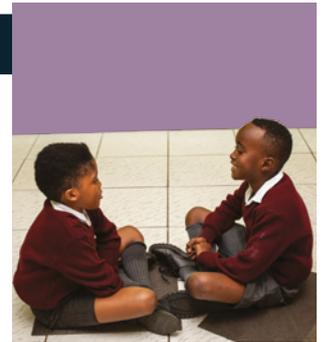
**Think-Pair-Share**

- **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

PG 27  
10 min

- 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]

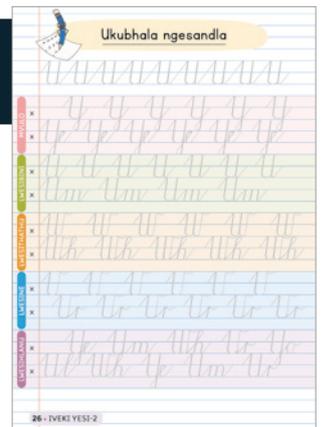
- Compare the two easily confused sounds.
- Learners complete the LAB page.
- Check and mark together.



**HANDWRITING** Capital Y

PG 26  
10 min

- Follow the procedure for Handwriting lessons on page 9.



**READING** Teacher read aloud

TG  
PG 39  
15 min

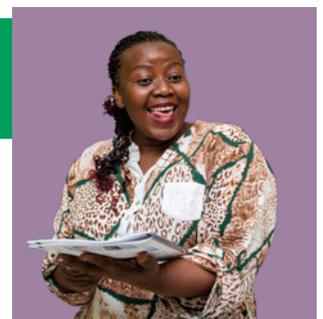
**Before reading**

- 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**

15 min

- Teach a lesson from your EFAL programme.





**GROUP GUIDED READING AND INDEPENDENT WORK**

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

PG 28  
30 min

UMHLA

**Funda izivakalisi**

Indlovu nendulumthi zizilwanyana ezangisayo.

Umakazi uxova intlama yakubhaka isonka.

Nankuga unantlantle esehla ngendlela.

Indlu yasekhaya yakhiwe entla kwenduli.

Umntombi wafa zintlani akusibona.

Kukuthini ukufa zintlani?

28 - IVEKI YESI-2 - MVULO



**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?

PG 29  
30 min

UMHLA

**Izinambuzane ezisenzakalisayo okanye ezisincedayo**

Amabhubhane abhabha esuka kwiintyambane eziya kunge intyambane eziya incinci. Abhabha umanga emsimbeni uyawo. Lo mungu uchumisa intyambane akuse intyambane sivela sihlamba okanye umfuno.

Amabhungane ayiyo izinambuzane ezincinci kwizityalo ezifana neentholo zomthi, omangalwane, intwala, imibungu kunye nezingwe abanambuzane ezincinci ezinkubungela iingwezi ezinye.

Eziye ingangoni zisazisa izifo eziphila abantu neziweziyana. Ingangoni ziyakuleleka xa ziluma umntu okanye iilwanyana ezinawo, zize zisazise ezo sifo.

Iilwanyana zintakumba kubuhlungu kwaye kubangelisa ukufowazalwa nokulumba. Abanye abantu kunye neziweziyana ababizwa (baingqulube) ngamotha eentakumba. Iintakumba ziyakazi ukufwala izifo okusuka kwezinye iilwanyana ukuya kwezinye.

IVEKI YESI-2 - MVULO - 29



**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**

30 min



**PHYSICAL EDUCATION**

**Introduction**

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

30 min





**LISTENING AND SPEAKING** Retelling a story

15 min



**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

PG 30  
10 min

UMHLA

Fakela isandi esishiyiweyo.

i ndl u	i _____ anzi
i _____ oko	i _____ ovu
i _____ ebe	i _____ ela
i za _____ a	i _____ iziyo

30 • IVEKI YESI-2 • LWESIBINI

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



**HANDWRITING** Capital U

PG 26  
10 min

LWESIBINI

X

X

Handwriting practice lines for capital U.

- Follow the procedure for Handwriting lessons on page 9.



**SHARED READING** Comprehension

PG 2-7  
15 min

UNombulelo nesinambuzane esibi

UNombulelo wangena eklasini ecatha. Wayengangweneli ukungena ngaphakathi. Wayengwabanga kwisikolo sakhe esitha esisedolophini. Wayekhumbula isikolo sakhe sesifano ebeFundisa Isulo. Wayekhulisa nonobhulu wakhe kuloo fama. Kodwa ngoku wayeseTshala noninso edolophini.

Wayebakhumbula abahlobo bakhe. Kwesi sikolo sakhe sitsha, abanye abantwana babemghula. Babemhloka bambiza basithi, "ntambo yasefama!" Babasithi usidinge esingapinto kubu ephuma ezifama. Akukho mtu wayejalala naye, kwaye loo nto yayimkhathaza kakhulu.

2 • IVEKI YOKU-1

**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

PG 31  
15 min

UMHLA

Ingqiqo

Funda ibali, UNombulelo nesinambuzane esibi.

Ngokukhwalim/Ngokuzimela

Sebenzisa amakhono amazwi ukushekwantshela ibali.

- 1 **Umlinganiswa:** Umlinganiswa ayintleka ngu \_\_\_\_\_
- 2 **Isimo sentlalo:** Iballi lenzeka e \_\_\_\_\_
- 3 **Isishwankathelo sobali:** \_\_\_\_\_

UNombulelo wayengwabanga ngoba \_\_\_\_\_

Wabona \_\_\_\_\_ phantsi kwenzilele katshala.

Abanye abantwana babe \_\_\_\_\_

Wayesibandi uNombulelo, wathatha \_\_\_\_\_

Utshala kunye nabantwana \_\_\_\_\_

IVEKI YESI-2 • LWESIBINI • 31

**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?*

PG 32  
30 min

UMHLA

Zizikhusele njani izinambuzane?

Izinambuzane ezininzi ziyabulala izinambuzane kwaye ziditye. Ngakho izinambuzane kungqonisekile ukuba zizikhusele. Onomoya neenyazi zobuqi ziyabulala izinambuzane zazo. Zinemigca eziphelelayo igxakumisa izinambuzane zazo. Zinokhono namabhabhathane zingabhabhala kude kwizinambuzane zazo. Amaphela anqanaba ngamanye aqhekeka ukuziphelisa. Umntwana uyabenza ukhomofoji ukuzifika. Ukhulisa kwaye ubangela njengengo okanye igqabi lezityalo. Akabonakali kuba kwizinambuzane zifika.

Fakela omagama abujingayo kwithegibhile.

Izinambuzane	Indlela ezizikhusele ngayo
igqabi	Ukubamba ikhomofoji.
umoya	Ibhambela kude kutshaba kwaye.

32 - IVEKI YESI-2 - LWESIBINI

**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.

PG 33  
30 min

UMHLA

Ndiyintoni?

Tshetso umfankiso nenkazelo. Kwela umgca.

Inyosi	Ndisasaza imthetho ngamanye ezisuka kwizindawo ezimbalwa ndibiza elugeni kwakho. Izigowu ziyagqandisa ukundinya.
inkububulungwe	Ndinomile egqibileyo onendawo ehlaba ngokupheleli. Ndiyabhabha xa ndibayela.
unomadu kuzwane	Ndithwala umungu ukusuka kwenge intyatyamba ukuya kwenge, ngelixa ndigqokelela incinane igqwenzisa ubusi.
impukane	Ndizigqokelela ubalungekazi bekhomanya, ndize ndibugqamelela emhlabeni. Oku kuchumisa umhlaba.
umntwana	Ndikugqandisa ukhulisa emathetheni, kwaye ndiphuma ebusuku ukuba nditye ukutya. Ngamanye amaxesha ndithwala izifo.
igqabi	Ndinesisu eside. Ndiya lingqongani kunye namagqabi eengqongeni.

33 - IVEKI YESI-2 - LWESIBINI

**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.

30 min



**PHYSICAL EDUCATION** Activity stations



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

25 min





**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

PG 34  
10 min

- 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.

UMHLA

**Bhala izivakalisi**

Bhala izivakalisi ezikhakayo esi-5 ubuciko, usebenzisa omagama akwibhiko. Ungasebenzisa omagama ababini nangaphezulu kwizivakalisi. Amagama owasebenzisileyo usebhala ngenzile enombala.

intona indaba intona iandla  
indaba indlu inkangalela  
indle intungu

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_

34 - IVEKI YESI-2 - LWESITHATHU



**HANDWRITING** Capital W

PG 26  
10 min

- Follow the procedure for Handwriting lessons on page 9.

LWESITHATHU

x W W W W W W W W  
x W W W W W W W W



**READING** Vocabulary and language review

15 min

**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.

UMHLA

**Isigama**

ukuhlalela isifuba inkangalela isinge  
imkhwa isifuba isinge

**Tshatsha isigama nentsingiso.**

ukuhlalela izinto ephile ukuzenza  
inkangalela igqila laziwonyana  
imkhwa izinto

UMHLA

**Umsebenzi wezivakalisi**

Gqibezela izivakalisi usebenzise omagama akwizibigeli.

1 Ukuhlalela: (intsethe zombona) \_\_\_\_\_ (zinambuzane, z)

2 Inkangalela: \_\_\_\_\_ zindaka (Zona, ngebola)

3 Imkhwa: \_\_\_\_\_ litshilo



**WRITING** Bridge to English

PG 35  
15 min

**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.

UMHLA

**Isigama nolwimi**

Gqibezela ithayibhile.

appearance	habits	classification
Isigama	Intsingiselo	Isigama lesingisi
ukuhlalela	Igqila laziwonyana ezinampono ezifanayo	
inkangalela	Indlela ekhangalela ngayo	
imkhwa	Izinto ephile ukuzenza	

**Fundo izivakalisi.**  
Ukuhlalela: intsethe zombona zinanambuzane.  
Inkangalela: Zinambala omdaka.  
Imkhwa: Ziya litshilo nezilwanyana.

**Bhala izivakalisi esinge kwezi zingentlo ngesingisi.**

UMHLA

IVEKI YESI-2 - LWESITHATHU - 35



**GROUP GUIDED READING AND INDEPENDENT WORK**

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

PG 36  
30 min

**UMHLA**

**Zitya ntoni izinambuzane?**

Zinambuzane ezininzi zitya izigalo. Imibungo ngi amagqali ezigalo. Onomero bitya iqhama ezuzwenge ezinyangqesipika. Bitya ngi zinambuzane ezininzi. Ezinye izinambuzane ezinyangqesipika namabhubhathane zinamboka, ezitya izifane ngayo incindi kwintyatyambo.

Engangeni ezininzi zibezenisa imiboko ukufuna igazi kwizwinyama nasabantwini. Zibawunisa incindi kwintyatyambo. Ezinye izinambuzane ezinyangqesipika abamba zitya ezinye izinambuzane. Zinambuzane ezinyangqesipika zitya izilwanyana ezifayo.

1. Sebenzisa amagama ukugqibezela izivakufu.

	funxa	simboka	incindi
1	Intyatyambo zivelisa ulwelo oluwakhi ubizwa ngokuba		
2	Ingosi zibezenisa	waza	
3	Ukufunxa incindi ekwintyatyambo.		
4	Ungabenzisa izitho uku	ezibandakanya ezinye	

2. Nika amagama ezinambuzane ezintathu ezinamboka.

36 - IVEKI YESI-2 - LWESITHATHU



**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.

PG 37  
30 min

**UMHLA**

**Izilwanyana eziluncedo kunye nezinobungozi**

Bhala amagama ezinambuzane kwihlolel ezichanekileyo.

	Eziluncedo	Ezinobungozi
<b>ibhubhathane</b>		
<b>ingosi</b>		
<b>iqhala</b>		
<b>inkumbi</b>		
<b>inkubuhlungu</b>		
<b>ibetha</b>		
<b>ukhokomeli</b>		
<b>ingqongceni</b>		
<b>ibhungane</b>		

37 - IVEKI YESI-2 - LWESITHATHU



**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?

30 min



**PHYSICAL EDUCATION**

**Activity stations**

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

25 min





**LISTENING AND SPEAKING**

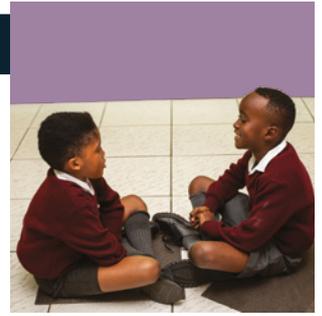
**Points of view**

15 min

**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.

PG 38  
10 min

UMHLA

Gqibezela izivakalisi ngamagama achanekileyo.

5 zintlanu    intlako    indlanathi

indlovu    ntlabathi    indlu

1. Ulizo utshi intlako yakhe ibuhlungu.

2. Ekhaya kwakhiwe \_\_\_\_\_ enkulu.

3. Umama utshi \_\_\_\_\_ ayisindwa ngumboko wayo.

4. Abantwana badlala nge \_\_\_\_\_ elwandle.

5. Nalibone \_\_\_\_\_ kumzi wezilwanyana.

6. Iinkomo zasekhaya \_\_\_\_\_ zizanke.

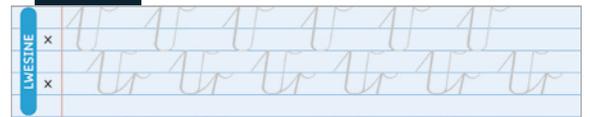
38 - IVEKI YESI-2 - LWESINE



**HANDWRITING Capital U**

- Follow the procedure for Handwriting lessons on page 9.

PG 26  
10 min



**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.

PG 39  
15 min

UMHLA

Ukuziqhelanisa notyibiliko

Funda oku kabini. Mangaphi amagama owafundileyo?

UNombulelo wangena ekhasini ngokucutha. Wayengangweneli ukungena ngaphakathi. Wayengwabanga kwisikolo sakhe esitsha esisedolophini.

Wayekhumbula isikolo sakhe sasefama ebefunda kuso. Wayehlala nomakhulu wakhe kuloo fama. Kodwa ngoku wayehlala nonina edolophini.

Wayebakhumbula abahlaba bakhe. Kwesi sikolo sakhe sitsha, abanye abantwana babemqhula. Kungekho namnye adlala naye, kwaye loo nto yayimkhathaza kakhulu.

Inani lamagama endiwafundileyo.	1	2
Inani lamagama endingawazange.		

IVEKI YESI-2 - LWESINE • 39



**SHARED READING Writing an information report**

15 min

- 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*

PG 40  
30 min

**UMHLA**

**Izinambuzane ezithanda ukuhlala kunye**

Ingosi zobusi zizimbuzane ezithanda ukuhlala kunye. Zihlala kunye kancinci zazo kunge zinamiselwazi egahlukileyo. Ukumkankazi ubeka omagqeni. Iidroweni (idroweni) zingosi zobusi ezingamadoda, eziye ezibona ndumkankazi, ameha kabo siye zife. Ingosi ezingqabanebeni zimazi, ezigcina inda yemagazi isocokile, kwaye zizonge imigasi ezincinci. Zingongqabane bemi, kwaye zigqalele incindi, ezithi zigqace ngqobusi.

Imbavane nazo zizimbuzane ezithanda ukuhlala kunye, kunge zihlala kunye. Zihlala phantsi kumhlaba sicakisi. Nazo zinazo iidroweni ezibona ndumkankazi kunye nobasebeni abangqokelela ukuya abakwangoqongqo bakaloni.

Sebenzisa omagama ukugqibezela izivakalisi.

ukumkankazi	imbavane	ukuqhanda
ihlala kunye	iidroweni	ibasebeni
ingosi zobusi		

• Izimbuzane ezithanda kunye ezinamiselwazi egahlukileyo zibiza ngokuba zizimbuzane esi \_\_\_\_\_.

• \_\_\_\_\_ zihlala kwikaloni.

• \_\_\_\_\_ zihlala ezindawini zazo \_\_\_\_\_.

40 - IVEKI YESI-2 - LWESINE

**BEGINNING KNOWLEDGE** **Concept review**



30 min

**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.

**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.

**Bridge to English:** helpful, harmful, protect

**PERFORMING ARTS** **Movement to music**



30 min

**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.



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



25 min

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





**LISTENING AND SPEAKING** Review of week

15 min



**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

*(editor insert the 2 words from phonics manuscript)*

- Follow the procedure for dictation on page 8.

**Words:** XX and XX

**Sentence:** XXXXXX

*(editor insert the sentence from phonics manuscript)*

PG 41

10 min

UMHLA

Ukufunda amagama ngexesha elibekiweyo.

Fundela iqabane lakho la magama ngomzuzu omnye.

gho	eliwandle	uluhlu	iyakho	ndifuna
udonga	amagama	tshe	ingxolo	ukutya
abahlaba	cheba	zonike	yonike	ukwenza
umfanekiso	intsha	ngemxa	chatha	badwa
itshishi	irabha	udiniwe	itshizi	ubusuku
inkwenkwe	indlovu	ghezulu	iyatsha	ukwimi
waganda	bona	ihlati	rhoqo	kokuba
esikalweni	chaza	khuma	ngemxa	ngaphaya

Amagama awafunde ngokuchanekileyo: \_\_\_\_\_

IVEKI YESI-2 - LWESHLANU • 41



**HANDWRITING**

**Consolidate capitals** Y U W V

PG 26

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?

**Marking**

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



**INDEPENDENT WRITING**

15 min

**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.

**Information report**  
**Heading: Praying mantis**

**Class:** \_\_\_\_\_

**Appearance:**  
 \_\_\_\_\_  
 \_\_\_\_\_

**Habits:**  
 \_\_\_\_\_  
 \_\_\_\_\_



## GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups D & E
- **Independent work:** *Insects we can eat*

PG 42  
30 min



## 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 21 Insects, pages 43.
- Home Language Workbook 1 – select a page.

30 min



## PHYSICAL EDUCATION

### Activity stations

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

25 min



## TEACHER'S WEEKLY REVIEW

#### This week, I have:

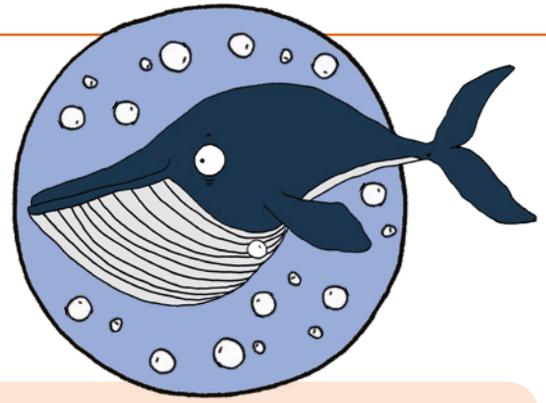
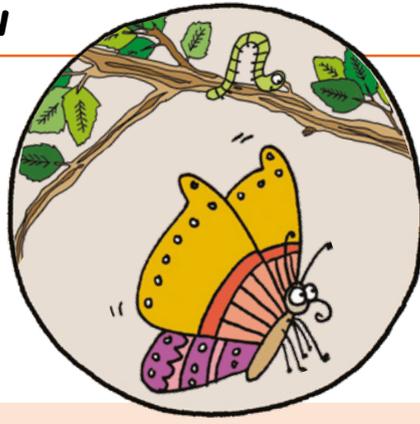
- **taken in the LABs**, Handwriting and Writing exercise books
- **checked and corrected the work** and identified areas of concern or specific learners needing more assistance
- **referred back to the Week Overview** and identified any lesson I was not able to complete
- **scanned my lap book** and 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 3 OVERVIEW



# Life cycles

## 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

<b>Literacy</b>	tadpole	mystery	amphibian	disappearing	sticky
<b>Life Skills</b>	caterpillar	pupa	butterfly	<i>[1st row to be translated]</i>	
	<i>caterpillar</i>	<i>pupa</i>	<i>butterfly</i>	<i>[2nd row remains in English]</i>	

### 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** News

15 min

**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.

PG 51

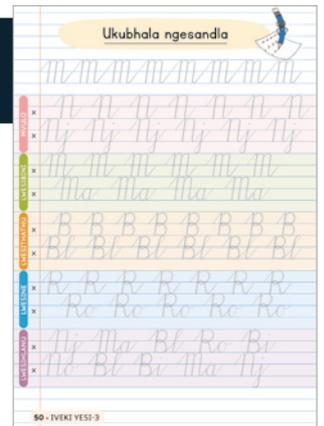
10 min


**HANDWRITING** Capital **N**

- Follow the procedure for Handwriting lessons on page 9.

PG 50

10 min


**READING** Teacher read aloud
TG  
PG 51

15 min

**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.

15 min



**GROUP GUIDED READING AND INDEPENDENT WORK**



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

PG 52  
30 min

UMHLA

Funda izivakalisi

Udadabawo ufikelwe lundwendwe lwasekhaleji.

UFuneka udinga iincwadi ezintsha zokubhala.

Izithwalandwe zifumene izatifiketi zokuphumelela izifundo zazo.

Indwe yintaka yesizwe yaseMantsi Afrika.

USisa ufincelela ithontsi lesiselo esiselelo ebhotlani.

Zifumene ntoni izithwalandwe?

52 - IVEKI YESI-3 - MYULO

**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.

PG 53  
30 min

UMHLA

Imijikelo yobomi

Into endiyaziyo	
Into endifuna ukuyazi	
Into endiyafundayo	Iveki yesi-3
	Iveki yesi-4

53 - IVEKI YESI-3 - MYULO

**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?

PG 54  
30 min

UMHLA

Iziko lemboniso yobugcisa

Izithothofosi ngokuzotywe nguMaria Sybilla Merian

1. Ubona ntoni kulo maqabane?
2. Mangqashi imibungu ayibonayo?
3. Mangqashi amavivinqane owobonayo?

54 - IVEKI YESI-3 - MYULO

**PHYSICAL EDUCATION** Introduction



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

30 min





**LISTENING AND SPEAKING**

Growing up

15 min

**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

PG 55

10 min

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

**UMHLA**

Bhala amagama ngendlela echanekileyo.

1	ndele	_____ endle
2	kintloi	_____
3	ibendwanente	_____
4	inzintla	_____
5	unenwabu	_____
6	ivundlo	_____
7	iintsintla	_____
8	ilamthindlu	_____

IYEKI YESI-3 • LWESIBINI • 55



**HANDWRITING**

Capital M

PG 50

10 min

- Follow the procedure for Handwriting lessons on page 9.

**LWESIBINI**

x M M M M M M M M

x Ma Ma Ma Ma



**SHARED READING**

Comprehension

PG

44-49

15 min

**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.

**UMHLA**

Umqqa wokunyamalala koonjubalala

Milo bhutani!

Makom bantwana!

Uzibi wayengumjubalala. Wayenobhuti noasisi abangaphezu kwekhulu ababengamjubalala! Wayengayena amincinci, kwagye engayena mncinane ngesiqo. Umqqa koonjubalala lesululala emanzini aqhahlelo nanzulu echibi. Babekwazi ukubona ukuthanga kwelanga phezu kwaba behlala phantsi kwamanzi.

Uzibi wayekonwabela kakhulu ukudada noobhuti kunye noasisi bakhe phakathi kwesigqalo zasemanzini. Kwakukho ukutya okuninzi. Wayelala phezu kwengqubo kunye noobhuti bakhe abangama-20.

44 • IYEKI YESI-3



**WRITING**

Comprehension

PG 56

15 min

**Read and discuss questions**

**Write**

- Complete the LAB activity.

**Check and correct.**

**UMHLA**

**Ingqiso**

Funda ibali, Umqqa wokunyamalala koonjubalala.

**Funda ucinge**

1. Yayintsoni umqqa kwisikhaka?
2. Uzibi waycinga kwenzeke ntoni koonjubalala? kwayicinga
3. Kwakutheni uzibi abe ngawokugqibela ukuba isele? Kungokuba

**Ngokukokwam/Ngokuzemela**

4. Ungakuthanda ukuba noobhuti noasisi abali-100? Ngaba?

56 • IYEKI YESI-3 • LWESIBINI

**GROUP GUIDED READING AND INDEPENDENT WORK**



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

PG 57  
30 min

UMHLA

Izilwanyana esiphila ixesha elide: Ufudo

Amafudo zizidolwesi ezincinane, ezizolwesi. Anamagqokobhe okuqhubeka. Amafudo ophila ixesha elide, ngaphezulu kumabantsi. Okona didi lakho kumafudo labona ngakuba ngamafudo i-Giant. Ulanamthon ligama lakhofo ufudo i-Giant olunobuhlobo, uluhlobo kwinyani genulu enkulu. Lelona kubo babala eMabutho. Ulenamthonkisi eli-PSI abubala. Uqhubeka ubungu babonana, amafudaphethu, nomo-ogile, kwaye uyakuthanda ukulala.

Ingaba abantu bangakwazi ukuphila iminyaka eli-PSI?  
Bhala izandakazi ezichaza ukuba kutheni amafudo ezizidolwesi ezinkulu umfola.

IVEKI YESI-3 - LWESIBINI - 57

**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.

**Life cycle of a butterfly**

**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.

PG 58  
30 min

UMHLA

Umjikele wobomi bebhabhathane

**Izingeniso** Amabhabhathane abo nentlami oluninzi ebomini bawo. Oku kubonisa ngakuba ngumjikele wobomi bebhabhathane.

**Izigebe 1** → Ibhabhathane libeka amagqabi phezu kwegqabi. Ngaphezu kwamagqabi, kubakho imibungu emincinane.

**Izigebe 2** → Umibungu uyafika ukukhula indlela yayo ukuphuma egadeni.

**Izigebe 3** → Umibungu uyayimogobeli kwizinye izidolwesi kuba uqhubeke usetya ude ukhule ubantshu.

**Izigebe 4** → Xa umibungu usiba mkhulu kumakhumbi sawo, isikhumbi sawo sigxwa. Isikhumbi esiba sale amagqabi. Umphelele olo amandla amancinci.

**Izigebe 5** → Xa umibungu usiba mkhulu kakhulu, wenza uqhuphuphuno okanye ngakobhe. Uza kuthintsha ngapheleli kuziphuphuphuno.

**Izigebe 6** → Emva kweeveki ezimbini, ibhabhathane iyaphuma kuziphuphuphuno. Amagqabi ayo amanzi kwaye manani ngeli thuba. Emva kokuba amagqabi abhabhathane omile, ibhabhathane lingabhabha, ngakubona ubungu kwaye libeka amagqabi.

58 - IVEKI YESI-3 - LWESIBINI

**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.**

30 min



**PHYSICAL EDUCATION Activity stations**



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

25 min





**LISTENING AND SPEAKING**

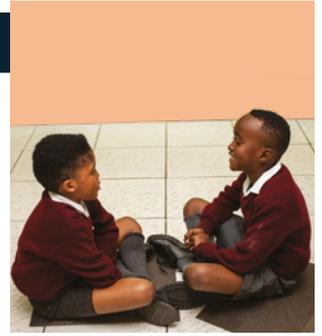
**Think-Pair-Share**

- **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,

**Discussion on research**

- 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.

15 min



**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.

PG 59

10 min

**UMHLA**

**Gqibezela isivakalisi ngegama elifanelekileyo.**

indibongela intlekisa indwendwe uyancwina uncwela undwebile indlu

- 1 Kukho \_\_\_\_\_ ezisa kusindwendwela opha ekhaya.
- 2 Undwebile umntwana wakuloBathandwa.
- 3 UNcwaba \_\_\_\_\_ iglanga ngemela.
- 4 UKen wenza \_\_\_\_\_ ngabanye bade bobeneentloni.
- 5 Isisu sikasisi sibuhlungu, ude zintlungu.
- 6 Indlela enkulu ngayo \_\_\_\_\_ yakuloNondlela.

IWEKI YESI-3 - LWESTHATHU - 59



**HANDWRITING** **Capital B**

- Follow the procedure for Handwriting lessons on page 9.

PG 50

10 min

**LWESTHATHU**

x	B	B	B	B	B	B	B	B	B
x	B	B	B	B	B	B	B	B	B



**SHARED READING** **Vocabulary**

**Vocabulary words**

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

tadpole	mystery	amphibians	disappearing	sticky
---------	---------	------------	--------------	--------

**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.

PG

44-49

15 min

**UMHLA**

**Umnqa wokunyamalala koonjubilala**

Malo bhutani! Makeni bhutani!

UZibi wayengunjubilala. Wayenobhuti noasisi obangangqesha kwakhulu obabengonjubilali! Wayengoyama emincinci, kwaye engoyama emnane ngesiqo. Uasipho loonjubilala lwaluhlala emanzini aqholileyo manalu echibi. Babekwazi ukubona ukuthanga kwelanga phezu kwakho behlala phantsi kwamantzi.

UZibi wayekwabela kakhulu ukudada noobhuti kunye noasisi bakhe phakathi kwezityala zasemanzini. Kwakukho ukuthanga okuninzi. Wayelala phezu kweyagabi kunye noobhuti bakhe obangama-20.

44 • IWEKI YESI-3



**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.

PG 60

15 min

**UMHLA**

**Isigama**

unjubilala	umnqa
ukunyamalala	incangathi
ukunyamalala	umntwana wesela
unjubilala	shila emanzini
umnqa	nosentliziwe
incangathi	incamathela olu ngathi yifu
ncangathi	kuncima ukuyiganda

**Bhala omagama ukugqibezela itheybhule.**

Isigama	Omabumba	Amalungu
um	_____	_____

60 • IWEKI YESI-3 - LWESTHATHU



**GROUP GUIDED READING AND INDEPENDENT WORK**

- **Group reading:** Groups E & A
- **Independent work:** *Animal with a long lifespan: Whale*

PG 61  
30 min

UMHLA

**Isilwanyana esiphila ixesha elide: Umnenga**

Iminenga zizilwanyana ezinkulu ezizolileyo, ezihlala elwandle. Zizizona zilwanyana zinkulu ezibambini. Nayo ihlala ibomi abude. Okunye ukhoba lomnenga, okubizwa ngokuba ngumnenga onentloko engqokusa (Bowhead whale), ungaphila iminyaka engaphezu kwama-200! Le minenga zezona zilwanyana ziphila ixesha elide embabeni. Iminenga onentloko engqokusa ihlala kumngca ndawo ibandakanya igqwiridwe, kwazi ngayo ezininzi zaselwandle kunye nezilwanyana. Kodwa le minenga mihle iphantsi yimbhabhalo kuba abantu babulale unxaxhe.

- 1 Ingaba iminenga onentloko engqokusa iphila ixesha elide kunabantu?
- 2 Kuthetha ukuthini ukutshabalala?
- 3 Iminenga ihlala elwandle. Ucinga ukuba sesiphi esona zilwanyana zinkulu esihlala embabeni.

IVEKI YESI-3 - LWESITHATHU • 61



**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.

PG 62  
30 min

UMHLA

**Umjikelo wobomi**

Zoba isithathi ethungelanayo gomjikelo wobomi behlabathona. Sebenzisa ulwazi olulwiphepha lama-58.

- 1 Ibhabhathane libeka amagonda.
- 2 Umbungu uyagondusela.
- 3 Umbungu uyay amagqabi.
- 4 Luyawa ulusu lewayo wakuba mihulu.
- 5 Ulika libe ngiphungphungu.
- 6 Ibhabhathane ligandusela ngiphungphungu.

62 • IVEKI YESI-3 - LWESITHATHU



**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.

30 min



**PHYSICAL EDUCATION** Activity stations

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

25 min





**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.

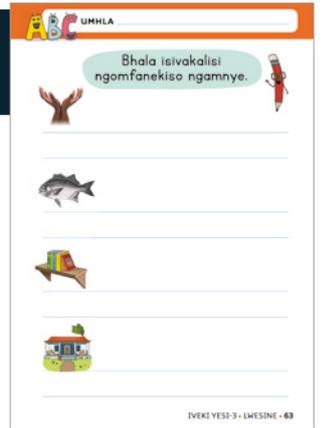
15 min



**PHONICS** Complete the sentences

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

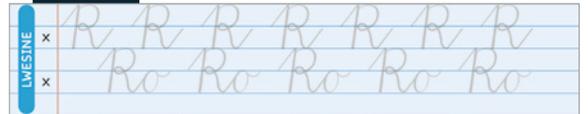
PG 63  
10 min



**HANDWRITING** Capital R

- Follow the procedure for Handwriting lessons on page 9.

PG 50  
10 min



**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 **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*).

15 min

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



**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.

PG 64  
15 min



**GROUP GUIDED READING AND INDEPENDENT WORK**



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

PG 65  
30 min

UMHLA

Isilwanyana esiphila ixesha elifutshane: Impukane yeziqhamo

Isikhwe wazibona impukane ezininzi ezinamela abomvu zibhusa zingange isiqhamo emthi okanye ekhoyeni lakho? Ezi zibhusa ngakuba impukane zeziqhamo.

Zininombuzane ezininzi ezinomsebenzi omkhulu. Zinomsebenzi wokutshisa isiqhamo esilwanyana. Zikawakulunga kwezinga isilwanyana, eziphambisa namandla.

Impukane zeziqhamo zinika umdla kuba zinobomi obufutshane kakhulu. Ziphila zivaki ezimbini kuphela! Obu bobomi bono bufutshane kuzo noqopho na isilwanyana emhlabeni. Ngaphambi kokuba aye, imazi yempukane yeziqhamo bakha malunga nama-100 amagqinda.

1. Bhala isivakalisi esibanisa indlela ezinceda ngayo impukane zeziqhamo.
2. Bhala malunga nomtu omdala okanye omncinci omaziyo.

IVEKI YESI-3 - LWESINI - 65

**BEGINNING KNOWLEDGE** Concept review

30 min



**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**

30 min



**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

25 min



- 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 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

PG 66

10 min

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



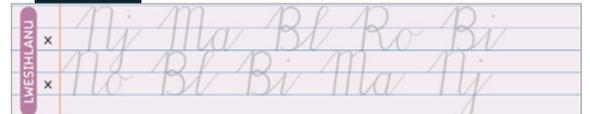
## HANDWRITING

### Consolidate capitals *N M B R*

PG 50

10 min

- Follow the procedure for Handwriting lessons on page 9.



## READING

### Independent work review

15 min

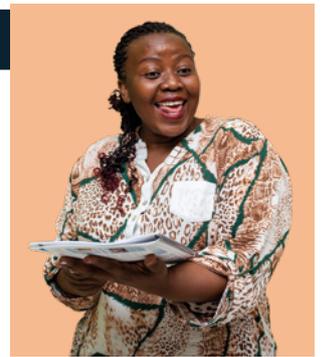
#### Read and answer questions

- 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

#### Marking

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



## INDEPENDENT WRITING

### Writing facts

15 min

#### 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

PG 67  
30 min



### 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

30 min



### PHYSICAL EDUCATION Activity stations

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

25 min



### TEACHER'S WEEKLY REVIEW

#### This week, I have:

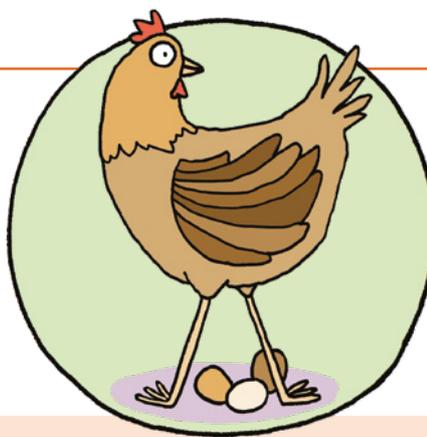
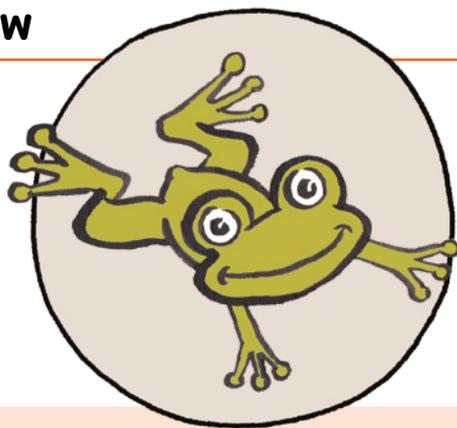
- taken in the LABs, Handwriting and Writing exercise books
- checked and corrected the work and identified areas of concern or specific learners needing more assistance
- referred back to the Week Overview and identified any lesson I was not able to complete
- scanned my lap book and noted any children 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

## 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

Literacy	tadpole	mystery	amphibian	disappearing	sticky
Life Skills	frog	tadpole	lungs	<i>[1st row to be translated]</i>	
	frog	tadpole	lungs	<i>[2nd row remains in English]</i>	

### 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

### Formal Assessment Activities

Fri	Writing Assessment 1: Information report	PRACTICAL	TG page 72
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## Fairy tale: The princess and the frog

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.







**GROUP GUIDED READING AND INDEPENDENT WORK**

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

PG 70  
30 min

UMHLA

**Funda izivakalisi**

Lo mntwana uyothandwa ziintwala.

Umakazi uthwele iqhiga entle.

Sele kusondele intwasahlobo.

Nceda umakhulu, uyasindwa ngumthwalo avuphetheyo.

Ndicela intwana yeswekile wethu mmelwane.

Yintoni le isindo umakhulu?

70 - IVEKI YESI-4 - MVULO



**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.

PG 71  
30 min

UMHLA

**Umjikelo wobami besele**

Ikhala izigaba zanjikelo wobami besele ukuba ziphethe nemifanekiso. Sebenza ulwazi olukwiphapha lama-4!

1 2 3 4

umjikelo wobami besele      isele  
amaganga      umntwana wesele

IVEKI YESI-4 - MVULO - 71



**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**

30 min

UMHLA

**Iziko lemboniso yobugcisa**

Ithothomafazi ngokuziqeqe ngu/Maria Sibhila Merlan

- 1 Ubona itoni kulo mabha?
- 2 Mangqshi imbungu ayibonayo?
- 3 Mangqshi amosivungane awabonayo?

54 - IVEKI YESI-3 - MVULO



**PHYSICAL EDUCATION** Introduction

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

30 min





**LISTENING AND SPEAKING**

**Retelling a story**

15 min

**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.

- **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.

PG 72

10 min

UMHLA

Fakela isandi esishiyiweyo.

i intw ana	isi landwe
u a	i ziyo
i la	izi
um ana	um lo

72 • IVEKI YESI-4 • LWESIBINI



**HANDWRITING**

**Capital K**

- Follow the procedure for Handwriting lessons on page 9.

PG 68

10 min

LWESIBINI

X

X



**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.

PG

44-49

15 min

Umnqa wokunyamalala koonjubalala

Mali bhutana!

Makom bantwana!

Uzibi wayengumjubalala. Wayenobhuti nasazi abangaphezu kwekhulu ababengamjubalala! Wayengayena amncinci, kwaye engayena mncinane ngesiga. Umnqa koonjubalala leluhlala emanzini aqhahlelo nanzulu echibi. Babekwazi ukubona ukuthanga kwilanga phezu kwadwa behlala phantsi kwamanzi.

Uzibi wayekwabela kakhulu ukudada noobhuti kunye nasazi bakhe phakathi kwezinyalo zasemanzini. Kwakukho ukutha okuninzi. Wayelala phezu kwengqabi kunye noobhuti bakhe abangama-20.

44 • IVEKI YESI-3



**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.

PG 73

15 min

UMHLA

Ingqiqo

Funda ibali, Umnqa wokunyamalala koonjubalala.

**Ngokukhawam/Ngokuzimela**

Sekantsa nawho amazwi ukuthawakathela ibali lasezibini.

- 1 **Umlinganiswa:** Umlinganiswa uyintleke ngu \_\_\_\_\_
- 2 **Simo santlalo:** Izali lenzeka e \_\_\_\_\_
- 3 **Isihwakathelo sobali:** \_\_\_\_\_

Uzibi wayehlala ebomini kunye \_\_\_\_\_

Kwabakho umnqa. Abantakwabo noadade bakaZibi babe \_\_\_\_\_

Uzibi waycinga \_\_\_\_\_

Emva koko, uzibi watibela \_\_\_\_\_

Wafumanisa ukuba abantakwabo noadade wabo seke be \_\_\_\_\_

73 • IVEKI YESI-4 • LWESIBINI

**GROUP GUIDED READING AND INDEPENDENT WORK**



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

PG 74  
30 min

UMHLA

**Amaganda azuba (Isahluko 1)**

Nyaphambili, endle eAfrika, kwakha kwakho umthi onomoya. Elingeni somthi kwakukho umaganda. Emagandeni ngakho kwakukho imifanele efukumalelayo, eyandlwele ngemaganda neentaba. Kule indawo kwakukho amaganda amane omahle okuhleza mazuba ngakho umbala kancinci ebandakile.

Kwathi ka, amva kwengayo, kwenzeka into echulumancinyo. Amaganda oqaliso ukugqokeka!

1. Licinga ukuba yintoni ezo kuganduselwa kula maganda?

2. Yintoni enye oyibonayo emthini?

74 • IVEKI YESI-4 • LWESIBINI

**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.

PG 75  
30 min

UMHLA

**Bhala isicafshulwa solwazi.**

Isihloko	Umqhelo wobomi besele
Isingeniso	
Isigaba 1 →	
Isigaba 2 →	
Isigaba 3 →	
Isigaba 4 →	

IVEKI YESI-4 • LWESIBINI • 75

**VISUAL ARTS Draw a leaf (continued)**

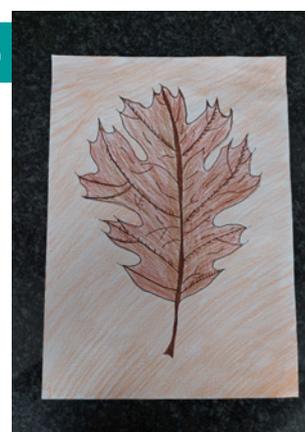


**Complete the leaf drawings**

**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.

30 min



**PHYSICAL EDUCATION Activity stations**



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

25 min





**LISTENING AND SPEAKING**

**Sharing our research**

15 min

**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.

PG 76

10 min



**HANDWRITING** **Capital &**

- Follow the procedure for Handwriting lessons on page 9.

PG 68

10 min



**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.

15 min



**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.

PG 77

15 min



**GROUP GUIDED READING AND INDEPENDENT WORK**



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

PG 78  
30 min

UMHLA

**Amaganda azuba (Isahluko 2)**

Kubo moganda, kwaphuma amantshantsho entoko amama. Ayacelamisa kwaye emama engamantsho. Ayagqalamezi ukuzingamkelisa. Kadwa umama wawo wayekhona ewafudumeza. Iqale waphelisa umama namantshantsho ukulala.

Umama natata wawo balahlela bangeke ikhanyayo ukuya lintaba esinkulu esinkwenzakalisa izinsana zabo. Yonke imihla ayekhula esemeliso, kwaye neentaba zazo zingata ukukhula.

1. Ingaba uqikelelo lwakho luhambile?
2. Yintoni ibonakutya amantshantsho amancinci?
3. Ucinga ukuba kuzo kwenzeka ntoni?

78 - IVEKI YESI-4 - LWESITHATHU

**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?

**Compare two life cycles**

**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.

PG 79  
30 min

UMHLA

**Thelekisa imijikelo yobomi embini**

Ezi zidalwa zombini zigale umjikele wobomi zingamaganda.

Umjikele wobomi bewakhu	Umjikele wobomi befuda
<ol style="list-style-type: none"> <li>1. Ibhakha abo abantu abangaphila kufanele. Ibhakha abo abangaphila abangaphila kufanele.</li> <li>2. Amaganda ayagqalamezi emama emama.</li> <li>3. Ibhakha abo abantu abangaphila kufanele. Ibhakha abo abangaphila abangaphila kufanele.</li> <li>4. Ibhakha abo abantu abangaphila kufanele. Ibhakha abo abangaphila abangaphila kufanele.</li> </ol>	<ol style="list-style-type: none"> <li>1. Umama wawo ubhala abantu abangaphila kufanele. Umama wawo ubhala abantu abangaphila kufanele.</li> <li>2. Amaganda ayagqalamezi emama emama.</li> <li>3. Umama wawo ubhala abantu abangaphila kufanele. Umama wawo ubhala abantu abangaphila kufanele.</li> <li>4. Umama wawo ubhala abantu abangaphila kufanele. Umama wawo ubhala abantu abangaphila kufanele.</li> </ol>

Yintoni efanayo?

Yintoni eyahlukileyo?

IVKEI YESI-4 - LWESITHATHU - 79

**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.
- Instruct them to concentrate on their bodies as they move:
  - 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?

30 min



**PHYSICAL EDUCATION**



**Activity stations**

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

25 min





**LISTENING AND SPEAKING**

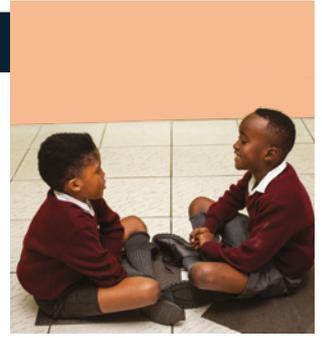
**Think-Pair-Share**

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

**Animals we have learnt about**

- about and why.
- **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!
- Use your lap book to record observations.

15 min



**PHONICS Revision**

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

PG 80  
10 min

UMHLA

Gqibezela izivakalisi ngamagama achanekileyo.

ntwasa      iintwala      ntwazana

umntwana      umntwalo      bathwele

1. Ekhaya kukaH. Umntwana omhle.
2. \_\_\_\_\_ linyanda zokubasa umilo.
3. Ulizo ebepethe \_\_\_\_\_ ominzi ukuya kwiholide zePosika.
4. UNolito yi \_\_\_\_\_ ente, kwaye unobubele.
5. \_\_\_\_\_ zisasazeka lula kubantwana besikola.
6. Uisiyi ugathanda ukuxhantsha ughathwe yi \_\_\_\_\_.

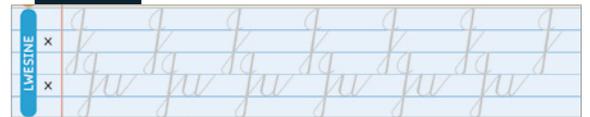
80 • IVEKI YESI-4 • LWESINE



**HANDWRITING Capital f**

- Follow the procedure for Handwriting lessons on page 9.

PG 68  
10 min



**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.

PG 81  
15 min

UMHLA

Ukuziqhelanisa notyibiliko

Funda oku kabini. Mangaphi amagama owafundileyo?

UZiZi wayengunjubatala. Wayenoobhuti noosisi abangaphezu kwekhulu! Wayengoyena mncinci, kwaye engoyena mncinane ngesiqu. Uqoqo loonjubatala luhlala emanzini echibi aphalileyo nanzulu. Ngenye imini uZiZi waqophela ukuba bambalwa oobhuti nosisi anakudlala nabo. Babengamalala! Yayingumnqo! Kwakubonakala oonjubatala abangama-90 kuqhelat Suku nosuku, Inani labo lafisayo lincintha. Kungekudala, kwasalo oobhuti abangama-20.

	1	2
Inani lamagama endiwafundileyo		
Inani lamagama endingawazanga		

IVEKI YESI-4 • LWESINE • 81



**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.

15 min

**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)*

PG 82  
30 min



**BEGINNING KNOWLEDGE** **Concept review**

30 min

**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.

**frog**

1. A frog is an amphibian.
2. All frogs can jump.
3. All frogs live in the water.

**tadpole**

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.

**lungs**

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**

30 min

**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**

25 min

- 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 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

*(editor insert the 2 words from phonics manuscript)*

PG 83  
10 min

UHLA

Ukufunda amagama ngexesha elibekiwayo.

Fundela iqabane lakho la magama ngomzuzu omnye.

yikha	yonke	qhekeza	phuma	intlako
bethu	phaya	ityuwa	ighina	inkwenkwe
funda	kangaka	ematweni	imfuyo	umsebenzi
emva	zizhama	ngoko	tsala	abaninzi
yilyo	ukwenza	ibhanti	kwaba	ungaze
bona	rhoqa	igrafu	ikejiki	uhambile
nantsi	baleka	idesika	umfonkiso	ipensile
itsho	iflegi	ugqibe	ingunumu	ekugeleni

Amagama owafunde ngokuchanekileyo: \_\_\_\_\_

IWEKI YESI 4 • LWESHLANU • 83

- Follow the procedure for dictation on page 8.

Words: XX and XX

Sentence: XXXXXX

*(editor insert the sentence from phonics manuscript)*



**HANDWRITING**

Consolidate capitals *H K E J*

PG 68  
10 min

LWESHLANU

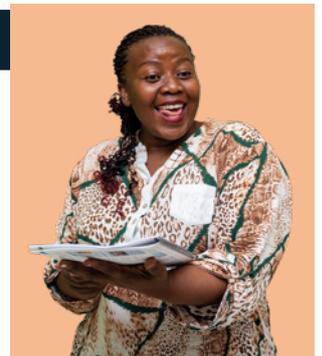
x	H	K	E	J
x	h	k	e	j

- 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?

**Marking**

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



**WRITING: ASSESSMENT 1** Information report

15 min

**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

**Information report**  
**Heading:**  
**Classification:**  
**(1 sentence)**  
**Appearance:**  
**(2 sentences)**  
**Habits:**  
**(2 sentences)**



### GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 84  
30 min



### 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 26 Life cycles, pages 52 and 53.
- Home Language Workbook 1 page xx.

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

30 min



### PHYSICAL EDUCATION Activity stations

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

25 min



### 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

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

### Flashcards

<b>Literacy</b>	mongoose	bush pig	dung beetle	scruffy	smart
-----------------	----------	----------	-------------	---------	-------

<b>Life Skills</b>	litter	plastic	cans	[1st row to be translated]
	<i>litter</i>	<i>plastic</i>	<i>cans</i>	[2nd row remains in English]

### 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

# Mandla, Maya and the rubbish

*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 News

15 min

## 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.

PG 93

10 min



IWEKI YESI-5 - MYULO • 93



## HANDWRITING Capital J

- Follow the procedure for Handwriting lessons on page 9.

PG 92

10 min



92 • IWEKI YESI-5



## READING Teacher read aloud

TG  
PG 75

15 min

## 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

15 min

- Teach a lesson from your EFAL programme.



**GROUP GUIDED READING AND INDEPENDENT WORK**



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

PG 94  
30 min

UMHLA

**Funda izivakalisi**

UNondumiso unxibe impahla endala.

Amaganda entaka aqandusele amants'ants'ho amahle.

Utata uthengele umama ilokhwe nezihlangu ezitsha.

Indoda yathi ifuna ukuzokhela ikhaya elitsha.

Ndophule umtshayelo katishala ngempazamo.

Ucinga ukuba wophuke xa bakutheni umtshayelo?

94 - IVEKI YESI-5 - MVULO

**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 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.

PG 95  
30 min

UMHLA

**Ukurisayikilisha**

Inta eminyaka

Inta emifuno ukusazi

Inta eminyaka

Iveki yesi-5

Iveki yesi-6

95 - IVEKI YESI-5 - MVULO

**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?

PG 96  
30 min

UMHLA

**Umfanekiso oqingqiweyo**

Indawo emagqibanele jikelele kanye nokhosi Mandela, eKZN

1. Ingaba lo mfanekiso webugcisa ngowe-2D okanye ngowe-3D?
2. Ucinga ukuba lo mfanekiso ugqingqiweyo wenkosi njani?
3. Yintoni elawin'elawo engasemva?
4. Yintoni elawin'elawo esambindini?

96 - IVEKI YESI-5 - MVULO

**PHYSICAL EDUCATION**



**Introduction**

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

30 min





**LISTENING AND SPEAKING**

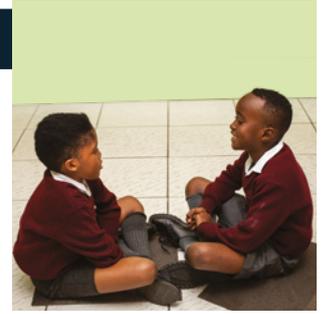
**Think-Pair-Share**

- **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**

15 min

- **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.

PG 97  
10 min

**UMHLA**

Bhala amagama ngendlela echanekileyo.

1	ndafu	funda
2	ibanandi	_____
3	yelatsha	_____
4	utshalati	_____
5	ukazimtsha	_____
6	indonido	_____
7	amandaqa	_____
8	yatshaku	_____

IYEKI YESI-5 - LWESIBINI - 97



**HANDWRITING Capital**

- Follow the procedure for Handwriting lessons on page 9.

PG 92  
10 min

**LWESIBINI**

Handwriting practice lines with cursive letters.



**SHARED READING Comprehension**

**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.

- 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?

PG 86-91  
15 min

**UMHLA**

Esona sigebenga sinobubele ehlabathini

Nyqobanisi, kwakufika sigebenga esalima izimato kwifomu yayo, size sizithengise kwemaka gqalolisi. Abantu bala lali babesithi, "Uasona sigebenga simakha ehlabathini. Usona linahe ilaphu elifane elidala kunye neembadada." Isigebenga esimbeka saqhuba ukuba inkuba sifanale sifumane impahla ezintle kusini na.

Sabona lwakhe gempahla eyayineempahla ezilungana naye wawke umntu, ezinkulu nezincinci. Nalaba nempahla gasegqalolisi sigebenga saqhuba ukubani sithenge impahla ezintle. Sathenga ...

Ihempe enkulu emhlophe	Iqhina elinemigca	Ibhulakhe engandakisi ezubo	Ibhakisi ezimhubi ezinemigca
------------------------	-------------------	-----------------------------	------------------------------

Kunjye nezhilanga ezintle ezintle.

Kwakutheni ukuba sigebenga sifane ukuxuba impahla ezintle?

86 - IYEKI YESI-5

**Shared reading**

- Read the story **with** the children.

**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.**

PG 98  
15 min

**UMHLA**

**Inqajolo**

Funda Bala! Esona sigebenga silungileyo ehlabathini.

**Phanda ufumane**

1. Zaphi izinto ezimbini zazinambuzane ezancedwe sigebenga? Kunye nee \_\_\_\_\_

**Funda ucinge**

2. Ucinga ukuba sigebenga sikhetho ukulungo okanye ukuba sibeshile? Chaza ukuba kutheni ucinga njalo. \_\_\_\_\_

3. Izilwanyana zazubonakalisa njani umbulelo? \_\_\_\_\_

4. Kazi njani ukuba ezi libali, ayikho ulwazi okunginyani? Kungokuba \_\_\_\_\_

98 - IYEKI YESI-5 - LWESIBINI

**GROUP GUIDED READING AND INDEPENDENT WORK**



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

PG 99  
30 min

UMHLA

**Umlambo**

- 1 Umlambo wawucacikile. Apha kwakulala lindani nomasile, yaye iziwayana zazikwazi ukuswela amanzi. Abantwana babethanda ukudlala apha.
- 2 Abantu bagqisa ukulala inkunkuma yiba emantjeni.
- 3 Amanzi aye angqoliseka. Izityala emanteni zafa. Zafa lindani nomasile. Izwayana zazijala xa zivote amanzi.
- 4 Abantwana bayeka ukudlala emantjeni.

Kutheni lento ungasiseko la mlambo luyingeki?

IVEKI YESI-5 - LINESIBINI - 99

**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 coldrink tins for Cans and Tins.

**Write**

- Complete the LAB activity.

PG 100  
30 min

UMHLA

**Ngowuphi umgqomo?**

UMgqomo nokhathala bakho lento abo ezimkhumbini zisekuzeniwe kwiziko lakugqinda kusetyenziswa. Ngowuphi umgqomo ekufuneka bawusebenzise?

Bhala igama lento nganye kumgqomo ochamakekayo.

igqosi	litati neyinkomo	iplastiki	amakhadi namazapha
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100 - IVEKI YESI-5 - LINESIBINI

**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**

30 min

**PHYSICAL EDUCATION Activity stations**



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

25 min



WEDNESDAY



**LISTENING AND SPEAKING**

**Explain about opinions:** 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**

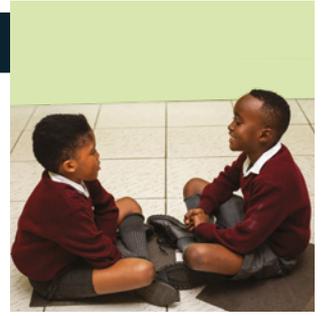
- **Think:** Think about a story you really liked.
- **Pair:** Explain to your partner why you liked it (e.g. about real children/animals, ended happily, interesting pictures,

**Opinions about stories**

15 min

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.

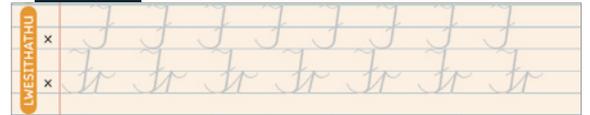


**HANDWRITING** **Capital J**

PG 92

10 min

- Follow the procedure for Handwriting lessons on page 9.



PG 101

10 min

**UMHLA**

**Gqibezela isivakalisi ngegama elifanelekileyo.**

iindevu iphephandaba amanganda indala ngetshufu itshakoletshi tshighe iindondo.

- 1 Uisi uqhosa \_\_\_\_\_ ekhishini.
- 2 Umama uthanda ukufunda \_\_\_\_\_.
- 3 Kubuye ubhuti awaye \_\_\_\_\_ eRhowutini.
- 4 USam uzisula isilevu \_\_\_\_\_.
- 5 \_\_\_\_\_ kuNomazo itshane emanzi.
- 6 Indoda ichebe iindevu ngomathini wakucheba.

EVEKI YESI-5 - LWESTHATHU - 101



**SHARED READING** **Vocabulary**

**Vocabulary words**

- 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.

PG 86-91

15 min

**Esona sigebenga sinobubele ehlabathini**

Nyqakambili, kwakulho sigebenga esisima itumato kwifoma yaso, size siithengise kwamaka gradidini. Abantu bale lali babesithi, "Uasona sigebenga esimbika ehlabathini. Uasona linthe iligahu elinye elidala kunye neemibaka!" Iigebenga esimbika sasizibwa ukuba inakuba sifanise sifumane impahla ezintle kusini na.

Sabona iwakile gempahla eyajinempahla ezilingana naye wonke umntu, ezintle nezintle. Nalaba nempahla gqibezel' Iigebenga sagqiba ekubeni aithenge impahla ezintle. Sathenga ...

Henge enkulu emhlophe	Igha elinemigca	Ibhakhuwe engandisi ezintle	Ikwakuli ezimhube ezinemigca
-----------------------	-----------------	-----------------------------	------------------------------

Kunye nezilungu esinyama ezintle.

Kwakutheni ukaze iigebenga sifane ukuxuba impahla entle?

86 - EVEKI YESI-5



**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.

PG 102

15 min

**UMHLA**

**Isigama**

umhangala ihagu yasenle  
esimbika inkububungwe ezintle

Tshatsha igama nomfanekiso.

**Bhala omagama use ugqibezele itheyibhili.**

Isigama	Omabumba	Amalungu
ig ...		
uth ...		
w ...		

102 - EVEKI YESI-5 - LWESTHATHU

**GROUP GUIDED READING AND INDEPENDENT WORK**



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

PG 103  
30 min

UMHLA

**Ithafa**

- 1 Izilwanyana, sintaka kunye nezindambuzane zaziqhuba ethafeni. Zaziqhanda imithi kuba zaziqhuba umthunzi wezilwanyana. Abantwana babethanda ukufata apho.
- 2 Abantu bagqala ukukhula inkunkuma ethafeni. Bababona ukubona.
- 3 Lutsha ithafa langcoliseka. Imithi yafa. Sintaka nezilwanyana zenika. Abantwana babesenzakala na beqala khona.
- 4 Bayeka ukufata ethafeni abantwana.

Bahlangisa yintoni abantwana, izilwanyana, sintaka kunye nezindambuzane?

IYEKI YESE-5 - LWESETHATHU - 103



**BEGINNING KNOWLEDGE**

**Know your plastics**

**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)

- 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.

PG 104  
30 min

UMHLA

**Zazi iplastiki zakho**

Xa uqanga into yepplastiki ugqibizani ukubona ukuba iyalibona luni iplastiki. Iplastiki zamaqela 1, 2 kunye nelesi-4 zezona ziphinda ziphinda ngamanye ihogo eNtantsi Afrika. Esinye ziphinda ziphinda ngamanye amaxesha.

Ingaba ziphinda ziphinda ezi zinto eNtantsi Afrika?  
**Bhala i-hogo okanye ngamanye amaxesha.**

IYEKI YESE-5 - LWESETHATHU



**PERFORMING ARTS**

**Rhythm games**

**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.

**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.

30 min



**PHYSICAL EDUCATION**

**Activity stations**

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

25 min





**LISTENING AND SPEAKING**

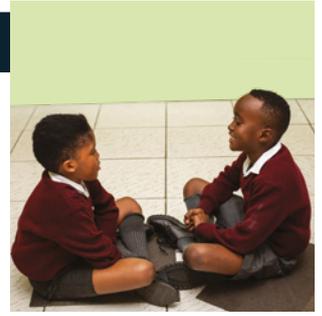
**Think-Pair-Share**

- **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)?

**Opinion of a story**

15 min

- 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.

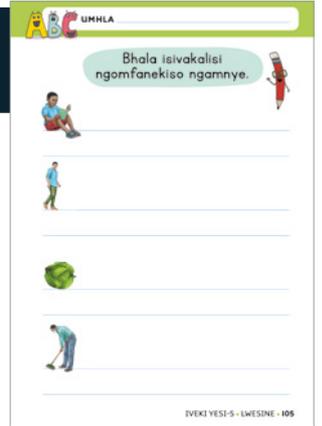


**PHONICS**

**Complete the sentences**

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

PG 105  
10 min

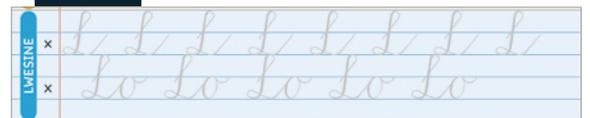


**HANDWRITING**

**Capital L**

- Follow the procedure for Handwriting lessons on page 9.

PG 92  
10 min



**SHARED READING**

**Language**

15 min

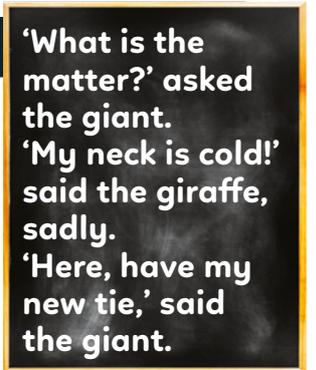
**Introduce the sentences**

- 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**

PG 106  
15 min

**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*

**PG 107**  
**30 min**



**BEGINNING KNOWLEDGE** **Concept review**

**30 min**

**KWL chart (LAB page 95)**

- Help learners to complete the last row.

**Thumbs up/thumbs down**

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

**litter**

1. Litter is rubbish that is left on the ground and not in a bin.
2. Litter is often dirty.
3. Litter can't be recycled.

**plastic**

1. Plastic can't be recycled.
2. Most plastic can be recycled.
3. Plastic rubbish causes problems when it reaches the sea.

**cans**

1. Cans and tins belong in the same recycling bin.
2. Cans can be recycled into new cans.
3. You can get money from recycling cans.

**Bridge to English:** litter, plastic, cans



**PERFORMING ARTS** **Rhythm games**

**30 min**

**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).

**Make rhythms**

- Learners or groups of learners experiment with different sounds on an instrument.
- Play a rhythm patterns 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**

**25 min**

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



## FRIDAY



## LISTENING AND SPEAKING

## Review of week

15 min

## 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

PG 108

10 min

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



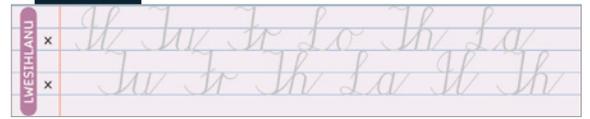
## HANDWRITING

## Consolidate capitals J j I i L l

PG 92

10 min

- Follow the procedure for Handwriting lessons on page 9.



## READING

## Independent work review

15 min

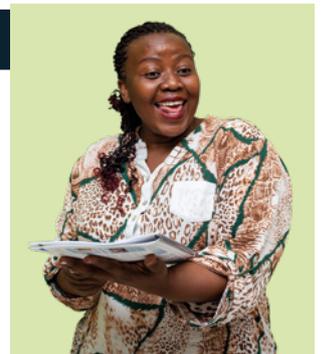
## Read and answer questions

- 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

## Marking

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



## INDEPENDENT WRITING

## Opinion about a story

15 min

## 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.

**The kindest giant**  
**Opinion:** I like/  
 dislike this  
 story because



### GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 109  
30 min

**UMHLA**

**Ukwenza indawo zakudlala zikhuseleke**

- 1 Abafundi besikolo samabanga aqhakamisa ngokufundisa inkunkuma emlangeni. Bafaka inkunkuma ezingqosweni. Basa ingqoswa kwindawo yikulahlisa inkunkuma.
- 2 Abantu baselafini bacaca ihafa. Babiza abagqirheli benkunkuma ukuba baze kugqirhela eze ngqoswa. Bayelisa imthi emanzini.
- 3 Abantwana bacaca unxweme baze bafaka inkunkuma emlangeni.
- 4 Zibangqoswa ezininzi, okubandakanya kunge neentloko zabugqirha kwenzi ndawo. Abantwana bakwazi ukufafisa ngokukhuselekileyo emlangeni, yehafeni okanye elunxwemeni kwakhona. Babekwazi ukufafisa kuye yenke indawo.

Ubukhe wayibona ghi inkunkuma ethe soa? Ungenxa ntoni?

IVEKI YESI-5 - UMSEHLANU - 109



### 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 28 Insects, pages 56 and 57.
  - Home Language Workbook 1 – select a page.

30 min

**Grade 3**

**Life Skills in ENGLISH**  
Book 1  
Terms 1 & 2

**ENGLISH HOME LANGUAGE**

Pool 1  
Terms 1 & 2

Name: \_\_\_\_\_ Class: \_\_\_\_\_

basic education  
Department of Basic Education  
REPUBLIC OF SOUTH AFRICA



### PHYSICAL EDUCATION Activity stations

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

25 min



### 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

<b>Literacy</b>	mongoose	bush pig	dung beetle	scruffy	smart
<b>Life Skills</b>	reduce	reuse	recycle	<i>[1st row to be translated]</i>	
	<i>reduce</i>	<i>reuse</i>	<i>recycle</i>	<i>[2nd row remains in English]</i>	

### 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

Tues–Fri (Continued in Week 7)	Listening and Speaking 1: Story review	ORAL	TG pages 90, 92, 94, 96
Mon–Tues	Visual Arts 1: Foil sculpture diorama	PRACTICAL	TG pages 89, 91
Thurs	Performing Arts 1: Group dramatisation	PRACTICAL	TG page 95
Fri	Physical Education 1: Games	PRACTICAL	TG page 97

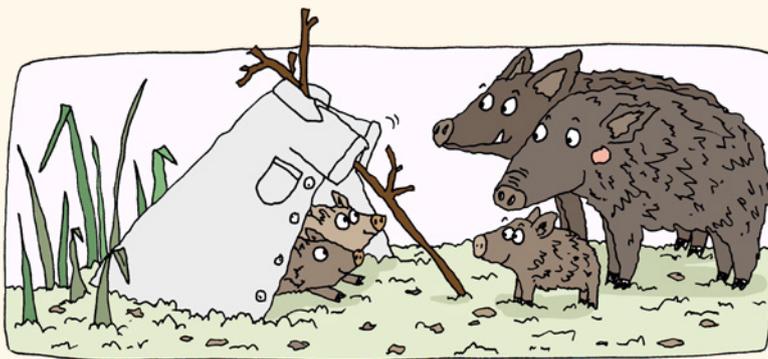
# The trader learns a lesson

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."



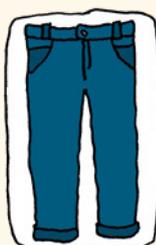
Now the trader felt ashamed. "You are right, Giraffe. You don't have to have smart clothes to be a good friend. I will go and say sorry. And maybe he can help me with this stuff I was about to throw away?"

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 News

15 min

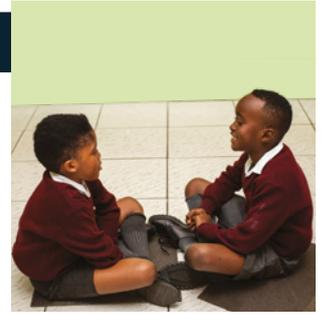
## Think-Pair-Share

- **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.

PG 111

10 min

**LIMHLA**

**Khangela la magama angezantsi.**

bahlanjwa **ajepeter** lingando ukuthinjwa  
ukhunjwe lingangato wabanjwa

n	a	c	a	k	j	c	a	z	e	l	a
f	i	n	g	c	o	n	g	o	l	o	k
n	s	u	k	u	t	h	i	n	j	w	a
g	q	f	u	k	h	o	n	j	w	e	w
c	y	g	b	a	h	i	a	n	j	w	a
u	i	i	n	g	c	o	n	d	o	n	b
k	t	g	r	e	a	t	y	b	q	a	o
o	w	a	b	a	n	j	w	a	s	e	b

Khetha amagama amathathu, uze ubhale isivakalisi  
esifutshane ngegama ngalinye.

- 
- 
- 

IYEKI YESI-6 • MVULO • III



## HANDWRITING Capital &amp;

- Follow the procedure for Handwriting lessons on page 9.

PG 110

10 min

**Ukubhala ngesandla**

oooooooooooooooo

× b b b b b b b b

× bh bh bh bh bh bh

× Dc Dc Dc Dc Dc Dc

× Qq Qq Qq Qq Qq Qq

× Qw Qw Qw Qw Qw Qw

× Qh Qh Qh Qh Qh Qh

× Qp Qp Qp Qp Qp Qp

III • IYEKI YESI-6



## 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.

TG  
PG 87

15 min



## EFAL

- Teach a lesson from your EFAL programme.

15 min







**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:

**Oral story review (preparation)**

15 min

- 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 words (wide vocabulary)

**Assessment from tomorrow**

- 5-6 children present a story review each day.

**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



**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.

PG 110

10 min



UMHLA

Fakela isandi esishiyiweyo.

 i ngc uka	 ii ____ la
 ukho	 i ____ di
 i ____ a	 uyahla ____ a
 ii ____ mbu	 iba ____ a

114 • IVEKI YESI-6 • LWESIBINI



**LISTENING Listening comprehension**

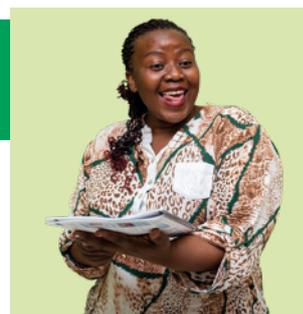
**Read**

- 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.

TG

PG 87

15 min



**WRITING Listening comprehension**

**Write**

- Learners complete the LAB activity.

PG 115

15 min

UMHLA

Ukumamela ngengajaq



Bigela impendulo okanye impendulo ezichanekileyo.

1. Utrhwabi zange afune isigebenga sibangumhlobo wakhe kubo sasimolulo / sasidisa kunamntu wonke / sasithatha ulwimi olwabhakileyo.
2. Ngubani owayezingqa ngokuba ngumhlobo wesigebenga? umhwabi / abantu bafazi / indlalantsi.
3. Isigebenga sasibenziwa kwakona nangalinye uhlobo / ukuphinda lantgeniswa / sasimolulo impahla zaso ezinga.
4. Isigebenga sathi ungasibenziwa jemela endalo ukuphatha amanzi/ ukukhulisa isigalo / ukungafika inga.
5. Isigebenga sathi ungasithaziya lipeni / litati / liglasi / libhatli/ jemela / libhatli zephozi/zi / oomabonakude.

115 • IVEKI YESI-6 • LWESIBINI - 115



### GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 116  
30 min



### 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?

PG 117  
30 min

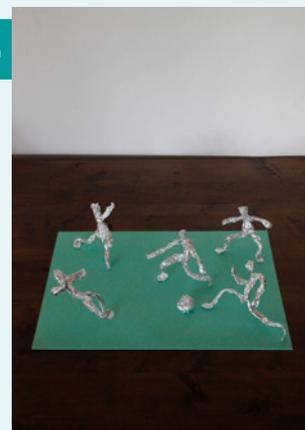


### VISUAL ARTS ASSESSMENT 1 **Sculpture (continued)**

#### Group presentations

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

30 min



**Marking:**  
See page 147  
**Marks:** 5



### PHYSICAL EDUCATION **Activity stations**

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

25 min



WEDNESDAY



**LISTENING AND SPEAKING ASSESSMENT 1**

**Oral story review (continued)**

15 min

**Presentations**

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

**Marking:**  
See page 138  
**Marks:** 10



**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.

PG 110  
10 min



PG 118  
10 min



**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.

15 min



**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.

PG 119  
15 min





**GROUP GUIDED READING AND INDEPENDENT WORK**

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

PG 120  
30 min

UMHLA

**UDyakalasho neNgonyama (Isahluko 2)**

Nigokukhawuleza uDyakalasho wabeka amathupha akhe phantsi kwelinye elikhulu, wenza ngathi ugqibikhamisa. "Nceda, Nceda! Nigokukhawuleza! Yizani nizakundincobi!" wathi ekhetha uDyakalasho. Nentsi ngathi akukhange ayibone Ngonyama.

Ngonyama yaviva luhlobo lokuDyakalasho esilo uncedo. Yabonakala phambili gaze yabona uDyakalasho ebambe iliso. UDyakalasho wathi: "Ukuba ndinokuliyeka eli liso, le mtaba ngawela phezu kwekha sobabini. La mngce swabambalelanga. Leli litye likhulu elibambe yonke into. Kumele undincede ukubamba!"

Usinga uluba: Ngonyama ita kumceda uDyakalasho? Cacisa ukuba kutheni usitha.

120 - IVEKI YESI-6 - LWESITHATHU



**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 to?

**Write**

- Match the statements to the words.

PG 121  
30 min

UMHLA

**Neqophiso, sebenzisa kwakhona, risayikilisha**

**Neqophiso**  
Sebenzisa izinto ezinokusetyenziswa kube kanye ezimbini.

**Sebenzisa kwakhona**  
Sebenzisa izinto ezibandakanyisiwe.

**Okunokusetyenziswa kwakhona**  
Yenza izinto ezintsha ngentloko ngokuyisifiso.

Thatha ibhegi yakho yakuthenga xa usiya evenkeleni.

Phisa ngeempahla zakho ezininzi umgqashani.

Shofo kumacala omabini ephapha ukuse ungalitshisi.

Sebenzisa amanzi okuhlamba itshya ukukhokekeshela igadi.

Thatha iibhotile neetoli uze kumbi wekuranyibilika.

Yenza umgqasho ngokutya okuselelile fihmuthuluka zokutya.

IVEKI YESI-6 - LWESITHATHU - 121



**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.

30 min



**Marking:**  
See page 148  
**Marks: 5**



**PHYSICAL EDUCATION** Activity stations

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

25 min







**GROUP GUIDED READING AND INDEPENDENT WORK**

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

PG 124  
30 min



**BEGINNING KNOWLEDGE** **Concept review**

30 min

**KWL chart (page 95)**

- Help learners to complete the last row.

**Thumbs up/thumbs down**

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

**reduce**

1. Using fewer things that have only one use.
2. Using a shopping bag you already have.
3. Buying a new shopping bag every time you go to the shop.

**reuse**

1. Giving clothes that are too small to someone else.
2. Using things more than once.
3. Always buying new things instead of using what you have.

**recycle**

1. Turning rubbish into something different.
2. Sending rubbish to the landfill site.
3. Making something new out of waste material.

**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.

30 min



**Marking:**  
See page 148  
**Marks:** 5



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

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

25 min





**LISTENING AND SPEAKING** Review of week

15 min

**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

*(editor insert the 2 words from phonics manuscript)*

- Follow the procedure for dictation on page 8.

**Words:** XX and XX

**Sentence:** XXXXXX *(editor insert the sentence from phonics manuscript)*

PG 125  
10 min

UMHLA

Ukufunda amagama ngexesha elibekiweyo.

Fundela iqabane lakho la magama ngamazulu omnye.

nje	kangaka	iqhoshha	izinyo	umva
ggi	isandla	yatho	lumka	nguye
xhuma	qhekeza	umala	edatophini	dlula
amanzi	amandla	wahleka	abantwana	mhle
nceda	ibanga	umlingo	idesika	xuba
nzima	boodwa	vgqiba	vitshala	umvundla
afanayo	ibhere	ngokuva	ucango	ubhuti
kakhulu	nantsi	mhlophe	yeka	ngomso

Amagama owafunde ngokuchanekileyo: \_\_\_\_\_

IVEKI YESI-6 - LWESHLANU - 125

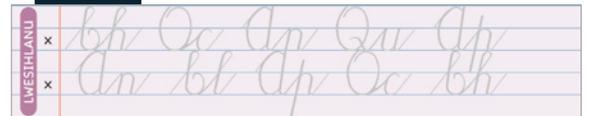


**HANDWRITING**

**Consolidate capitals** b O a Q

- Follow the procedure for Handwriting lessons on page 9.

PG 110  
10 min



**READING** Independent work review

15 min

**Read and answer questions**

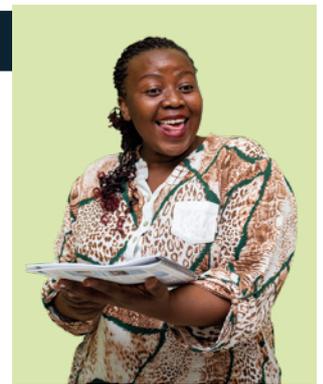
- Read this week's IW texts aloud to the class. Learners follow in their books.
- After each text, read the question/s. With texts for Monday to Thursday give answers, learners self-mark.

**Discuss the texts**

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

**Marking**

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



**INDEPENDENT WRITING** Story review

15 min

- 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?)

**GROUP GUIDED READING AND INDEPENDENT WORK**



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

PG 126  
30 min



**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 29 Recycling, pages 58 and 59.
- Home Language Workbook 1 – select a page.

30 min



**PHYSICAL EDUCATION ASSESSMENT 1**

**Game**

25 min

- 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.

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



**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 7 OVERVIEW



# Healthy eating

## 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

<b>Literacy</b>	greedy	creature	foolish	gratitude	chef
<b>Life Skills</b>	fruit	carbohydrate	protein	<i>[1st row to be translated]</i>	
	fruit	carbohydrate	protein	<i>[2nd row remains in English]</i>	

### 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

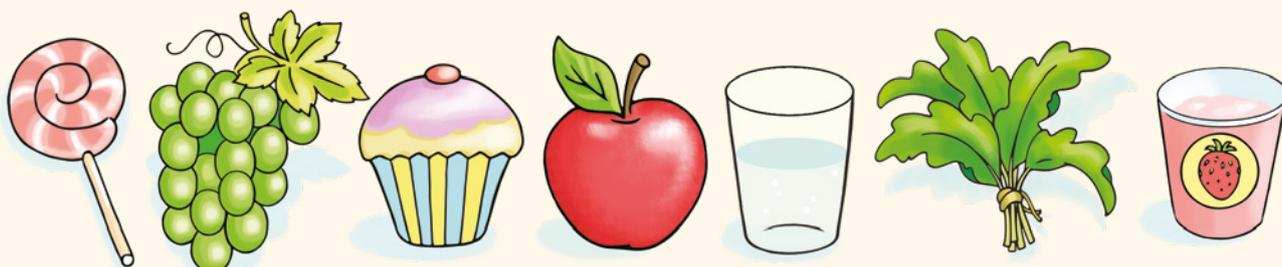
**Take in and mark:** Vocabulary (Wednesday); Sentences (Thursday); Handwriting (Friday)

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

### Formal Assessment Activities

Tues–Thurs (Continued from Week 6)	Listening and Speaking 1: Story review	ORAL	TG pages 102, 104, 106
Tues	Phonics 1: Write sounds	LAB page 139	TG page 102
Tues	Reading 1: Comprehension	LAB page 140	TG page 102
Tues–Fri	Physical Education 2: Rhythm and co-ordination	PRACTICAL	TG pages 103, 105, 107, 109
Weds	Beginning Knowledge 1: A balanced diet	LAB page 146	TG page 105

## A balanced diet



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.

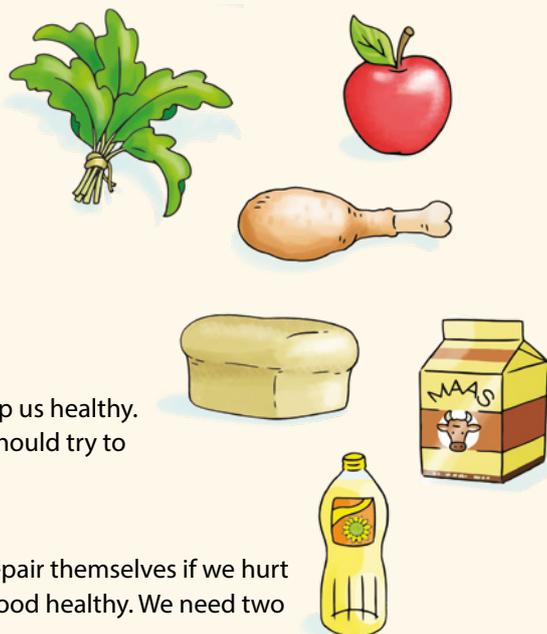
We all have food that we like to eat lots of. What is your favourite food?

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** News

15 min

**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**

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.

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

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

PG 135

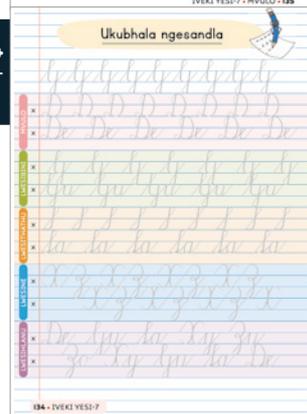
10 min


**HANDWRITING** Capital **D**

- Follow the procedure for Handwriting lessons on page 9.

PG 134

10 min


**READING** Teacher read aloud

TG

PG 99

15 min

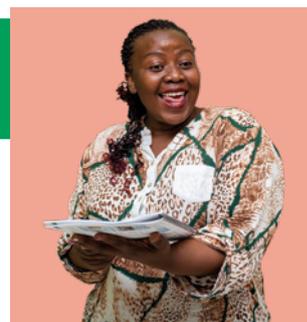
**Before reading**

- 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.

15 min



**GROUP GUIDED READING AND INDEPENDENT WORK**



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

PG 136  
30 min

UMHLA

Funda izivakalisi

UKumkani osisityebi unegumbi elizele bubuncwane begolide.

UNoludwe yintwazana ethandekayo kuba unobubele.

Sive ngaye sele encwina ziintlungu.

Beza bethwele amapheyile amanzi entloko.

Utata ubize umtywini aze kutywina impompo evuzayo.

Kutheni le nto ethandisa uNoludwe?

136 • IVEKI YESI-7 • MVULO

**BEGINNING KNOWLEDGE**



**Food groups**

**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.

**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.

PG 137  
30 min

UMHLA

Amaqela okutya

Into endiyaziyo

Into endifuna ukuyazi

Into endiyifundileyo

Izeki yesi-1

Izeki yesi-2

137 • IVEKI YESI-7 • MVULO

**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.

PG 138  
30 min

UMHLA

Ungqinelwano kwezobugcisa

Yintoni umahluko phakathi kwale mfanekiso mibini?

Umfanekiso wesi-1

Umfanekiso wesi-2

Kumfanekiso woku-1, onke ama-apile a

Kumfanekiso wesi-2, ama-apile a

Umfanekiso woku-1 awulungelanelanga. Umfanekiso wesi-2 ulungelane.

Gqibezela lo mfanekiso ukuzo ulungelane.

138 • IVEKI YESI-7 • MVULO

**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.

25 min



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



**LISTENING AND SPEAKING ASSESSMENT 1**

15 min

**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

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



**PHONICS ASSESSMENT 1 Write words**

PG 139  
10 min

**Write the sounds**

- Call out five sounds: xxx ← **[versioner please insert from Phonics manuscript]**
- 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.

**Marking:**  
See page 139  
**Marks:** 10

**UMHLA**  
Bhala isandi  
Fakela isandi esishiyiweyo.  
i ncw adi      um      ana  
i      a      um      azi  
izi      u      u      ala  
IYEKI YESI-7 • LWESIBINI • 139



**HANDWRITING Capital *ly***

PG 134  
10 min

- Follow the procedure for Handwriting lessons on page 9.

Handwriting practice lines showing the letters 'l' and 'y' written in cursive.



**SHARED READING Comprehension**

PG 128–133  
15 min

**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.

- 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?

**Shared reading**

- Read the story **with** the children.
- Stop to explain any new words or concepts.

**UKumkani uMidas**  
Kudabala kwakho isigaba sekumkani ekuqaleni ngakuba ngakumkani uMidas. Yasiyabona sandaba kwakhe jikelele. UKumkani uMidas wayethanda izinto ezine. Wayethanda umsebenzi wakhe ekuphela kwakhe uNogolide, wayethanda amasheko abe okutsho, wayethanda igadi yafike, kanye wayethanda negolide. Ndikuzi ukhumbisa ukuba gqide ungagqene nta ngathandayo kuyo zonke. Wayenamagumbi ngamagumbi azale yigolide. Wayenengingqo zingolide, imal ezinkozo yigolide, ubucwebe begolide – nayo nantoni na eyakhe ngogolide. Nangona wayenamantombi emile, igadi ethandakayo, esitsho ukutsho okumomeli mihla yenke, wayenengobandanga kubo wayenayifana ngakumbi ngolide.  
Usingqo ukuba uKumkani kumela abe wonwabile? Ngoba?  
128 • IYEKI YESI-7 • LWESIBINI



**READING ASSESSMENT 1 Comprehension**

PG 140  
10 min

**Read the questions once**

- Tell learners this is an assessment activity.

**Write**

- Complete the LAB activity.

**Marking:**  
See page 140  
**Marks:** 10

**UMHLA**  
**Inqajolo**  
Funda ibali, uKumkani uMidas.  
Phanda ufumane      Funda usingqo  
1 Zaziqho izinto ezine uKumkani uMidas wayethandayo ekupheleni kwentlalo?  
2 Kowujintani umngqeno wakhe?  
3 Kwenzeka ntoni ukuba uKumkani uMidas afune ukwutshintsha umngqeno wakhe?  
4 Kothintsha njani uKumkani uMidas?  
140 • IYEKI YESI-7 • LWESIBINI









**LISTENING AND SPEAKING ASSESSMENT 1**

15 min

**Oral story review (continued)**

**Presentations**

- Assess the next group of children.

**Marking:**  
See page 138  
**Marks: 10**

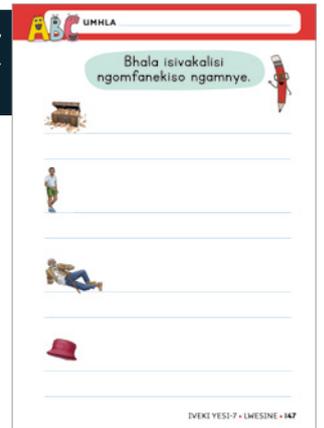


**PHONICS Complete the sentences**

PG 147

10 min

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

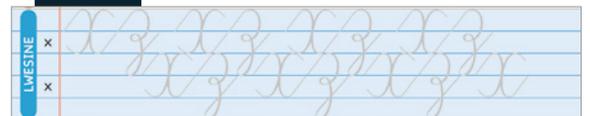


**HANDWRITING Capital X x**

PG 134

10 min

- Follow the procedure for Handwriting lessons on page 9.



**SHARED READING Language**

15 min

**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).

**It was the king's favourite supper. It consisted of chicken, chips and vegetable 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**

PG 148

15 min

**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*

**PG 149**  
**30 min**

**UMHLA**  
**Ureuben Riffel - umpheki waseMzantsi Afrika**

Umama kaReuben Riffel wayesebenza kwindawo yokuqala UReuben uthe xa ejojo lakho, angokusebenza ngegweyitara kwindawo yokuqala UReuben wayenandisa ngobomi eluphelele ngraga ukutya, mase wacelo ukusebenza eMzantsi. Kungekudala wenzalisa umpheki.

Ngenye imini umpheki waguqo, kwafuneka ureuben aphalele bonke abathengi. Bonke batshonda ukutya kwakhe. Ukusukela loo mni wagqibisa kwinkqubo xa kufundisa ukuba ngumpheki. Ngoku ungumnye wabapheki abaphambili eMzantsi Afrika. Kodwa ngomnye amawaka usaphelile umama wakhe. Ukutya akuthandayo umama wakhe laloda elajweya.

1. Karakutheni ureuben aze aphalele abathengi engalindanga?
2. Kokuphi okona kutya kuthandwa ngumama kaReuben?
3. Sesiphi esona sililo esithandayo ngumama wakho okanye ngutata wakho?

IVUKI YESI-7 - LWESINE - 149

**BEGINNING KNOWLEDGE**

**Concept review**

**30 min**



**KWL chart (LAB page 137)**

- Help learners to complete the last row.

**Thumbs up/thumbs down**

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

**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.

**Bridge to English:** fruit and vegetables, carbohydrate, protein

**PERFORMING ARTS**

**Sensory awareness**

**30 min**



**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.

- 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

**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**

**25 min**

**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**



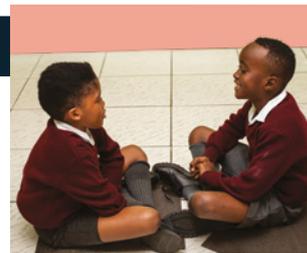


## LISTENING AND SPEAKING Review of week

15 min

### 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

PG 150

15 min

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



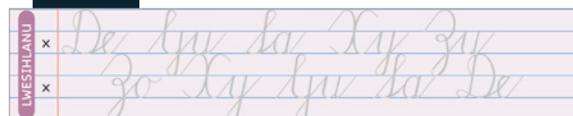
## HANDWRITING

### Consolidate capitals *D, Y & X Z*

PG 134

10 min

- Follow the procedure for Handwriting lessons on page 9.



## READING Independent work review

15 min

### Read and answer questions

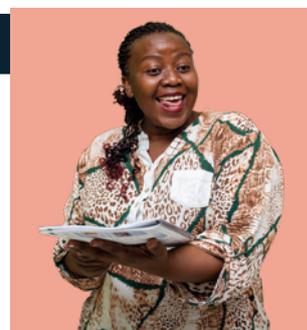
- Read this week's IW texts aloud **to** the class. Learners follow in their books.
- After each text, read the question/s. With texts for Monday to Thursday give answers, learners self-mark.

### Discuss the texts

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

### Marking

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



## INDEPENDENT WRITING Story review

15 min

- 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.

### Story review

Title:

Author:

Summary: This story is about ...  
(2–3 sentences)

Opinion:

**GROUP GUIDED READING AND INDEPENDENT WORK**



- **Group reading:** Groups D & E
- **Independent work:** *Katlego Mlambo – South African chef*

PG 151  
30 min



**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 18, pages 36 and 37.
- Home Language Workbook 1 page

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

30 min



**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.

25 min



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

**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 8 OVERVIEW



# 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

<b>Literacy</b>	greedy	creature	foolish	gratitude	chef
<b>Life Skills</b>	dentist	decay	filling	<i>[1st row to be translated]</i>	
	dentist	decay	filling	<i>[2nd row remains in English]</i>	

### 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

### Formal Assessment Activities

Mon–Fri	Reading 2: Oral reading aloud	ORAL	TG pages 113, 115, 117, 119, 121
Tue	Listening and Speaking 2: Listening comprehension	LAB page 157	TG page 114
Wed	Beginning Knowledge 2: Making good food choices	LAB page 163	TG page 117
Fri	Phonics 2 Dictation	LAB page 167	TG page 120
Fri	Handwriting 1: Cursive capitals and upper and lower joins	LAB page 152	TG page 120
Fri	Writing 2: Story review	PRACTICAL	TG page 120

# Stone soup



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.'





**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.

**Marking:**  
See page 140  
**Marks:** 10



- **Independent work:** Sentences

PG 154  
30 min

UMHLA

Funda izivakalisi

Intle kakhulu imini yanamhlanje.

Intloko kaLizo igcwele yinkwethu.

Yaba buhlungu intlatiya kamama ngokubanjwa kukabhuti.

Naboya abantwana bentswayiza isitatweni.

Sambona uPhelo ethe tywelele endloleni.

Yasokutheni ukaze ibe buhlungu intlatiya kamama?

IB4 • IVEKI YESI-8 • MVULO



**BEGINNING KNOWLEDGE** Anytime and sometimes foods

**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.

PG 155  
30 min

UMHLA

Ukutywa kwamaxesha anke nokwamaxesha athile

Ukutywa kwamaxesha anke	Ukutywa kwamaxesha athile
Oku kukutya okugqitya nongqityi watho. Kukutya kutya kwamaxesha. <b>Imisekelo:</b> isingano namifuno, ubisi	Oku kubizwa ukutywa ukungqityi ngqinane. Kungqityi kutya kwamaxesha athile. <b>Imisekelo:</b> iintyatyambo, iintyatyambo, iintyatyambo.

Dweliso akona kutya ukuthandayo ukutywa kwamaxesha anke

Ehala izivakalisi uchaze ngendlela oziwa ngayo xa uthe wutya ukutywa okusempilweni.

IVEKI YESI-8 • MVULO • 155



**VISUAL ARTS** A bowl of fruit (continued)

**Activity (paint or crayons)**

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

**Keep safe to complete tomorrow**

30 min



**PHYSICAL EDUCATION** Activity stations

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

25 min



**LISTENING AND SPEAKING**

**Special meal**

15 min

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
- **Pair:** Tell your partner about a special meal, what you ate and who was there to share it with you.
- **Share** with the class.



**PHONICS Practice**

PG 156

10 min

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

UMHLA

Bhala isandi

1 2 3 4 5

Fakela isandi esishjiweyo.

1 i n t l a n z i      4 i b a \_ \_ a

2 i \_ \_ n g o      5 u \_ \_ a l a

3 u b h o \_ \_ \_      6 i \_ \_ i z i y o

156 - IVEKI YESI-8 - LWESIBINI



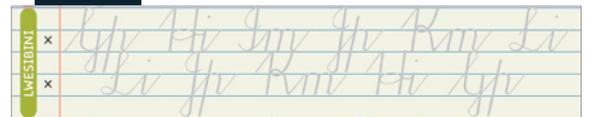
**HANDWRITING**

**Consolidate cursive upper case letters**

PG 152

10 min

- Follow the procedure for Handwriting lessons on page 9.



**SHARED READING**

**Comprehension**

PG 128-133

15 min

**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.

UKumkani uMidasi

Kudaladla kwakho isithyabi sakumkani ayagijizwa ngakuba ngakumkani uMidasi. Yasiyagijabi sandaba kwizwe jikelele. UKumkani uMidasi wengathanda izinto ezine. Wengathanda umswanano wakhe ekuphela kwelthe uNogolide, wengathanda amawetho abhe okungu, wengathanda igadi yalite, kunge wengathanda negolide. Nakubani ukunakisa ukuba igolide iyayayona into ayithandayo kubo zonke. Wajayemagumbi ngamagumbi azale yigolide. Wajayemengingqa azolide, emal sasekazo ayigolide, ubonwabe begolide - naye nantoni na ayenawo ngegolide. Nangona wajayemantombi emile, igadi ethandakayo, okungo okungo okumamandi mihla yalite, wajayemagumbi kubo wajayemagumbi ngakumbi ayigolide.

Ucinga ukuba uKumkani kumele abe wonwabile? Ngoba?

128 - IVEKI YESI-8 - LWESIBINI



**LISTENING AND SPEAKING ASSESSMENT 2**

**Listening comprehension**

PG 157

15 min

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.

**Marking:**  
See page 138  
**Marks: 5**

UMHLA

Ukumamela ngengqiqo

Gqibezela isishwankathelo sabali. **Isipho gqiligo:** Sebenzisa amagama esebhakisini.

Ibali    gqiligo    mizani    inifuno    kwelelele  
netyuna    lobugq    atalini    imandini    bazane

Isipho gqiligo \_\_\_\_\_ isiphumazano uZ  
awafika \_\_\_\_\_ wathi angenza isipho  
\_\_\_\_\_ kwifaka amanye e  
waze wacela abantu \_\_\_\_\_ amanzi  
\_\_\_\_\_ amothambo kunye  
Bothe xa bayingqamba isipho, yavakala  
Itali yagcinga ukuba lithe \_\_\_\_\_ kanti  
ngaphumazano uZ awaze \_\_\_\_\_

157 - IVEKI YESI-8 - LWESIBINI



**READING ASSESSMENT 2** Individual Reading (Group B)

- Group B 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.

**Marking:**  
See page 140  
**Marks:** 10



- **Independent work:** *Staple foods*

**PG 158**  
**30 min**

UMHLA

**Ukutya esikutya rhoqo**

Ukutya esikutya rhoqo kukutya okubalulekileyo kwimpilo yabantu yamhla ngemhla. Ukutya esikutya rhoqo kugqotha ikhabholo-jedethi ezininzi, ezininzi amandla kanye nezwe okuba sikhulhe. Asinazo iiprothini neevithamini, ngoko asivonekanga umzimba xa usitya zozwe.

Izwe ngalinye linokutya kwalo elikutya rhoqo, oku kuzhomekele okuba yintso ehlukile kubalulekile. Okona kutya esikutya rhoqo okufana nombono, iragisi kunge nengqilwana kukutya okuzinzayo. Ezinye izintlobo zengqilwana, wifano neyemi (yam) okanye neyapeli. Zenke be esi zingabala iisacha elide, kwanye okubho mfuneko yokuiba utigcine emahlaneni.

- 1 Chaza iindidi ezintathu zokutya esikutya rhoqo.
- 2 Kokuphi okwalho ukutya okutya rhoqo?

158 • IVEKI YESI-B • LMESIBINI



**BEGINNING KNOWLEDGE**

**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.

**PG 159**  
**30 min**

UMHLA

**USandile ufundo ukwenza ukhetho olululo**

USandile usingqongileyo lizingo kakulu. Lisono walhe wama kwagqirha wamazinyo. Kwakulho imingquma emazinyeni kaSandile. Uqirha wamazinyo wafuywina izinyo.

"Yitya sikese ngamaziso athile, kungcono utye isigquma."

"Hamba amazinyo wakho, usile ubisi, namosi, utye isigqathi nemifano ekhulisa."

159 • IVEKI YESI-B • LMESIBINI • 159



**VISUAL ARTS** **A bowl of fruit (continued)**

**Complete the pictures**

**Display and discuss**

- Learners describe the different fruits in their bowls.

**30 min**



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

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

**25 min**





**LISTENING AND SPEAKING**

**Explain**

- We talked about your opinions about stories. Today we will talk about your opinions about food.

**Think-Pair-Share**

- **Think** about food you really like or really don't like and food you are ok with.

**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.

15 min



**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.

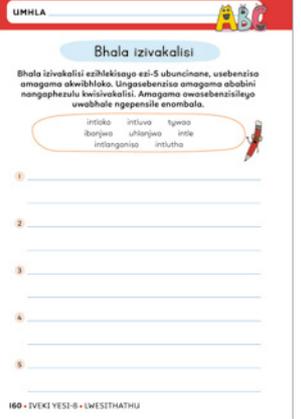
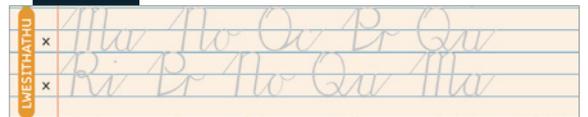


**HANDWRITING** **Consolidate cursive upper case letters**

- Follow the procedure for Handwriting lessons on page 9.

PG 152

10 min



**READING** **Vocabulary and language review**

**Vocabulary (LAB page 144)**

- Read flashcards from last week:

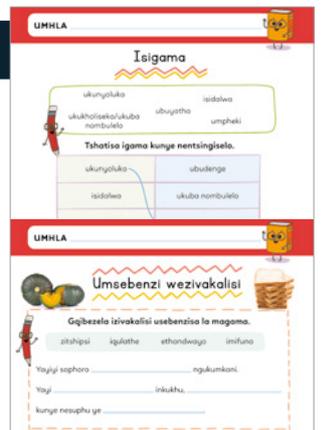
greedy	creature	foolish	gratitude	chef
--------	----------	---------	-----------	------

- 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.

15 min



**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.

PG 161

15 min





**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.

**Marking:**  
See page 140  
**Marks:** 10



- Independent work: *Maize*

**PG 162**  
**30 min**

UMHLA

**Umbona**





Umbona kukuba lwengca okumelelamo esilayonga. Kukutya okutya-mpo okubakubakuba kwindawo ezininzi emhlabeni. Ukwabizwa nangokuba yemiba okanye ikhuni. Imibewu zombona zaziwa abafrika zizaba eNtshona Mafika kwinyaka engama-500 egadulayo. Ezi mibewu zigumbololo ayikukutya Umbona omhlophe okanye omnyama ayagqwa jakhe eAfrika. Umbona kwenzelwa ngokwenza wena (ngoba ebizwa ngokuba sisidudu, ngoba gendimbi, sanda nabona okanye ugoli). Umbona ayagqwa acacile abe ngamgubo okwenziwa intlobo-ntlobo amakhulu. Ezinga lincane zombona ziyagqoshumba na ezibane nabahulu, zizanke amashushushani amananzi eluhlwayo ngamagqabi. Ekhonkqeni sidudu sikusasa esisebhekisani zenzwe ngombona.

1. Ingaba umbona kukutya kwemveli eAfrika?
2. Ingaba umgubo wekhuni wenzwe ngombona?
3. Amagqabi amzwe ngombona, kodwa ingaba akukutya okutya-mpo? Ngaba?

162 • IVEKI YESI-8 • IMESTHATHU



**BEGINNING KNOWLEDGEASSESSMENT 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.

**PG 163**  
**30 min**

UMHLA

**Ukwenza ukhetho olululo**

Funda ibali elikwiphepha le-159. Phendula imibuzo.

1. Bujalo amagama achanekelela.
  - a. UGandile wengaminye elubhulungu kuba waganamagama esingamisi labali / wengqalibha ngemvelu / wengqalima imba esiphilayo.
  - b. Umama wakhe wamthatha wama-**kwagqha / kwagqha wamaqinye / esikhaweni**.
  - c. Uqigqho wamazinye wadandisa labali / igqili malibane ukukhanyisa / igqili egama ekulu ukungama eminyeni kaSondile.
  - d. Uqigqho wamazinye walikhupho lango **lhaSondile / wengqika imingquma iyengqika igqili / walikwina lango**.
  - e. Uqigqho wamazinye wawu kaSondile bakwe / lango / igqili **gabisi** emeni kikhulu iphila linyemise.
2. Uqigqho wayafela uSondile ukuba enza ukhetho olululo. Bujalo ukutya okukungqela amazinye ethu.
  - a. Kumele nditye \_\_\_\_\_ kunye \_\_\_\_\_.
  - b. Si \_\_\_\_\_ ukuzo ndibe namazinye awamalelayo, \_\_\_\_\_ ekhulu kutya zincaza amazinye amalela.
  - c. Kumele nditye sikhesa ngama \_\_\_\_\_.

163 • IVEKI YESI-8 • IMESTHATHU

**Marking:**  
See page 146  
**Marks:** 15



**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.

**30 min**



**PHYSICAL EDUCATION** Activity stations

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

**25 min**





**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**

- **Pair:** Tell your partner which story you have chosen and why.
- **Share** with the class.
- Use your lap book to record observations.

15 min



**PHONICS Practice**

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

PG 164

10 min

**UMHLA**

Gqibezela izivakalisi ngamagama achanekileyo.

ihlanjwe utywala nantlanthe  
intlanzi intloko tywela

1 Utata akamfuni umntu osela kakhulu utywala.  
2 Nibone ezininzi elwandle izalo.  
3 Utatomkhulu uthe  
4 Ulisa ufundela ukuba ngu  
5 Impanhla gesikalo kumele ngesepha.  
6 Uken ugqila uhi yakhe ibuhlungu.

164 • IVEKI YESI-8 • LWESINE



**HANDWRITING Consolidate cursive upper case letters**

- Follow the procedure for Handwriting lessons on page 9.

PG 152

10 min

LWESINE

x U V W X Y Z  
x U V W X Y Z



**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.

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

PG 165

15 min

**UMHLA**

Ukuziqhelanisa natyibiliko

Funda oku kabini. Mangaphi amagama owafundileyo?

Ngaloo mzuzu uNogolide waza ebaleka ukuzokwala uyise. "Musa ukundiwala Nogolide," wakhwaza watshe uyise. Kwakusela kusemva kwethuba! UNogolide wayibaleka eyokumwala! Uthe xa kanje embamba ... wajika ngoko nangoko wayigolide. Waba ngumfanekiso oqingqiweyo wegolide. Wakhala kabuhlungu uKumkani uMdosi. "Naliphulukene noyo yonke into ebendijithanda ngokwenene," watshe. "Intambi yami, gqadi yam, ukutya kwam akumnandi, amanzi akusela. Naligcela sidalwa semlingo, wuthathe umnqwano wam."

	1	2
Inani lamagama andiwafundileyo		
Inani lamagama endingawazanga		

165 • IVEKI YESI-8 • LWESINE



**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.

15 min

**Story review**

**Title:** Hansel and Gretel

**Author:** Funda Wande

**Summary:** This story is about ... (2–3 sentences)

**Opinion:** (1–2 sentences)



**READING ASSESSMENT 2** Individual 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.

**Marking:**  
See page 140  
**Marks:** 10



- **Independent work:** *Rice*

**PG 166**  
**30 min**

UMHLA

**Irayisi**



Irayisi khuloba kwengisa olunembawu eNingizimu Afrika. Kukungo okungama rhuqo kwabantu abangaphakathi kwesigangatha elizweni, ngakumbi ekuqaleni kwama-Afrika. Irayisi abantu kwindawo ezulu, ndawo ezulu emveni kumbi abantu abantu abantu. Kukho imibobo-ndaba zemoya. Irayisi emdaka, kusivela umthetho wengaphandle oqiniseko. Inefayibha nezandla okubona i-irayisi emhlabeni. Irayisi ingqungqama be ngumgubo odumekeni ikhaya zemoya nezinye imithetho ezibhekisayo. Amalungu emhlabeni zemoya angabizwa ngama-irayisi, amagqabi, amagqabi kunye namafuta.

1. Bhalisa igama elisikelela ukuba sitya imibewu kwizinye zemoya.
2. Biza impendulo echanekelelo. Irayisi kulungo okungama rhuqo kwama-Afrika / eNingizimu / eNingizimu.
3. Ingaba i-irayisi emdaka sempheleli kunenye emhlabeni?

166 • IZWEKI YESI-B • LINESINE



**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.

**dentist**

1. A doctor who fixes eyes.
2. A doctor who fixes teeth.
3. Uses a mirror to look at teeth.

**decay**

1. Teeth are strong and healthy.
2. Teeth have holes in them.
3. Teeth can be painful.

**filling**

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

**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.

30 min



**PHYSICAL EDUCATION** Activity stations

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

25 min





**LISTENING AND SPEAKING**

Review of week

15 min

**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

PG 167

10 min

- Follow the procedure for dictation on page 8.

Words: **XX** and **XX**

*(editor insert the 2 words from phonics manuscript)*

Sentence: **XXXXXX**

*(editor insert the sentence from phonics manuscript)*

**Marking:**  
See page 139  
**Marks: 5**

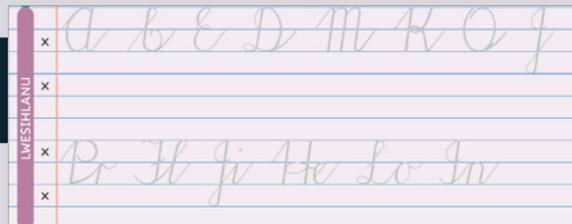


**HANDWRITING ASSESSMENT 1**

**Cursive capitals and upper and lower joins**

- Follow the procedure for Handwriting lessons on page 9.

PG 152  
10 min



**Marking:** See page 141  
**Marks: 5**



**READING**

Independent work review

15 min

**Read and answer questions**

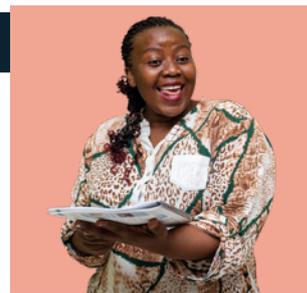
- Read this week's IW texts aloud **to** the class. Learners follow in their books.
- After each text, read the question/s. With texts for Monday to Thursday give answers, learners self-mark.

**Discuss the texts**

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

**Marking**

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



**WRITING ASSESSMENT 2**

Story review

15 min

- Learners use their plan to write the story review.

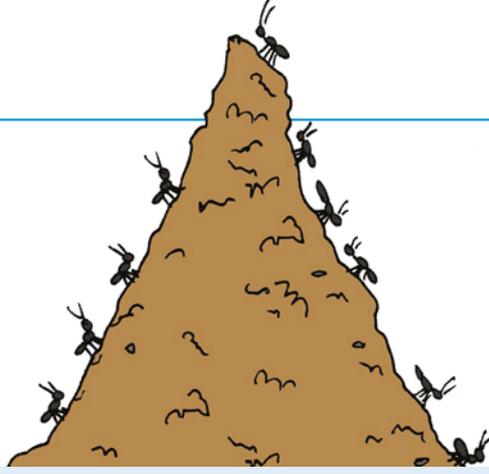
**Marking:**  
See page 142  
**Marks: 10**

**Story review**

**Title:**  
**Author:**  
**Summary:** This story is about ....  
**(2–3 sentences)**  
**Opinion:**



## WEEK 9 OVERVIEW



# 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 diary for one week
- Identify and practise language features associated with writing a diary
- Identify some characteristics of diaries.

## PREPARATION

### Flashcards

<b>Literacy</b>	verse	poem	diary	diary entry	observations
<b>Life Skills</b>	spider	spray	squash	<i>[1st row to be translated]</i>	
	spider	spray	squash	<i>[2nd row remains in English]</i>	

### 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.*

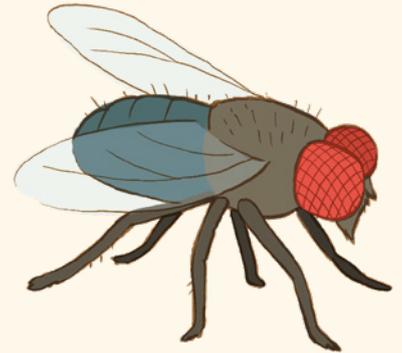
Mandla watched a little black and white spider walking on the wall. It was not the kind of spider that spins webs. It was a spider that jumps and catches insects. The spider saw a fat fly sitting on the table. The spider crept closer to the fly. Then it jumped on the fly. "Hawu!" said Mandla, "that spider 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."

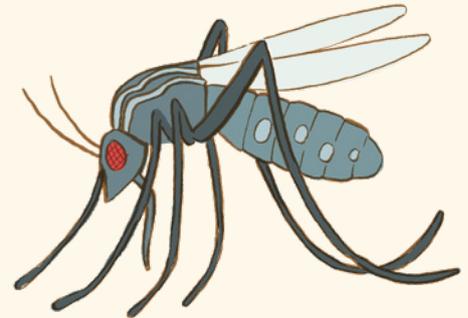


Just then Mandla's big brother came in. He saw Mandla and his mother watching the spider. "A spider!" he said, "Let me squash it!"

"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

## News

15 min

## 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.

## 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.

PG 177

10 min

UMHLA

Tshatshisa umfanekiso negama.

- inciniba
- incukuthu
- ditsha
- chola
- schokozo
- incanda
- schaphaza
- tsichotho
- incindi
- uncedo

176 - IVEKI YE-9



## HANDWRITING

## Consolidate joins

- Follow the procedure for Handwriting lessons on page 9.

PG 176

10 min

Ukubhala ngesandla

176 - IVEKI YE-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?

TG

PG 123

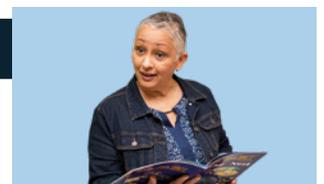
15 min



## EFAL

- Teach a lesson based on phonics readers.

15 min



**GROUP GUIDED READING AND INDEPENDENT WORK**



- **Group reading:** Groups A & B
- **Independent work:** *Daily Diary*

PG 178  
30 min



**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 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.

PG 179  
30 min



**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.

PG 180  
30 min



**PHYSICAL EDUCATION Introduction**

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

30 min





**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).

15 min



**PHONICS Practice**

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

PG 181

10 min

**UMHLA**

**Bhala amagama ngendlela echanekeleyo.**

1		thwamu	umthwa
2		natywi	_____
3		nicinena	_____
4		phacho	_____
5		bachu	_____
6		isindwelathwa	_____
7		umnantwa	_____
8		ibanqwa	_____

170 - IVEKI YE-9 - LWESIBINI - 181



**HANDWRITING Consolidate joins**

- Follow the procedure for Handwriting lessons on page 9.

PG 176

10 min

**LWESIBINI**

De Jo Dyo Ha Jo Kl  
Jo Dyo De Kl Jo Ha



**SHARED READING Comprehension**

**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.)

**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?

PG 170–175

15 min

**UMHLA**

**Umbongo I: Izidalwa jikelele**

**Umbhali: Funda Wande**

Zingaphi izigidi zeembono ezizweni?  
Mingaphi imibungu asele ugibonile?  
Zonke zimosibenzi kwindalo.  
Zonke zigcina iplanethi iUhlatu.

Zingaphi izigidi zeentothuyisane,  
Zingaphi zona imyosi?  
Zonke zimosibenzi kwindalo.  
Zonke zigcina iplanethi iUhlatu.

Ezinye zenza ukutya, ezinye zikhutya.  
Ezinye zinceda izityalo zikhule.  
Kodwa zonke ziluncedo emhlabeni.  
Yinto ekhumele zonke izigidi.

Umlungu noneni le mbongo?  
Ngowaphi amagama awathandileyo?

170 - IVEKI YE-9



**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.**

PG 182

15 min

**UMHLA**

**Ukuphononga umbongo**

Khetho omnye umbongo. Bhala uphonongo.

**Isihloko:** \_\_\_\_\_

**Umbhali:** \_\_\_\_\_

**Ulwakhiwe:** Lo mbongo uneevesi ezi: \_\_\_\_\_

**Isishwankathelo:** \_\_\_\_\_

Uluva kunye nenpendulo kumbongo: \_\_\_\_\_

Eliana gama okanye owona mnga ndiwathandileyo: \_\_\_\_\_

182 - IVEKI YE-9 - LWESIBINI



## GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 183  
30 min



## BEGINNING KNOWLEDGE

### Fun facts about bugs

#### 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.

#### 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.

PG 184  
30 min



## 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**

30 min



## PHYSICAL EDUCATION Activity stations

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

25 min



WEDNESDAY



**LISTENING AND SPEAKING**

Read and present a poem

15 min

**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

PG 185

10 min

- 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.

UMHLA

**Gqibezela isivakalisi ngegama elifanelekileyo.**

axadisa ukuthwala tywina  
tywelele zithweswe incanda  
inciniba yintwazana

- incinane kune \_\_\_\_\_
- ULiso \_\_\_\_\_ ethanda abantwana.
- Utat' uThwala uthi ufuna \_\_\_\_\_ umfazi.
- Nanko umalume ethe \_\_\_\_\_ uphelelwe ngamandla.
- Izithwalandwe \_\_\_\_\_ izidanga kumsitho wazo.
- UBofana wazincama naye waya kuncendisa unina.

IYEKI YE-9 - LWESITHATHU - 185



**HANDWRITING**

Consolidate joins

PG 176

10 min

- Follow the procedure for Handwriting lessons on page 9.

LWESITHATHU

x Lm Mo Na Or Qr  
x Lm Mo Na Or Qr



**SHARED READING**

Vocabulary

PG 170-175

15 min

**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.

Umbongo I: Izidalwa jikelele

Umbhalo: Funda Wande

Zingaphi izigidi zeembovane elizweni?  
"Mingaphi umbungu oedle ugibonile?"  
Zonke zimosebenzi kwimulalo.  
Zonke zigcina iglanethi iuhlaza.

Zingaphi izigidi zeentshoviyane,  
"Zingaphi zana linyasi?"  
Zonke zimosebenzi kwimulalo.  
Zonke zigcina iglanethi ighilile.

Ezinye zenza ukutya, ezinye zikukutya.  
Ezinye zimceda izihyalo zikhule  
Kodwa zonke zikulandelela emhlabeni  
Yinto ekumele sonke sigazi.

Umalunga nantoni la mbongo?  
Ngomaphi amagama awathandileyo?

170 - IYEKI YE-9



**WRITING**

Vocabulary

PG 186

15 min

**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.

UMHLA

**Isigama**

Tshatsha igama kunge nentsingisela.

idibayi	kulibisa kumbhalo wento ayidinginyi, inqushane kwaye inesingig.
umbungo	gqwadi esetyenziswa ukugcina iziganeko, iingcinga nezinto ezibonayo.
iveefantaza	umbhalo okwidibayi obhalwa kubekanye.
emangano edibayi	into ayigqibhelayo kokungqongileyo.
ingqwalasela	ichosane namhlanje.

Bhala la magama angentla ngokulandelelana kweafabhethi.

Krwela umgca ngqophantsi kwamagama amahlano awathandayo kwimibongo okanye kumbhalo wedibayi.

186 - IYEKI YE-9 - LWESITHATHU



**GROUP GUIDED READING AND INDEPENDENT WORK**

- **Group reading:** Groups E & A
- **Independent work:** *Daily Diary*

PG 187  
30 min



**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.

PG 188  
30 min



**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.

30 min



**PHYSICAL EDUCATION** Activity stations

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

25 min



**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.

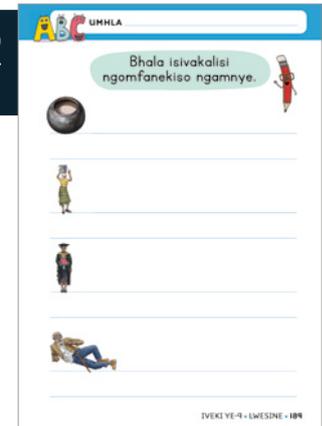
15 min

**PHONICS****Complete the sentences**

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

PG 189

10 min



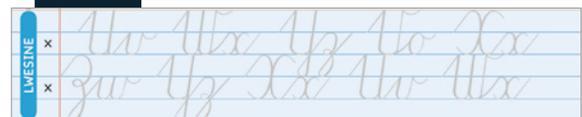
IWEKI YE-9 - LWESINE - 189

**HANDWRITING****Consolidate joins**

- Follow the procedure for Handwriting lessons on page 9.

PG 176

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)

- 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.

15 min

**Today is hot and sunny.**  
**There is a little wind.**  
**The weather is good.**

**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..

PG 190

15 min



IWEKI YE-9 - LWESINE



**GROUP GUIDED READING AND INDEPENDENT WORK**

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

PG 191  
30 min



**BEGINNING KNOWLEDGE** Concept review

30 min

**KWL chart (LAB page 179)**

- Help learners to complete the last row.

**Thumbs up/thumbs down**

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

**spider**

1. A spider is an insect.
2. A spider has eight legs.
3. Spiders eat flies and mosquitos.

**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

30 min

**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

25 min

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





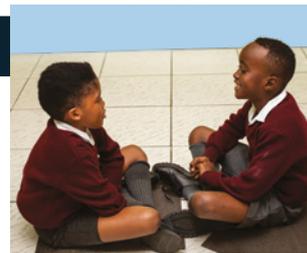
## LISTENING AND SPEAKING

### 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

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

PG 192

10 min



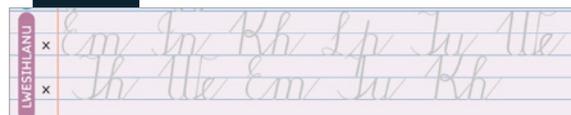
## HANDWRITING

### Consolidate joins

- Follow the procedure for Handwriting lessons on page 9.

PG 176

10 min



## 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,**

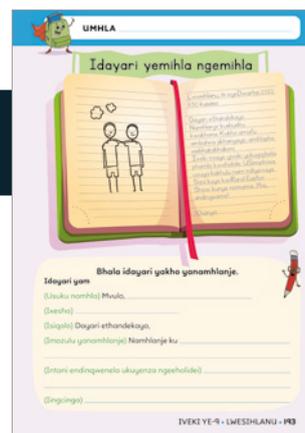
**What happened?....  
Thoughts and feelings: .....**



### GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 193  
30 min



### 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 24, page 48.
- Home Language Workbook 1 page xx.

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

30 min



### PHYSICAL EDUCATION Activity stations

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

25 min



### 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.

# 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

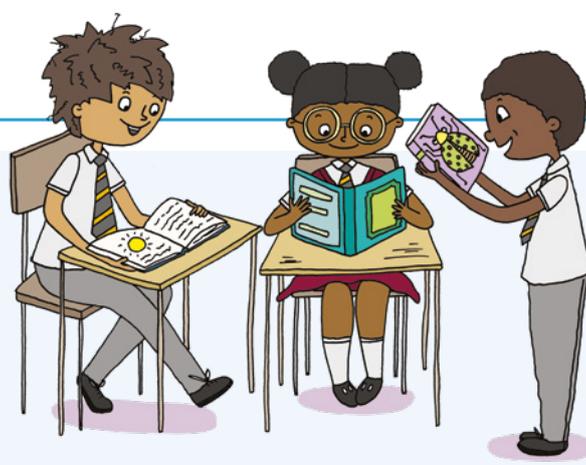
- Pairs reread the words on phonics pages.
- Team competition to read flashcards correctly.
- Repeat timed word reading and dictation activities and try to improve your score.
- Ensure that all phonic pages have been completed in the LAB correctly.
- DBE workbook phonics activities.



## WRITING

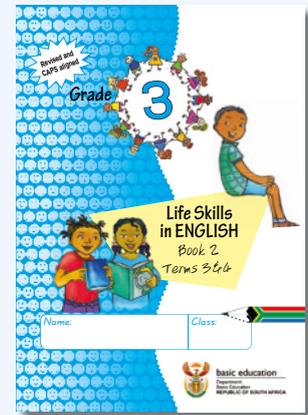
- Learners can write diary entries each day.
- Tell learners to try to sound out unknown words or use the Word Wall words.
- Encourage groups of learners to make a book for the book corner about interesting insects or animals.
- Write an information report about any animal or plant that interests you.
- 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.



## ASSESSMENTS

## 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		WEEK	1	2	3	4	5	6	7	8	9	10
1	Listens to more complex instructions											
2	Makes an oral presentation.											
3	Tells a short story (summary) with a simple plot and different characters											
4	Participates in paired, group and class discussions, suggests topics and contributes ideas											
5	Listens to stories, poems and songs and expresses feelings giving reasons											
6	With support, predicts what will happen in a story											
7	Works out cause and effect in a story											
<b>PHONICS</b>		<b>WEEK</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
1	Learns phonic sounds											
2	Builds words using phonics taught											
3	Spells words correctly											
4	Learns to spell 10 words a week											
5	Writes three short sentences dictated by teacher											
<b>READING</b>		<b>WEEK</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
1	Reads texts as whole class with teacher and discusses sequence of events, setting and cause effect relations (observation)											
2	Answers a range of higher order questions based on a passage read											
3	Finds and uses sources of information such as community members, library books											
4	Uses key words and headings to find information in non-fiction texts											
5	Uses the information from a graphical text											
6	Uses visual cues											
7	Reads silently and out aloud at own level in GGR											
8	Uses phonics, context clues and structural analysis decoding skills (observation)											
9	Uses diagrams and illustrations in text to increase understanding											
10	Reads with increasing fluency and expression											
11	Reads independently (observation)											

CONSOLIDATION

CONSOLIDATION

CONSOLIDATION

HANDWRITING		WEEK	1	2	3	4	5	6	7	8	9	10
1	Uses handwriting tools effectively; correct pencil grip (observation)											CONSOLIDATION
2	Forms lower and upper case correctly and automatically in joined script											
3	Transcribes words and sentences in joined script											
4	Makes transition to the joined script in all written recording (observation)											
5	Uses correct letter formation in all written work (observation)											
WRITING		WEEK	1	2	3	4	5	6	7	8	9	10
1	Writes a simple <b>book review</b> or <b>story</b>											CONSOLIDATION
2	Writes 2-3 paragraphs of ten or more sentences on <b>personal news</b> or school event											
3	Writes a structured <b>information report</b> of at least two paragraphs											
4	Keeps a <b>diary</b> for one week noting the weather and one other piece of information.											
5	Participates in a discussion to choose a topic to write about											
6	Uses correct grammar so that others can read and understand what has been written											
7	Uses more complex tenses											
8	Reads own writing to a friend or group											
9	Reads and edits own writing (spelling, punctuation)											
10	Uses phonic knowledge and spelling rules to write unfamiliar words											
11	Uses a range of punctuation correctly											
12	Identifies and uses nouns, adjectives, verbs and adverbs correctly											
13	Builds own word bank and personal dictionary											

## ASSESSMENTS

## LISTENING AND SPEAKING

## Assessment Rubrics and Checklists

**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

**10 marks****2 marks for each criterion fulfilled**

1. Good presentation (posture, eye contact, clear voice)
2. Short summing up of story
3. Opinion that is justified
4. Uses correct grammar
5. Uses a wide vocabulary

2	4	6	8	10
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

**5 marks****½ mark per correct answer**

1. story
2. village
3. stone
4. pot
5. bring
6. vegetables
7. salt
8. delicious
9. magic
10. clever

[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**

The learner:

1. Listens to instructions, especially more complex ones in all subjects
2. Participates fully in paired, group and class discussions
3. Listens to stories, poems and songs and shows understanding
4. Expresses feelings/opinions about stories giving reasons.
5. Answers higher order questions about stories orally (able to predict, determine cause and effect etc.)

1	2	3	4	5
Fulfils 1 criteria	Fulfils 2 criteria	Fulfils 3 criteria	Fulfils 4 criteria	Fulfils all 5 criteria

**Total****20 marks**

**PHONICS** Assessment Rubrics and Checklists

<b>PHONICS Assessment 1: Write sounds (Week 7 Tuesday)</b> LAB page 139, TG page 102 <span style="float: right;"><b>10 marks</b></span>					
<ul style="list-style-type: none"> <li>• <b>Write the sounds</b> (1 mark for each correct sound = 5 marks). (editors, please add the sounds from the phonics manuscript, numbered 1-5)</li> <li>• <b>Fill in the missing letters</b> (1 mark for each correct word = 5 marks) (editors, please add the full words from the phonics manuscript, numbered 1-5)</li> </ul>					
<b>PHONICS Assessment 2: Dictation (Week 8 Friday)</b> LAB page 167, TG page 120 <span style="float: right;"><b>5 marks</b></span>					
The learner:	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Writes dictated words in correct order</li> <li>• With correct spelling</li> <li>• With correct punctuation</li> </ul>	Makes 4 or more spelling / punctuation mistakes	Makes 3 spelling / punctuation mistakes	Makes 2 spelling / punctuation mistakes	Makes 1 spelling / punctuation mistake	All words correctly spelled and punctuation correct
<b>PHONICS Assessment 3: Classroom observation (Weeks 1-9)</b> <span style="float: right;"><b>5 marks</b></span>					
The learner:	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<ol style="list-style-type: none"> <li>1. <b>Decoding:</b> Consistently blends and segments words when reading and writing.</li> <li>2. <b>Word reading fluency:</b> Shows progress in TWR</li> <li>3. <b>Meaning:</b> Writes own sentences which make sense using the given words (every second Thursday)</li> <li>4. <b>Participation:</b> Shares words and participates in pair work in Monday and Wednesday phonics lessons.</li> <li>5. <b>Completion:</b> Consistently completes daily phonics activities in LAB</li> </ol>	Fulfil 1 or 0 criteria	Fulfil 2 criteria	Fulfil 3 criteria	Fulfil 4 criteria	Fulfil all 5 criteria
<b>Total</b>					<b>20 marks</b>

READING AND COMPREHENSION

Assessment Rubrics and Checklists

**READING Assessment 1: Comprehension  
(Week 7 Tuesday)**

LAB page 140, TG page 102

**10 marks**

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

**10 marks**

<b>2 marks for each criterion fulfilled</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>10</b>
The learner:	Fulfils 1 criteria	Fulfils 2 criteria	Fulfils 3 criteria	Fulfils 4 criteria	Fulfils all 5 criteria
1. Can <b>read aloud</b> at a good pace for 1 minute					
2. Uses <b>decoding skills</b> to read unfamiliar words					
3. Monitors self and <b>self-corrects</b> when necessary					
4. Notices <b>punctuation</b>					
5. Reads <b>fluently</b> and with expression					

**READING Assessment 3: Classroom observation in all reading lessons  
(Weeks 1–9)**

**5 marks**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The learner:	Fulfils 1 criteria	Fulfils 2 criteria	Fulfils 3 criteria	Fulfils 4 criteria	Fulfils all 5 criteria
1. Timed text reading <b>Fluency Practice:</b> shows increasing speed.					
2. Participates in <b>shared reading</b>					
3. Completes weekly <b>comprehension activities</b> in LAB satisfactorily					
4. Completes <b>vocabulary activities</b> in LAB satisfactorily					
5. Completes <b>language activities</b> in LAB satisfactorily					

**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

**5 marks**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The learner writes upper and lower case letters in cursive writing with: <ul style="list-style-type: none"> <li>• Correct letter formation</li> <li>• Correct placement on line</li> <li>• Correct joins</li> </ul>	Needs support to write and place cursive letters	Some letters formed correctly. Needs more practice with joins and line placement	Forms most but not all cursive letters correctly. Joins and line placement sometimes incorrect.	Forms all letters correctly, and joins/ placement on lines mostly correct.	Writes all letters and joins correctly, with correct line placement and correct joins

**HANDWRITING Assessment 2: Classroom observation (Weeks 1-9)**

**5 marks**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The learner: <ol style="list-style-type: none"> <li>1. Uses correct pencil grip</li> <li>2. Uses handwriting tools effectively (pencil, ruler, eraser, sharpener)</li> <li>3. Has correct spacing between letters and between words</li> <li>4. When writing in cursive writes smoothly and with minimal pen-lifts</li> <li>5. Uses cursive in most classwork</li> </ol>	Fulfil 1 criteria	Fulfil 2 criteria	Fulfil 3 criteria	Fulfil 4 criteria	Fulfil all 5 criteria

**Total**

**10 marks**

## 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

CONTENT	1	2	3	4	5
<p><b>1 mark for each criterion fulfilled</b></p> <ol style="list-style-type: none"> <li>Correctly follows structure and headings of genre (information report or book review)</li> <li>Appropriate information under each heading</li> <li>Writing makes sense (not just random thoughts)</li> <li>Appropriate vocabulary</li> <li>Includes some interesting or original ideas (different from examples)</li> </ol>	Fulfil 1 criteria	Fulfil 2 criteria	Fulfil 3 criteria	Fulfil 4 criteria	Fulfil all 5 criteria
LANGUAGE	1	2	3	4	5
<ol style="list-style-type: none"> <li>Writes in complete sentences that are grammatically correct</li> <li>Writes using the appropriate tense (present tense for both)</li> <li>Punctuates appropriately (colons, full stops, commas)</li> <li>Spells most HF words correctly.</li> <li>Acceptable attempted spellings.</li> </ol>	Fulfil 1 criteria	Fulfil 2 criteria	Fulfil 3 criteria	Fulfil 4 criteria	Fulfil all 5 criteria
WRITING Assessment 3: Classroom observation (Weeks 1–9)					
The learner:					
<ol style="list-style-type: none"> <li>Participates in discussions in shared writing, e.g. to choose a topic to write about</li> <li>Checks that writing makes sense, e.g. by reading to a friend</li> <li>Seems to enjoy expressing self in writing</li> <li>Uses mostly correct grammar, punctuation and spelling, especially HF words</li> <li>Completes almost all writing activities, all are at an acceptable standard (Writing, IW)</li> </ol>	Fulfil 1 criteria	Fulfil 2 criteria	Fulfil 3 criteria	Fulfil 4 criteria	Fulfil all 5 criteria
<b>Total</b>					<b>25 marks</b>

**HOME LANGUAGE TERM 2 MARKSHEET**

(for copying)

NAME	20%			20%			25%			10%		25%				
		10	5	5	20	10	5	5	20	10	10	5	10	10	5	25
	TG pages 90, 92, 94	LAB page 157 TG page 114	Weeks 1-9	<b>Listening and speaking (Weighting 20%)</b>	LAB page 139 TG page 102	LAB page 167 TG page 120	Weeks 1-9	<b>Phonics (Weighting 20%)</b>	LAB page 140 TG page 102	TG pages 113, 115, 117, 119, 121	Weeks 1-9	<b>Reading &amp; Comprehension (Weighting 25%)</b>	LAB page 152 TG page 120	Weeks 1-9	<b>Handwriting (Weighting 10%)</b>	
	1. Oral story review	2. Listening comprehension: Traditional story	3. Classroom observation		1. Sounds	2. Dictation	3. Classroom observation		1. Reading comprehension: King Midas	2. Oral reading aloud	3. Classroom Observation in all reading lessons		1. Cursive upper and lower case letters and all joins	2. Classroom Observation: cursive and print; handwriting lessons and other contexts	<b>Handwriting (Weighting 10%)</b>	
													1. Information report (Animal)	2. Story review	3. Classroom observation: Shared and individual writing	
																<b>Writing (Weighting 25%)</b>

## ASSESSMENTS

## 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		1	2	3	4	5	6	7	8	9	10
<b>Routines</b>											
1	Discuss personal ideas and feelings about theme topics										
<b>Topics</b>											
	Insects										
	Life cycles										
	Recycling										
	Healthy eating										
	Celebrations and special days (as celebrated in the community)										
<b>Key concepts and skills</b>											
1	<b>Social science concepts:</b> 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	<b>Natural Science concepts:</b> life and living (week 1–4, 9), energy and change (week 3, 4), planet earth and beyond										
3	<b>Scientific process skills:</b> 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	<b>Technological process skills:</b> investigate, design (week 6), make (week 6), evaluate (week 6), communicate										
<b>PSWB</b>											
1	Social and emotional health										
2	Relationships with others										
3	Relationship with the environment										
4	Values and attitudes										
<b>VISUAL ARTS</b>											
<b>Create in 2D</b>											
1	Formal teaching of drawing and painting and other: exploring a variety of media										
2	Art elements: symmetry, balance, movement, texture										
3	Introduce body in motion overlapping: behind, in front of										
4	Variation of paper size and format: encourage working in different scale and degree of detail										
<b>Create in 3D</b>											
4	Box and foil sculpture: animals, dragons, pinch pots and other										
5	Art elements: shape/form, texture										
6	Teach simple construction techniques: stacking, joining, surface decoration										
7	Use of tools: safety, consideration of others, sharing resources										
<b>PERFORMING ARTS</b>											
<b>Creative games and skills</b>											
1	Warming up: focus on posture, alignment of knees over the middle toes when bending and pointing feet										
2	Warming up: focus on articulation and vocal tone using rhymes, songs, creative games and tongue twisters										

REVISION

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REVISION

3	Sensory awareness: touch, taste, smell, hearing and sight in dramatic activities										REVISION	
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											
<b>Improvise and interpret</b>												
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											
<b>PHYSICAL EDUCATION</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	
1	<b>Locomotor</b> • Simulation activities such as running like a horse, walk like a duck, jump like a frog, etc.											REVISION
2	<b>Perceptual motor: Tennis-set</b> • Catch/throw a high ball											
3	<b>Rhythm</b> • Rope skipping in groups of three • Rope skipping individual double take-off • Rope skipping individual single take-off while running											
4	<b>Co-ordination</b> • Basketball – dribble a ball zigzag through markers • Hockey – dribble a ball through obstacles • Netball – pass while running • Rugby – running and passing the ball in a backline action • Soccer – dribble a ball through markers											
5	<b>Balance</b> • Relay running: zigzag through skittles/markers • Balance on one leg • Gymnastics: head stand/hand stand • Bridge standing											
6	<b>Spatial orientation</b> • Complex obstacle course											
7	<b>Laterality</b> • Hand apparatus sequences such as hula hoops or ribbons that require left and right actions of similar kind											
8	<b>Sports and games</b> • Indigenous games • Mini-soccer, hockey, rugby, netball and basketball											

## ASSESSMENTS

## BEGINNING KNOWLEDGE &amp; PSWB

## Assessment Rubrics and Checklists

<b>BEGINNING KNOWLEDGE Assessment 1: A balanced diet (Week 7 Wednesday)</b>					
LAB page 146, TG page 105					<b>15 marks</b>
1. 1 mark for each correct label (from bottom) Fruit and vegetables, Carbohydrates, Proteins, Dairy, Oils and fats, Sweet and salty snacks (6)					
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)					
3. a. Fruit and vegetables (1) b. Eating foods from mixed food groups (1)					
4. Learners' own answer with reason (1)					
<b>BEGINNING KNOWLEDGE Assessment 2: Making good food choices (Week 8 Wednesday)</b>					
LAB page 163, TG page 117					<b>15 marks</b>
<b>1 mark each for questions 1–5 (5)</b>					
1. he had a hole in his tooth					
2. to the dentist					
3. mirror and a bright light					
4. filled the holes					
5. some fruit					
<b>1 mark per correct choice (5)</b>					
6. grapes; apple; milk; spinach; yoghurt					
<b>1 mark per correct word in the sentences (5)</b>					
7. a. any two of: dairy products; green, leafy vegetables; milk; yoghurt; maas b. minerals c. sometimes/once a week d. twice					
<b>BEGINNING KNOWLEDGE Assessment 4: Classroom observation: PSWB and BK (Weeks 1–9)</b>					
					<b>10 marks</b>
<b>CLASSROOM OBSERVATION: PSWB (Weeks 1–9)</b>					
					<b>5 marks</b>
The learner:	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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					
<b>CLASSROOM OBSERVATION: BK (Weeks 1–9)</b>					
					<b>5 marks</b>
The learner:	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Contributes own ideas to discussions	Fulfils 1 criteria	Fulfils 2 criteria	Fulfils 3 criteria	Fulfils 4 criteria	Fulfils all 5 criteria
2. Cooperates and works well in pairs and group					
3. Gives an opinion on the theme topics					
4. Completes LAB pages satisfactorily					
5. Completes DBE pages satisfactorily					
<b>Total</b>					<b>40 marks</b>

**VISUAL ARTS**

**Assessment Rubrics and Checklists**

<b>VISUAL ARTS Assessment 1: Foil sculpture diorama (Week 6 Monday and Tuesday)</b>					
TG pages 89, 91					<b>5 marks</b>
1. The learner followed instructions for foil figure 2. Figure looks like a human form 3. Positioning of limbs indicates movement 4. Positioning of figures in diorama tells a story 5. The learner was able to tell a part of the story to others	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	Fulfils 1 criteria	Fulfils 2 criteria	Fulfils 3 criteria	Fulfils 4 criteria	Fulfils 5 criteria
<b>VISUAL ARTS Assessment 2: Classroom observation (Weeks 1–9)</b>					
The learner:					<b>10 marks</b>
1. Completes all LAB activities 2. Uses taught vocabulary when discussing artworks 3. Successfully uses tools – scissors, paintbrushes, crayons, kokis, glue, clay, etc. 4. Follows instructions 5. Shows evidence of enjoyment and creativity	<b>2</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>10</b>
	Fulfils 1 criteria	Fulfils 2 criteria	Fulfils 3 criteria	Fulfils 4 criteria	Fulfils 5 criteria
<b>Total</b>					<b>15 marks</b>

## ASSESSMENTS

## PERFORMING ARTS

## Assessment Rubrics and Checklists

<b>PERFORMING ARTS Assessment 1: Group dramatisation (Week 6 Thursday)</b>					
TG page 95					<b>5 marks</b>
The learner:	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Tells story through movement and words	Fulfils 1 criterion	Fulfils 2 criteria	Fulfils 3 criteria	Fulfils 4 criteria	Fulfils 5 criteria
2. Speaks audibly and articulates clearly					
3. Uses body confidently in the performance					
4. Works well with the group					
5. Engages with and responds to an audience					
<b>PERFORMING ARTS Assessment 2: Classroom observation (Weeks 1–9)</b>					
					<b>10 marks</b>
The learner:	<b>2</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>10</b>
1. Participates fully in all PA lessons	Fulfils 1 criterion	Fulfils 2 criteria	Fulfils 3 criteria	Fulfils 4 criteria	Fulfils 5 criteria
2. Works well in a pair or group by taking turns, sharing ideas etc.					
3. Is able to follow and create different rhythms					
4. Is able to move imaginatively to music.					
5. Sings confidently and with expression					
<b>Total</b>					<b>15 marks</b>

**PHYSICAL EDUCATION**

**Assessment Rubrics and Checklists**

<b>PHYSICAL EDUCATION Assessment 1: Games (Week 6 Friday)</b>					
TG page 97					<b>5 marks</b>
The learner:	1	2	3	4	5
<ul style="list-style-type: none"> <li>Follows instructions</li> <li>Understands the rules of the game</li> <li>Participates actively in the game</li> <li>Co-operates with other learners</li> </ul>	Is unable to follow the instructions. Does not understand the rules or participate in the game. Unable to work with others	Follows some of the instructions and attempts to follow the rules and participate in the game. Co-operation with others needs attention.	Follows most of the instructions. Knows most of the rules and participates in the game. Is able to co-operate with other learners.	Follows all instructions. Knows the rules and participates in the game. Co-operates adequately with others	Follows all instructions very well. Knows the rules and participates fully in the game. Excellent co-operation with
<b>PHYSICAL EDUCATION Assessment 2: Rhythm and co-ordination (Week 7 Tuesday to Friday)</b>					
TG pages 103, 105, 107, 109					<b>5 marks</b>
The learner:	1	2	3	4	5
<ul style="list-style-type: none"> <li>Skips alone</li> <li>Skips while running</li> <li>Takes off on two feet</li> <li>Skips rhythmically in a group</li> <li>Co-operates with other learners</li> </ul>	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	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.	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.	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.	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.
<b>PHYSICAL EDUCATION Assessment 3: Classroom observation (Weeks 1–9)</b>					
<b>1 mark = 1 criterion</b> 1. Follows instructions 2. Takes turns 3. Works in a team 4. Warms up and cools down 5. Balances on one leg 6. Gymnastics: Head stand/hand stand, bridge standing 7. Run and walk in different ways like a horse, walk like a duck, jump like a frog, etc. 8. Plays laterality games which include left and right actions of similar kind 9. Skips to a rhythm 10. Participates in a complex obstacle course					<b>20 marks</b>
Participates in a complex obstacle course 11. Catches/throws a high ball 12. Plays ball games involving dribbling, throwing, running and passing 13. Plays an indigenous game 14. Follows rules in other games 15. Movement sequences that require left and right movements of similar kinds 16. Plays laterality games with hula hoop, ribbons, etc. 17. Participates in complex relay races: zigzag through skittles/markers 18. Skips with a rope, alone and with partners 19. Reacts quickly to commands in reaction drills 20. Participates in games like mini-soccer, hockey, rugby, netball and basketball					
<b>Total</b>					<b>30 marks</b>





# Funda Wande

Reading for Meaning



VERSION 1.0