

English

Home Language and Life Skills

3

Term 4



Teacher's Guide



Term 4

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Home Language and Life Skills

Teacher's Guide



Acknowledgements

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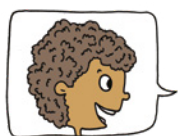
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Icons and abbreviations

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

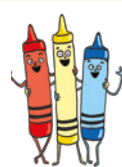


Physical Education

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

Timetable for HL Min time

*Indicates LAB page

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

Term 3 content

Week	Theme	Read aloud story	Shared reading story	Independent reading work	Phonics
1	Products and processes	Processes and products	Magic rocks (legend and non-fiction)	Simple experiments	xxxx
2	Products and processes	Jokes and riddles	Magic rocks (legend and non-fiction)	Processes: items made from clay	xxx
3	Disasters	What are disasters?	When mountains explode (non-fiction)	Newspaper articles about extreme weather	xxx
4	Disasters	Organisations who help	When mountains explode (non-fiction)	Chapter story: The storm	xxx
5	Disasters	Helping hands (story)	When mountains explode (non-fiction)	Weather poems	xxx
6	Animals that help	The beast of Lusikisiki (part of a story and prediction)	The beast of Lusikisiki (play)	Animals that help in different situations	xxx
7	Animals that help	Giraffe and the oxpeckers (folk story)	The beast of Lusikisiki (play)	Animal poems	xxx
8	Animals that help	Lena the donkey	The beast of Lusikisiki (play)	Animal mask instructions	xxx
9	Our class has talent!	South African Idols	The concert (story)	End-of-year activities	xxx
10	Consolidation				

Language and Comprehension	Writing	Beginning Knowledge and PSWB	Creative Arts: Visual Arts	Creative Arts: Performance Arts	Physical Education
Direct speech; reading for meaning, title, vocabulary	Recount of a science experiment	KWL: Products and processes From farm to the table Experimenting with tea	Art gallery: People in paintings	Listen to South African music	Teacher chooses 4 activities for the week
Practice comprehension test	Science experiment	Materials from the earth From sand to glass	Paper maché bowls	South African and African instruments	
Two comprehension tests including vocabulary and language items	Opinion about a newspaper article	KWL: Disasters Natural and human disasters Fire	Art appreciation: Perspective	Movement sentence at different levels	
Two comprehension tests including vocabulary and language items	Mind map of a news item Process writing	Organisations who help Giving to people in need Find out about rescues	Draw a picture with perspective	Respond to a picture	
Two comprehension tests including vocabulary and language items	Genre: Newspaper article	Weather gone wild Naming tropical storms Keeping safe during storms	Art gallery: The Great Wave	Body percussion Respond to a story	
Two comprehension tests including vocabulary and language items	Summarise story (Beginning, middle, end)	KWL: Animals that help Ways that animals are helpful Technological research project on animals	Illustrate a story	Creative drama games	
Two comprehension tests including vocabulary and language items	Plan an animal story (beginning, middle, end) Process writing	Two animals' organisations – FundaNenja and Angel Paws network	Space in art drawing Draw a landscape	Reader's Theatre	
Two comprehension tests including vocabulary and language items	Write an animal story (beginning, middle, end) Write a diary entry	Caring for animals Animal rights Make a poster	Landscapes continued	Choral verse	
Cloze gap filler – story structure	Genre: Thank you letter	Fact files and discussion about <i>Idols</i> winners	Summer holidays – picture incorporating elements of art	Play practice	

Assessment Plan, Term 3

Week 5	Fri	Writing 1: Newspaper article	PRACTICAL	TG page 84
Week 6	Mon–Fri	Reading 1: Oral reading aloud (individual reading aloud during GGR time)	PRACTICAL	TG pages 89, 91, 93, 95 & 97
	Mon–Tues	Visual Arts 1: Draw or paint a picture	PRACTICAL	TG pages 89 & 91
	Thurs	Reading 2: Comprehension (The animals come together (2))	LAB page 102 & 103	TG page 94
	Wed	Beginning Knowledge 1: Find out about a helpful animal	LAB page 121	TG page 93
	Fri	Physical Education 1: Play a game	PRACTICAL	TG page 97
Week 7	Mon	Listening and Speaking 1: Listening comprehension (Giraffe and the oxpeckers)	LAB page 128	TG page 100
	Tues	Phonics 1: Sounds	LAB page 132	TG page 102
	Tues–Fri	Physical Education 2: Locomotor, balance, perceptual motor	PRACTICAL	TG pages 103, 105, 107 & 109
	Wed	Beginning Knowledge 2: Compare animal organisations	LAB page 137	TG page 105
	Thurs–Fri	Performing Arts 1: Reader's Theatre	PRACTICAL	TG pages 105 & 107
Week 8	Mon–Fri	Listening and speaking – Oral presentation (poem)	ORAL	TG pages 112, 114, 116, 118 & 120
	Mon	Handwriting: Cursive	LAB page 142	TG page 112
	Thurs	Phonics 2: Dictation	LAB page 152	TG page 118
	Fri	Writing 2: Animal story	EXERCISE BOOKS	TG page 120



Integrated learning – the Funda Wande approach

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

Why?

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

How?

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

INTEGRATED LEARNING CYCLE

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

Teaching Home Language



LISTENING AND SPEAKING

15 min

Why?

- Develop listening skills
- Develop speaking skills

How?

Weekend news (**Monday**) →

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

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

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

Review of week (**Friday**)

Think-Pair-Share methodology

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

Content

In Weeks 1–9 aside from telling personal news, and answering higher-order questions/ giving opinions about texts, learners will describe a process, tell jokes and riddles, have conversations about the general news, and role-play asking for help. In Weeks 6–8, learners will do a play reading and present and read poems for assessment.





Why?

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

Phonics Curriculum Grade 3

In Term 1, revise sounds taught in previous grades.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Baseline Revision	Revision	nt; ntw	nk; nkw	kh; khw	nx; nxw	gc; gcw	hl; hlw	mb, ty	Consolidation
Term 2	Revision	kw; tw	gw; jw	qw; zw	nz; nq	gg; gx	qh; ty	oo; ii	kw; jw	Consolidation
Term 3	Revision	ny; ts	nw; kr	qw; mf	ndl; ngc	ngq; nts	tsw; xhw	krw; ngx	ngxw; nkq	Consolidation
Term 4	Revision	mp; mv	ncw; ndw	ngc; ngq	nkq; nkx	nk; qhw	ntl; nts	ngx; ngw	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 4, learners will increase writing speed whilst maintaining neatness and legibility.
- All written work should be in cursive script.
- Children can begin to experiment with pens later in the term.

How?

- There is one LAB page for handwriting each week, which includes a lesson for each day of the week, shown with different colours.
- The learners will trace the sentence in the book each day, paying attention to correct letter formation and spacing.
- They will write the sentence **twice** in their exercise books.
Once: Writing quickly but not compromising legibility or neatness.
Again: Increasing speed.
- **From Week 6** encourage learners to use a pen for handwriting.
- **However, for Week 8 handwriting assessment children should use a pencil.**

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 sentence on the lines on the board.
- Describe/articulate any tricky parts, for example where to start, position on line, a tricky join, (upper or lower), unusual capital etc. Show the space between words.
- Model not lifting the chalk as you write and writing with a smooth flow.

Learners

- write **independently in LAB**, tracing over the sentence for the day
- write **independently in handwriting exercise books**.
- copy the sentence twice into these books, increasing speed each time.

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.

Books should be taken in regularly for feedback.



Assessment and remediation
Funda Wandu

Feedback on Cursive Handwriting

247



READING AND WRITING FOCUS TIME

2 hours
15 min

READING LESSONS

Teacher read aloud (Monday) →

Shared reading + comprehension, vocabulary, and language
(Tuesday to 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 or to the theme.
- The Life Skills stories introduce a new theme with an appropriate narrative.

Why?

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

How?

Before reading

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

Read the story

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

After reading

- Allow 1–2 minutes of free response or ask open-ended questions.
- Check understanding and concentration with 2–3 questions.

CAPS Reading Activities
Teacher Read Aloud

What is Teacher Read Aloud?



33

Shared reading (Tuesday)

Why?

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

How?

Before reading

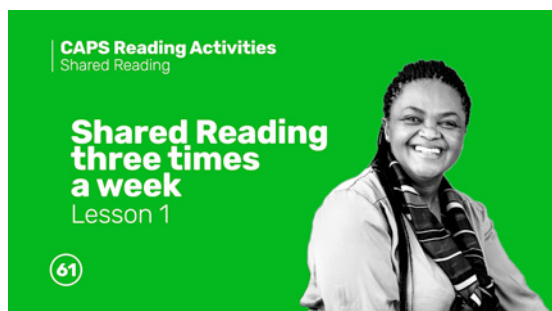
- Orientate children to the text by drawing on their prior knowledge, reading the title, and looking at 1–2 illustrations. **DO NOT TAKE MORE THAN 2–3 MINUTES.**

Shared reading

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

After reading

- **In Theme 1 and 4**, learners will practise the following reading skills in separate lessons: comprehension/reading for meaning, vocabulary extension, language work, and fluency.
- **In Theme 2 and 3**, these skills will be addressed holistically in reading comprehension tests.



Language/grammar

- **In Theme 1 and 4**, key sentences are identified in the shared reading text as before.
- **In Theme 2 and 3**, Grade 3 language is revised in the comprehension tests.

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. experiments, mind-maps, newspaper articles.
- Build understanding of correct sentence structure.
- Develop children's writing confidence.

How?

Introduce the sentence

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



Funda Wande
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. The English words on the back are a bridge to English.

Why?

- Extends reading vocabulary.

How?

Vocabulary flashcards

- Make flashcards for the five vocabulary words each week or theme.
- Write the English words on the back of each flashcard.
- Place them on the Word Wall and read daily.
- 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.) etc.

Find the words

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

Practise reading and writing the words

- Learners may 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

- 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.

DBE Benchmarks for Oral Reading Fluency in English

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



Independent reading (Every day, parallel to GGR)

Daily independent reading is an important feature of the Funde Wande programme to develop reading for understanding.

Daily, grade level, general knowledge, texts are provided for this purpose. The texts are read during GGR time.

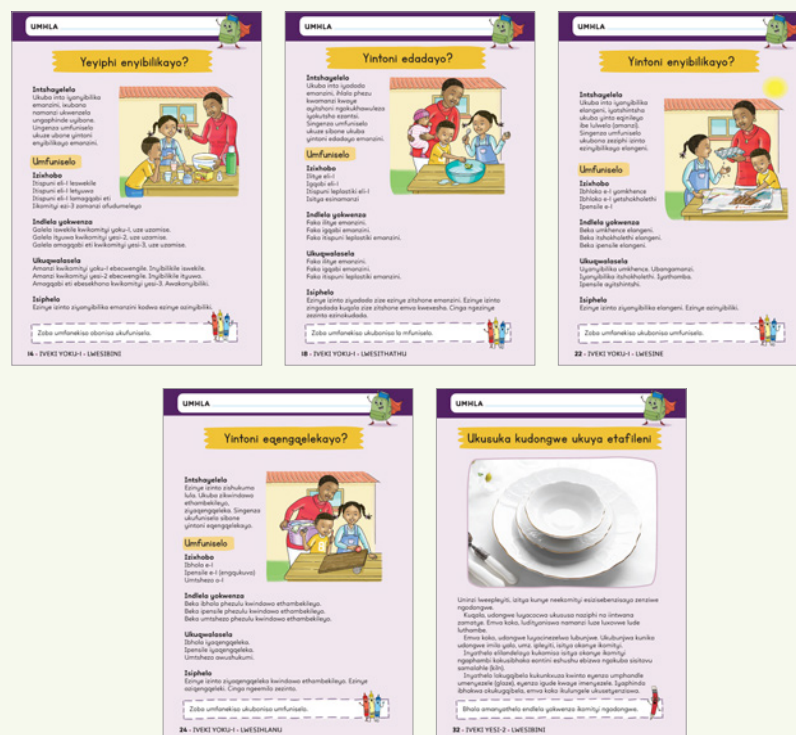
Why?

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

How?

Independent reading texts

- Five short texts are provided each week to give children practice in decoding and reading unknown texts.
- The first text consists of sentences based on the week's spelling words or known phonics. All the children, even the least able, should be able to sound out and read this text.
- The following four texts deepen or widen children's background and provide reading practice. They include different genres such as non-fiction texts, chapter stories, newspaper articles and poems. They are on interesting topics and are illustrated in order to appeal to the children and encourage them to **want** to read.
- Each text has a short activity/questions to check learners' understanding and to allow them to respond to the text.



Revise what to do in independent reading

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

Review every Friday

- On Fridays, the teacher reads the week's Independent reading texts **to** the learners while they follow in their books.
- Discuss the texts, answer questions orally, and learners self-correct their work.



Group Guided Reading (Every day)

Why?

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

How?

Guided Reading Groups

- Divide the class into five groups of similar abilities.
- 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.)
- For **non-readers**, this will mean spending time teaching and revising the **letter-sounds** and **blending** these sounds to make simple words. (Without this knowledge, learners will be unable to progress to actually reading.)
- For **readers who cannot manage grade-appropriate texts**, find, or write, easy texts, or borrow a set of grade 1 or 2 anthologies/books for the children to read in GGR.
- For **readers who can manage grade-appropriate texts**, choose from
 - the anthology or any other levelled readers available
 - 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 teach or develop their reading skills. **Note:** With some children, you may have to go back to basics and teach reading from the beginning.
- Diagnose where even more 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**



Climbing the Reading Ladder

Early fluent reader

5

Reading star



I can read longer texts

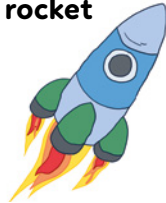
- Read 4 or more sentences
- Read aloud or silently
- Recognise high frequency words
- Sound out unknown words
- Read smoothly, notice punctuation
- Answer higher order questions

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: Independent writing (**Friday**) →

Week B: Shared writing/writing preparation (**Thursday**) →
Independent 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.

Single lessons

- In the brief pre-writing discussion (2–3 minutes), introduce the task.
- Learners write freely based on the 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 (on consecutive days)

- This is more structured writing to teach learners to write correctly in a specific genre.
- In Term 4 the genres are: experiments, newspaper articles, stories and thank you letters.
- Each genre is linked to a reading text as an example. Use this to point out text features such as paragraphing, headings, subheadings and layout
- In the first of the two writing lessons, there will be some preparation activity (e.g. shared writing, mind map, writing a draft).
- In the second lesson, learners will write their final draft. This is part of **process writing**.
- Wherever possible, have children read their writing to a friend or group so they can check that it makes sense and self-edit.

- Marking: Mark these more structured texts

- **Allocate 50% of the marks for the content**

- Look for: logical writing, not random thoughts; ideas that deviate from your example; interesting word choice (adjectives, adverbs, pronouns that make the writing more interesting); paragraphing based on one topic per paragraph; understanding of the genre.

- **Allocate 50% of the marks for language and spelling**

Look for: sentences rather than phrases; correct sentence structure; appropriate punctuation; correct spelling; consistent tense use; appropriate tense for genre; variation in length of sentences; correct layout and organisation.



Written comprehension

In Term 4, learners are prepared for the standardised, formal, comprehension tests that they will encounter in higher grades. These comprehension tests require close reading of one or two pages of text, and include integrated vocabulary and language items, as well as different types of questions.

Why?

- To teach learners to find answers in the text (that is, not by memorising the text but by a close look at, or analysis of, the text).
- To introduce learners to **different types of question formats** that they may encounter in external or standardised tests, e.g. tables, multiple-choice, checklists, gap-fill, full sentences, etc.
- To introduce learners to different **levels of questions**, so that they are able to see the link between a question, the type of answer required, and where the answer will be found. Learners should be able to identify if the question is a **Search and Find** (literal), **Read and think** (inferential) or **On my own** (personal opinion) question.



How?

Read the comprehension questions

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



Written work

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

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 on the chalkboard (One chart per theme)

Use the chart from the LAB as shown below. Please note the prompts are for the teacher's information only.

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

Think-Pair-Share

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

Writing

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

Reflect on what has been learned

- Go back to the KWL chart for the theme.
- Ask questions:
 - What have we learned?
 - Did we find out what we wanted to know?
 - What do you still want to find out?
- Help learners to write their answers in the chart.

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

Note: In Term 4, this is done only at the end of the theme.

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 (Art Gallery) .
- Practical Visual Arts activities are usually conducted over three lessons. The teacher must provide paper, crayons, paint etc.
- Display the completed work in the classroom.
- Make a collection of waste materials to be used for 3D art.
- Visual Art – develops skills such as line, colour, texture etc. Painting, Drawing, collage, etc.
- For Performing Arts, it is a good idea to have a classroom collection of props such as scarves, hats and a mock microphone.



PHYSICAL EDUCATION

Monday

Prepare

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

Introduce activity stations

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

Whole class activity

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

Tuesday–Friday

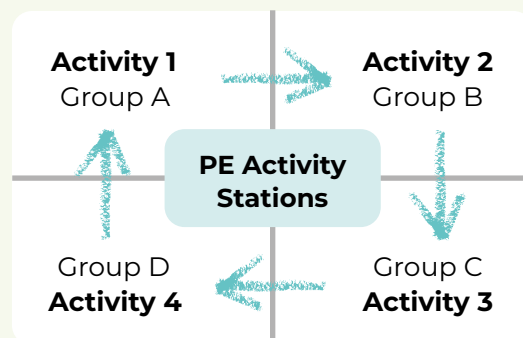
Warm up

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



Activity stations

- Groups rotate through the activity stations, doing one activity a day, Tuesday–Friday. See 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 4

Choose four activities per week, focusing on different skills.

Even if a swimming pool is not available, teach some swimming skills as water safety is critical for children

1 Locomotor

- Follow visual instructions (hand/body signals, pictures) to walk, run, jump, skip, climb, etc.
- Learners walk in a circle joining hands. They vary the size of the circle and the number of circles, and change direction of the movement of the circle, move circles through and around each other

2 Perceptual motor

- Shadow imitations: one learner is the shadow of another learner and copies movements
- Tennis: forehand, backhand and volley
- Cricket: batting, bowling, field work and wicket keeping

3 Rhythm: Skipping with a rope

- Rhythmic sequence with or without apparatus

4 Coordination: Volleyball and gymnastics

- Gymnastics: forward and backward rolls
- Swimming: gliding, buoyancy, kicking and paddling, and arm action

5 Spatial orientation: Obstacle course and games

- Obstacle course
- Swimming: confidence exercises to overcome water phobia such as putting eyes and ears in the water, breathing exercises

6 Balance: Movement and gymnastics

- Balancing on one and two feet on objects, and balancing bean bags and other objects on head or in hands
- Gymnastics: Head stand, hand stand, crab stand

7 Laterality

- Swimming: kicking with L/R legs; arm actions with L/R arms

8 Sports and games

- Water games: Ring-a-Ring-a-Rosie; giant steps; races; etc.
- Three-legged games
- Catch the dragon's tail
- Tennis set
- Mini-cricket

WEEK 1 OVERVIEW



Products and processes

OUTCOMES FOR THE WEEK

Learners will:

- Learn about the scientific terms *product* and *process* and how they can be applied to daily life
- Describe the processes of making maize products and of making glass
- Perform and record an experiment
- Explain steps in an experiment in sequence
- Read a legend and non-fiction text about coal
- Independently read about simple experiments they can do at home.
- Learn about pictures with multiple figures
- Identify features of direct and indirect speech
- Create a 3D paper mache object.

PREPARATION

Flashcards (English on the back)

Literacy	coal	rock	smoke	mine	surface
	coal	rock	smoke	mine	surface
Life Skills	product	process	experiment		
	product	process	experiment		

[1st row
to be
translated]

[2nd row
remains in
English]

Sentences

"How will we cook our meat?" asked Salani.
Salani said, "This time we will take our brothers."

MATERIALS

- Language exercise book for Writing, Independent Reading responses and Handwriting
- Art supplies
- For experiment: 2 tea bags, 2 clear glass mugs, kettle to boil water
- Equipment required for selected Physical Education activities

ASSESSMENT

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

Informal: Timed word reading

Processes and products

[Note to versioners:
include rich language
which expands
vocabulary]

This text is an introduction to the Life Skills theme of Products and processes. The teacher reads it on Monday (see TG page 29).

The learners look at the pictures on LAB page 15 as they listen.

Let's talk about two important words that you may have heard before: **product** and **process**.

A **product** is something that we can use. It is things that are made by people such as toys, books, clothes and food.

A **process** is how something is made or done. It's the steps we take to make a product. Baking a cake is a process.

Today we'll look at something we all eat – maize or mielies – and think about **maize products** and the **process** of making them.

First, we start with the maize plant.

Maize is usually planted in the springtime. During the summer, cobs of maize form on the plants. These contain the seeds or kernels of maize. In autumn, when the maize is ripe it is harvested.

On big farms, a machine called a combine harvester, cuts the maize stalks.

The harvested mielies are transported to a factory. Firstly, the maize is cleaned and washed. Any small stones and dirt are separated from the kernels.

The kernels are processed into different products.

Samp is made by grinding the kernels between two huge stones to break them into smaller pieces.

To make **mealie meal**, the kernels are ground in a hammer mill which beats them into a coarse powder.

Corn flour is made by rolling the powdered maize until it is very fine and then sifting it through huge sieves.

For **popcorn**, the kernels of maize are cleaned and then dried ready for people to cook them in hot oil or in a microwave.

To make **cornflakes**, the cleaned maize kernels are soaked in water until they are soft and mushy. A machine forms the mush into flakes. These are then cooked in an oven until they are crunchy, before they are packed into boxes to be sold.

Most of the food we buy in shops is processed. What other foods can you think of that have been processed?



MONDAY



LISTENING AND SPEAKING

News

15 min

Think-Pair-Share

- **Think:** What did you do over the weekend?
- **Pair:** Tell your partner your weekend and how you felt.
- **Share:**
 - A few learners share with the class.

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

Prepare learners 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 8

10 min



HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 7

10 min



READING

Teacher read-aloud

Before reading

- Introduce the topic of processes and products:
- Have you ever been to a farm? What plants did you see growing? What happens to the plants once they have been harvested?
- Provide a purpose for listening: Listen to find out more about the products we get from plants.

Read the text to the learners

After reading

- What is a process?
- What is a product?
- What are some maize products?
- What are some of the steps in the process from the farm to the table?

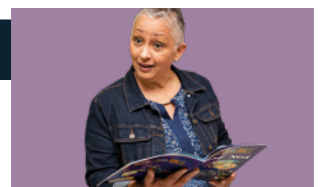
TG
PG 27
15 min

EFAL

- Teach a lesson from your EFAL programme.

[For Xhosa and Sepedi]

15 min





GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** Sentences
- Learners write responses to the questions in their exercise books.

PG 9

30 min



BEGINNING KNOWLEDGE

Introduce the concept

- Have you ever thought about what happens to your food before you buy it in the shop?

Think-Pair-Share

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

Products and processes

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 how people lived long ago this week? Write this in row 2.
- Learners choose one thing from each row to copy into their KWL charts.

PG 10

30 min



VISUAL ARTS

Art gallery

People in paintings

- The painting on page 11 is called Employment of Negroes in Agriculture. It was painted by an African American man called Earle Wilton Richardson in 1934.
- The picture shows four African American people working at picking cotton in the USA. One of them is a child. He painted it to show that many African people were treated unfairly in the USA. African cotton pickers were paid very badly and even children were forced to work.

Learn about people in paintings

- Many paintings have people in them. Sometimes the figures are next to each other but often some are close

to the front and some are further away.

- Usually the figures are at different levels, some sitting and some standing.
- We call this the relationship between the figures.

Analyse a painting

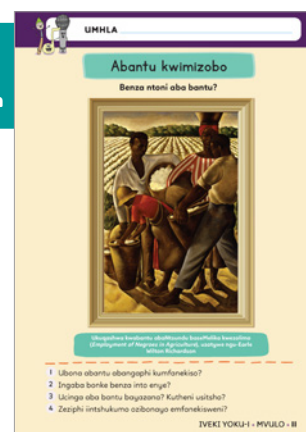
- Look closely at the painting. What relationship is there between the figures?
- Answer the questions in the LAB.

Class discussion

- Do you think figures in the front of the picture should be bigger or smaller than figures at the back? Why?
- Where would you place the most important figure in the picture?

PG 11

30 min



PHYSICAL EDUCATION

Introduction

- Follow the procedure for PE activity stations on pages 24 and 25.

30 min



TUESDAY



LISTENING AND SPEAKING

Describing processes

15 min

Think-Pair-Share

- **Think:** Think about one object in the classroom. What was it made from? How was it made?
- **Pair:** Tell your partner.
- **Share:** Have some learners report back.
- Use your lap book to record observations.



PHONICS

Practice

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

[For isiXhosa, Afrikaans AND Sepedi
Tuesday and Thursday]

PG 12
10 min

UMHLA

Khetha igama elichanekileyo ukugqibezela isivakalisi.

umdlalo udlala kudlwabevu
edlelweni zidlele isidlo

1 Utata ukhaphela imfuyo iye edlelweni.
2 Abantwana badlala webhola ekhatywaya.
3 Usana lune ezithandekayo.
4 USigphi ucu le kamandi lomculo.
5 Umama usiphakele esinambithakayo ngokuhlwa.
6 UNina ugqophu.

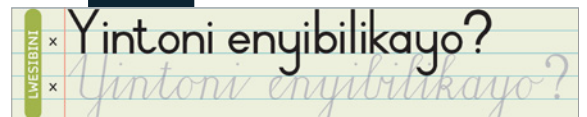
12 - IVEKI YOKU-1 - LWESIBINI



HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 7
10 min

SHARED READING

Comprehension

Before reading

- Read and briefly discuss the title.

Shared reading

- Read the story with the learners.
- Read the speech bubbles.
- Link story to illustrations through questions or observations.
- Stop to explain any new words or concepts, e.g. using the pictures or a synonym.
- Allow one learner to answer the question at the end of each page.

After reading

- Discuss the last question about whether coal is good or bad for people or for Earth.

PG 2-6
15 min

Amatye omlingo

Impho mnyama Satani

Manduku, eMhlabeni, oodade ababini, uSifani noMhlabeni, bakhaya bali yabo bingqongileyo umntwana. Abantwana babalukhalele kwaye bengqongileyo ukubandla. Umama wabo wabandla inyanda yemkuni, isikhuni sakwazi umntu ngokufumana. Oodade babandla imfuyo ezininzi. Ubusuku ngobunye babandlala imfuyo phantsi babase umfelo. Emva koko, babepheka umgubo wombobo. Baza babale eseleni kamilo ukufumana. Babamba kwilizithi elihlengayo, babamba nokwintloko eze. Baza babale kamilo ngokufumana. Kwakungelwa mthi kule mihlaba kwaye kwakubandla kakhulu. Kwakunamagye amnyama amancinci eyithe sise phantsi.

Oodade ababini babepheka ntoni kuhamba lwabo?

2 - IVEKI YOKU-1



WRITING

Comprehension

Questions

- Explain any questions the learners may not understand.

Write

- Complete the LAB activity.

Check and correct.

PG 13
15 min

UMHLA

Ukufunda ngengqiqo

Funda ibali, Amatye omlingo (iphepha le-2-6).

1 Biza esona shixo esingqongileyo nabo.

- Umhlabeni
- Abantu baseMhlabeni badinga umfelo
- Ibali elingemvelaphi ngokufunyanwa kwemihlaba
- Ungafumana kungqongile

2 Bhalisa izichazi zala magama.

- ukubandla
- oodade
- ihengisa
- nzulu

3 Kutheni abalukhalele amatye?

4 Kutheni kungqongileyo uMhlabeni ukufumana kwemihlaba?

IVEKI YOKU-1 - LWESIBINI - 13



GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *What dissolves?*

PG 14
30 min

UMHLA

Yeyiphi enyibilikayo?

Intshajulelo
Ukuba into iyanyibilika emanzini, indawo namanzi ukwenza ungaphinde uyibone. Ungenza umfuniselo ukuba ubone yintoni enyibilikayo emanzini.

Umfutsho
Isipuni eli-1 lewekile
Isipuni eli-1 leqawa
Isipuni eli-1 lamagqabi
Isipuni eli-3 zomani ofutsho

Indlela yokwenza
Galela iswekile kwikomityi yeta-1, uze uzamisa. Galela ngawo kwikomityi yeta-2, uze uzamisa. Galela amagqabi ezi-3 kwikomityi yeta-3, uze uzamisa.

Ukwatshelwa
Amanzi kwikomityi yeta-1 abacwengile. Inyibilikile iswekile. Amanzi kwikomityi yeta-2 abacwengile. Inyibilikile iqawa. Amagqabi ezi-3 abacwengile kwikomityi yeta-3. Awakanyibiliki.

Isiphelo
Ezinye izinto ziyanyibilika emanzini kodwa ezinye azinyibiliki.

Zoba umfuniselo obanzi ukufutshela.

14 • IVEKI YOKU-1 • LWESIBINI



BEGINNING KNOWLEDGE

Read and discuss

- Explain the objects in the pictures that are used in the production of maize.
- Remind learners about the text they listened to on processes and products.
- Identify the sequence of maize production:
 1. The plant is grown.
 2. Maize is harvested.

From the farm to the table

3. The maize is cleaned in the factory.
4. The maize is ground.
5. The maize is packaged and sold.

- Learners identify different maize products and what they are used for.

Write

- Complete the LAB activity.

PG 15
30 min

UMHLA

Ukusuka ezifama ukuya etafileni

Inkqubo
Landelalanisa inkqubo ngokuchanekileyo. Fakela imani elichanekileyo.

Imveliso
Leyibhelisha imveliso ezimbini. Sebenzisa la magama.

Isakuba umgubo wembono umagqabi isihlahlayhi

15 • IVEKI YOKU-1 • LWESIBINI



VISUAL ARTS

Paint a picture with two figures

Introduction

- Remind learners of the pictures they saw of a harvest (LAB page 12).
- Show them additional pictures of harvest paintings.
- Point out the different levels and the relationship between the figures.

Activity (paint and paper)

- Learners draw a line 2/3 of the way up the page. They paint

the sky above the line and paint a field below the line.

- In the foreground, they paint 2 or more figures harvesting a crop. They need to show relationships between the figures: different levels (*bending, standing etc.*), ones at the front bigger than ones further back.

Display when dry

30 min



PHYSICAL EDUCATION

Activity stations

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

25 min



WEDNESDAY



LISTENING AND SPEAKING

Describe steps in a process

15 min

Think-Pair-Share

- **Think:** What have you learned about how maize is processed? Think of a maize product.
- **Pair:** Describe the process from plant to table. Take turns.
- **Share:** One pair presents their process to the class.
- Use your lap book to record observations.



PHONICS Revise sounds XX and XX

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

[For Sepedi Monday and Wednesday, throughout PHONICS]

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

PG 16

10 min

UMHLA

ndl

umandlalo

indlebe indulamthi ibandla

i-ndlo-ba-nge-la u-ya-ndla-la i-ndle-dla-na

U'Nandela uneendlebe nezandla ezintle.

IB - IVEKI YOKU-I - LWESETHATHU

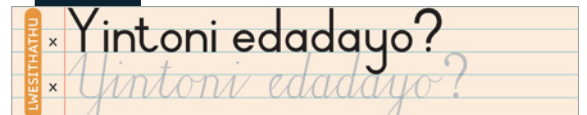


HANDWRITING Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 7

10 min



SHARED READING Vocabulary

Read

- Show and read the week's vocabulary words (on board or flashcards).

coal	rock	smoke	mine	surface
------	------	-------	------	---------

- Re-read the story together with the class.

Word search

- As you read learners find the vocabulary words in the LAB text.
- They underline or circle each new word. Some words appear more than once.

Learners sort flashcards into alphabetical order.

PG 2-6

15 min

Amatye omlingo

Isigama

amukhele umso ilaye umphuzulu

Gqibezela ithegiyibhile.

Isigama	Inkcazo
Intlo yendalo eqinileyo.	Isigama umphuzulu womhlaba.
Intlo emnyama etshiswayo ukwenza umfihlo.	
Izazi emnyama angatshi okanye emhlophe ayizalwa na kuthixo.	
Umgumama omkhulu emhlabeni apho iintlo ezi-fang namalule zombini khona.	
Umlaleko ophuzulu wento.	

Bhala isigama ngokulandelelana kweofabethi.

IVEKI YOKU-I - LWESETHATHU - 17



WRITING Vocabulary

Oral

- Explain the activity on LAB page 17 to the class.

Write

- Learners 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 17

15 min

UMHLA

Isigama

amukhele umso ilaye umphuzulu

Gqibezela ithegiyibhile.

Isigama	Inkcazo
Intlo yendalo eqinileyo.	Isigama umphuzulu womhlaba.
Intlo emnyama etshiswayo ukwenza umfihlo.	
Izazi emnyama angatshi okanye emhlophe ayizalwa na kuthixo.	
Umgumama omkhulu emhlabeni apho iintlo ezi-fang namalule zombini khona.	
Umlaleko ophuzulu wento.	

Bhala isigama ngokulandelelana kweofabethi.

IVEKI YOKU-I - LWESETHATHU - 17

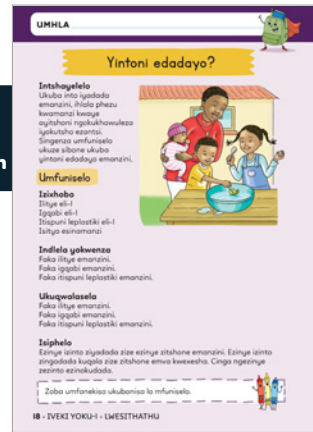


GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *What floats?*
- Learners write responses to the questions in their exercise books.

PG 18

30 min



BEGINNING KNOWLEDGE

Experimenting with tea

Read and discuss

- Read the instructions for the experiment
- Learners make a prediction or, in scientific language, form an hypothesis.

Do

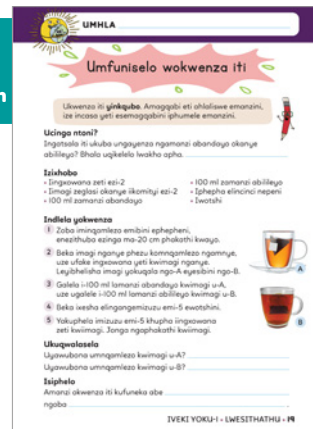
- Perform the experiment as a class.
- Learners observe while teacher pours the boiling water into the cup.
- **NB: Do NOT let the learners near the boiling water.**
- Time the experiment and then ask learners to describe what they observed.

Write

- Learners fill in their observations and conclusions on LAB page 20.

PG 19

30 min



PERFORMING ARTS

Listen to South African music

Prepare

- Select two different recordings of South African songs. These can be of any genre and from any era.
- Be careful not to choose music with offensive words.
- If possible, include music that features drums or other African instruments.

Class

- Warm up by singing a song the class knows.
- Play the two recordings to the class.
- Ask learners which piece they liked best and why? Vote.
- Play the favourite song again.

30 min



PHYSICAL EDUCATION

Activity stations

- Follow the procedure for PE activity stations on pages 24 and 25.

25 min



THURSDAY



LISTENING AND SPEAKING

Describing an experiment

15 min

Think-Pair-Share

- **Think:** Think about the experiments with tea you observed yesterday.
- **Pair:** With your partner, try to remember what you saw, step by step.
- **Share:** One pair presents what they remember about the experiment. The class adds.
- Use your lap book to record observations.



PHONICS

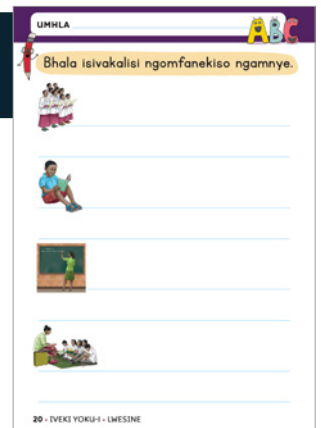
Complete the sentences

PG 20

10 min

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

[For isiXhosa, Afrikaans AND Sepedi
Tuesday and Thursday]



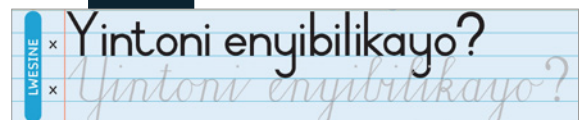
HANDWRITING

Cursive sentences

PG 7

10 min

- Follow the procedure for Handwriting lessons on pages 8 and 9.



SHARED READING

Language

15 min

Introduce the sentences

- Read the sentences on the board.
- Learners find and underline the sentences in the text on pages 2–7.

Work with the sentences

- Identify and circle all the nouns in the sentences. (*meat, Salani, brothers*)
- Name all the punctuation marks. (*inverted commas, capital letters, comma, question mark, full stop*)

- Revise the purpose of inverted commas (*to show direct speech*). Identify the speaker.
- Which of Salani's sentences is a question? How can you tell?
- In which tense are Salani's words? (*future*)

Direct speech

- Demonstrate how to write one of the speech bubbles into direct speech: "Look at these rocks, Salani!" said Bitiwe.

"How will we cook our meat?" asked Salani.

Salani said, "This time we will take our brothers."



WRITING

Language

PG 21

15 min

Write

- Complete the LAB page.





GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *What melts?*
- Learners write responses to the questions in their exercise books.

PG 22

30 min



BEGINNING KNOWLEDGE

Natural and processed foods

30 min

Introduction

- Explain that food that is **highly** processed often has extra added ingredients such as salt, sugar or fat to make it taste nicer, chemicals to preserve it so it lasts longer, colouring to make it look more attractive, etc. These added ingredients are not always good for us.
- Show pictures or examples of mealie meal porridge and highly coloured breakfast cereals.

Discussion

- Pose questions:
 1. What are the advantages of processing food?
 2. Which type of food is healthier – natural food or processed food?

Groups

- Learners discuss the questions in groups.



PERFORMING ARTS

Analyse songs

30 min

Introduction

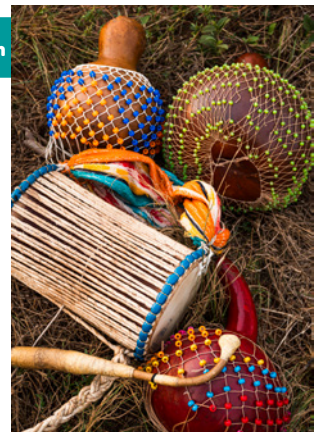
- Remind learners of the songs they listened to on Wednesday.
- Play the songs again.

Group work

- In groups, learners discuss:
 - the tempo (speed) of each song
 - the dynamics (loud and soft) of each song
 - the timbre (quality of the notes e.g. brassy, sweet, etc) of each song

Class

- Explain that many South African songs have a similar tempo (speed), dynamic (loudness or softness) and timbre (quality of the tone), which make them special.



PHYSICAL EDUCATION

Activity stations

25 min

- Follow the procedure for PE activity stations on pages 24 and 25.



FRIDAY



LISTENING AND SPEAKING

Review of week

15 min

Think-Pair-Share

- **Think:** What did you find out about this week that you found interesting? Do you have any questions about what you learnt?
- **Pair:** Share with your partner.
- **Share** with the class.



PHONICS

Timed word reading

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

PG 23

10 min

UKHLA

Ukufunda amagama ngesha elibekiweyo

Fundela iqhane lakho la magama ngamazulu amnye.

iphela	phila	phosa	irikamela	phakama
uyazela	ufefe	amazulu	ngaka	ingoma
izipelti	iduma	bhaka	imbawula	umdlalo
yona	ibele	ingoma	jika	umhluzi
isazela	khuza	ingaki	kumkalo	shela
ilawa	luhle	ifanele	qhiza	indlela
amafu	ila	vusa	qhagha	ibhalele
amaza	ihago	ivatata	umfuta	ingalo

Inani lamagama awafunde ngokuchanekileyo _____.

IYEKI YOKU-1 - LWESHLANGU - 23



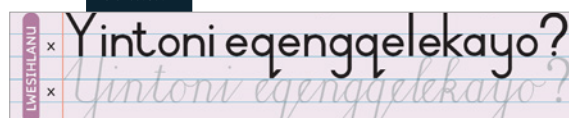
HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 7

10 min



READING

Independent work review

15 min

Read and discuss questions

- Read this week's IW texts on pages 27, 32, 36, 40 and 42 aloud **to** the class. Learners follow in their books.
- Each text describes a simple experiment. Which experiment will you do at home? Why?

Marking

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



INDEPENDENT WRITING

Recount of an experiment

15 min

- Write about an experiment you saw this week (*tea experiment*).
- Explain what happened step by step.
- **Look for:** Correct sequence, all steps mentioned, understanding the purpose of the experiment.

An experiment I saw/read about

I saw/read an experiment about ...

In this experiment you ... (steps)



GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *What rolls?*
- Learners write responses to the questions in their exercise books.

PG 24
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 2, Worksheet 49, Plants – what we get from them, pages 34 and 35.
- Home Language Workbook – **select a page.**

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 pages 24 and 25.

25 min



TEACHER'S WEEKLY REVIEW

This week, I have:

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



Products and processes

OUTCOMES FOR THE WEEK

Learners will:

- Practise writing a comprehension test
- Understand an experiment about making new colours
- Read about processes and products involving clay
- Identify and label pictures showing materials from the Earth
- Understand the glassmaking process
- Listen, respond to and tell jokes and riddles
- Identify more features of direct and reported speech
- Write a short procedural recount/experiment
- Work with *paper maché* to create an object
- Explore different South African indigenous musical instruments.

PREPARATION

Flashcards (English on the back)

Literacy	coal	rock	smoke	mine	surface
	<i>coal</i>	<i>rock</i>	<i>smoke</i>	<i>mine</i>	<i>surface</i>
Life Skills	product	process	experiment		
	<i>product</i>	<i>process</i>	<i>experiment</i>		

[1st row
to be
translated]

[2nd row
remains in
English]

Sentences

*"How will we cook our meat?" asked Salani.
Salani said, "This time we will take our brothers."*

MATERIALS

- Learners' exercise books
- Art materials: newspaper, glue – either watered down wood glue or paste made from flour and water, paint
- Equipment required for selected Physical Education activities

ASSESSMENT

Take in and mark: Handwriting

Informal: Dictation, Writing (experiment) Comprehension, Fluency practice times, BK activities

Jokes and riddles for kids

[Note to
versioners: include
rich language
which expands
vocabulary]

Versioners: Please insert 6–10 jokes, riddles or funny idioms that are appropriate for Grade 3 learners and are authentic in your language and culture.

The number of words should be 200–300 words altogether.

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 learners 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 26

10 min



HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 25

10 min



READING

Teacher read-aloud

Before reading

- What is a joke? (*a short story that makes you laugh*)
- What is a riddle? (*a tricky problem that makes you think; it may or may not be funny*)
- Provide a purpose for listening: Listen to these jokes and riddles and we will talk about each one.

Read each joke or riddle to the learners

After reading

- Ask: Which joke was the funniest? Why?
- Which riddle was the most interesting? Why?

TG

PG 39

15 min



EFAL

- Teach a lesson from your EFAL programme.

[For Xhosa and Sepedi]

15 min



- **Group reading:** 2 groups
- **Independent work:** Sentences

30 min



Materials from the Earth

- **Think:** Think of things that we use that come out of the Earth.
- **Pair:** Tell your partner your ideas, e.g. clay, sand, rocks, gold, and so on.
- **Share** with the class.

- Ask: What do we use every day that comes from the Earth?

- Colour the pictures.

30 min



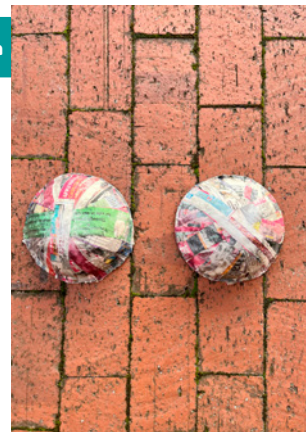
Paper maché bowls

- Tell learners to bring a small plastic bowl from home.
- Prepare a bowl of glue for each group – either water down wood glue or make a flour and water paste (*equal quantities of flour and water mixed until smooth*).
- Tear newspaper into 2 cm strips.
- Cover workplaces with newspaper

- Show learners bowls and cups made from different materials.
- Explain that making things like bowls and cups is easiest if you use a mould.
- Dip strips of paper into glue and layer over the back of the small bowl.
- Add about 5 layers.

- Learners will complete tomorrow.

30 min



Introduction

- Follow the procedure for PE activity stations on pages 24 and 25.

30 min



TUESDAY



LISTENING AND SPEAKING

Discussing the story

15 min

Think-Pair-Share

- **Think:** Think of the jokes and riddles you heard yesterday.
- **Pair:** Tell your partner which joke or riddle you liked best. Say why.
- **Share:** Share with class.

Tonight

- Think about a joke or riddle to tell the class.



PHONICS

Unscramble words

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

PG 29

10 min

UMHLA

Fakela isandi esikhanyayo.

1 i g q w e t h a	2 i k o
3 u m a y e l o	4 u p h a
5 u t i a l a	6 i e l a
7 i a	8 i i m b u

IVUKI YESI-2 - LWESIBINI - 29



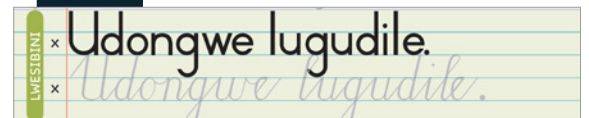
HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 25

10 min



SHARED READING

Comprehension

Shared reading

- Read the comprehension **text** in the LAB with the learners.

Questions

- Read the comprehension questions on the facing page. Explain any questions the children may not understand.

PG 30

15 min

UMHLA

Imibala emitsha

Intshayelelo

Ungena imibala epeyinti emitsha ngokunobala imibala. Ungabonisi oku ngokwenza umfuniselo.

Isizibhalo

- Ipeyinti ebusa
- Ipeyinti ebomvu
- Ipeyinti embhulu
- Ibhushu epeyinti e-3 - enge kumbisa ngaphele
- Ibhushu e-1 ngokunobala
- Ipeyinti emamini e-1 ngokunobala
- Ipeyinti endala e-1

Indlela yokwenza

- 1 Thatha ipeyinti epeyinti ebusa. Thatha ipeyinti epeyinti ebomvu. Zube kunye. Ipeyinti gila ibe mabini.
- 2 Thatha ipeyinti epeyinti ebusa. Thatha ipeyinti epeyinti embhulu. Zube kunye. Ipeyinti gila ibe mabini.
- 3 Thatha ipeyinti epeyinti ebomvu. Thatha ipeyinti epeyinti embhulu. Zube kunye. Ipeyinti gila ibe mabini.

Isiphelo

Ukuba ukuba imibala kunye, ufumana imibala emitsha.

30 - IVUKI YESI-2 - LWESIBINI



WRITING

Comprehension

Write

- Complete the LAB activity.

Check and correct.

- Go through the answers. Learners self-mark.

PG 31

15 min

UMHLA

Ukufunda ngengaqo

Funda umfuniselo, imibala emitsha (iphepha lama-30).

- 1 Thatha isandi esikhanyayo.
 - ☐ Umfuniselo ubonisa ukuba imibala ebomvu nombhulu wenza umfuniselo.
 - ☐ Umfuniselo ubonisa ukuba udinga ibhushu zokuphelela ukunobala imibala.
 - ☐ Umfuniselo ubonisa ukuba ukunobala imibala kwenza imibala emitsha.
 - ☐ Umfuniselo ubonisa ukuba upeyinti kungeni umfuniselo.
- 2 Bhala imibala emithandathu ebalulekile kwisicatshulwa.
- 3 Biza inani lezibhalo.

1	2	3	4	5	6	7	8	9	10	11	12	13
---	---	---	---	---	---	---	---	---	----	----	----	----
- 4 Kutheni udinga iphegi kulo mfuniselo?
- 5 Phawula isikhawana esichaza okufumanisiweyo.
 - ☐ Isizibhalo
 - ☐ Indlela yokwenza
 - ☐ Isiphelo
- 6 Kutheni indlela yokwenza imamini?

IVUKI YESI-2 - LWESIBINI - 31



GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *From clay to table*

PG 32
30 min



BEGINNING KNOWLEDGE

Materials from the Earth

Read and discuss

- Review what learners know about materials from the Earth.
- View the matching activity and discuss the different materials.

Match

- Complete the LAB activity.

PG 33
30 min



VISUAL ARTS

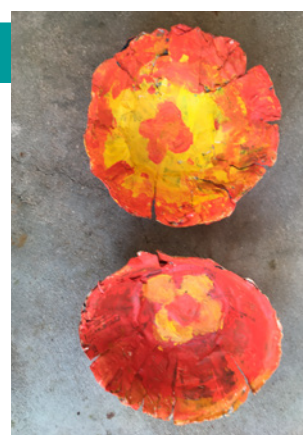
Paper maché bowls (continued)

Activity (decorate)

- Remove the dry bowl from the mould.
- Trim the edges with scissors.
- Paint inside and outside with a base colour.
- Decorate with designs in other colours.
- Varnish if possible.

Display and discuss

30 min



PHYSICAL EDUCATION

Activity stations

- Follow the procedure for PE activity stations on pages 24 and 25.

25 min



WEDNESDAY



LISTENING AND SPEAKING

Tell a joke or a riddle

15 min

Think-Pair-Share

- **Think** about a joke or riddle.
- **Pair:** Tell your partner.
- **Share:** Who would like to share with the class? We will hear more tomorrow.
- 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 34

10 min

UMHLA

gq ugqirha

umgqobho igqabi ugqaphu

u-m-gqo-mo u-M-gqwa-shu u-m-gqo-ba

UMamGqwashu ugqobhoze umgqamo ngejuda.

34 - IVEKI YESI-2 - UMESTHATHU



HANDWRITING

Sentences (cursive)

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 25

10 min

UMESTHATHU

Izitenza zinzima.

Izitenza zinzima.



SHARED READING

Vocabulary and language review

Read

- Read flashcards from last week:

coal	rock	smoke	mine	surface
------	------	-------	------	---------

Check

- Learners check last week's LAB vocabulary activity and correct.
- Write the punctuated sentences on the board.
- Learners check their own punctuation.

15 min

UMHLA

Izigama

amulula umgodi umsi isiya umgqaphu

Gqibezela ithayibhile.

Izigama	Inkcazelo
	Into yandalo eqinileyo. Igama umgqaphu womkhosi.
	Into emnyama etshiswayo uqinisa umsi.

UMHLA

Ulwimi

Izali: Funda izivakalisi.

"Siza kupheka njani ukutya kwehu?" wabaza uBitiwe. Wathi uLindi, "Kweli igali siza kuhamba noobhuti bethu."

- Ngubani ethethayo kwizivakalisi ngasinye?
- Kwela umgca ngaphantsi kwamagama oethethwa isisithethi.
- Buzela zonke iziphumisi. Sibiza ukuba yintoni iziphumisi ngasinye?

Bhala izivakalisi ukubonakalisa into ethethwa ngumntu ngamnye. Sebenzisa impawu zentetho nezinge iziphumisi.

35 - IVEKI YESI-2 - UMESTHATHU



WRITING

Bridge to English

Vocabulary

- Talk about how to say the flashcard words in English. Turn over each flashcard and say the word in English:

coal	rock	smoke	mine	surface
------	------	-------	------	---------

Sentence

- Discuss how to express one key sentence in English.
 - Note direct speech and intonation in English.
- "How will we cook our meat?" asked Bitiwe.

Write

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

PG 35

15 min

UMHLA

Izigama nolwimi

Gqibezela ithayibhile.

Izama	Izivakalisi vabonisa igama	Izama leNgesi
Amulula enza imilo esushu.		coal
Ulwanda lunelitye elikhulu kulo.		rock
Nalibona umsi kufuphi nomilo.		smoke
Utata vabonisa amgodi.		mine
Maningi amanzi akumgqaphu womkhosi.		surface

Fakela impawu zentetho.

Siza kupheka njani ukutya kwehu? wabaza uBitiwe. Asinazo inkuni esomileyo.

Bhala esi sivakalisi ngesiNgesi, ufakela neempawu zakubhala ezichanekileyo.

Siza kupheka njani ukutya kwehu? wabaza uBitiwe.

35 - IVEKI YESI-2 - UMESTHATHU



GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *From clay to beer pot*

PG 36
30 min



BEGINNING KNOWLEDGE

From sand to glass

Read and discuss

- Read the process for making glass on LAB page 37.
- Discuss different methods for making glass.
- Name different glass products.

Write

- Answer the question on LAB page 37.

PG 37
30 min



PERFORMING ARTS

South African instruments

Prepare

- Before the lesson: Collect any African musical instruments you can find OR find pictures and recordings of instruments.
e.g. <https://thumbs.dreamstime.com/z/african-traditional-musical-instruments-vector-contour-set-music-billboard-66278624.jpg>

Class

- Ask learners what musical instruments they can name.
- Which ones are used in African music? (e.g. *percussion: drum/djembe, shakers, rattles; melodic: bow instruments, finger pianos (mbira), xylophone/marimba; wind instruments: horns, reed flutes, etc*)
- Learners play instruments or listen to recordings. Discuss the different sounds – loud, sharp, piercing, soft, tuneful, etc.

30 min



PHYSICAL EDUCATION

Activity stations

- Follow the procedure for PE activity stations on pages 24 and 25.

25 min



THURSDAY



LISTENING AND SPEAKING

Tell a joke or riddle

15 min

Pair-Share

- Repeat yesterday's activity with more learners telling jokes and riddles.
- 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.

[FFor isiXhosa, Afrikaans AND Sepedi
Tuesday and Thursday]

PG 38

10 min

UMHLA

Bhala amagama ngendlela echanekileyo.

1	thagqwei	igqwetha
2	ulegqwethi	
3	eMashinigaqwa	
4	irhagqwi	
5	umbhogqo	
6	usilegqwe	
7	ummogqo	
8	urhagqi	

38 - IVEKI YESI-2 - LWESINE



HANDWRITING

Sentences (cursive)

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 25

10 min

LWESINE

x

x

Ipapa innandi.

Ipapa innandi.



READING

Fluency practice

Pairs read

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

Feedback

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

PG 39

15 min

UMHLA

Ukuziqhelanisa notyibiliko

Funda oku kabini. Ufunda amagama amangaphi?

Kwafika ubusuku baze baphumla. Babesele neenkuni ezincinci izimbini zokubasa umlilo. "Siza kupheka njani ukutya kwethu?" wabusa ubiliwe. "Asinazo iinkuni ezaneleyo." "Masibase umlilo omncinci ozakusigcina sifudumele okwexeshana elifutshane," watsho uSalani.

Baqokelela amanye wolamatye amnyama angagqhelekanga, baze benza isangqa esincinci. UBIltwe wabeka embindini iinkuni ezimbalwa. Emva koko, wabasa umlilo uSalani.

	1	2
Inani lamagama endiwafundileyo.		
Inani lamagama endingawazanga.		

IVEKI YESI-2 - LWESINE - 39



SHARED WRITING

Recording an experiment

Prepare

- You will need a see-through jar filled with water, a teaspoon and some sugar.

Discuss

- What experiments have you done or read about this term? (What dissolves/floats/melts/rolls? Experimenting with tea).

Recording experiments

- Do the new experiment: Put a few teaspoons of sugar in the water and stir. Make sure the learners can all see.
- With learners, make notes under the correct headings. Write a few words or phrases, not sentences.

15 min

Question
Equipment
Method
Observation
Conclusion



GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *From clay to tiles*

PG 40

30 min



BEGINNING KNOWLEDGE

Concept review

30 min

KWL chart

- Help learners to complete the two last rows.

Thumbs up/thumbs down

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

process

1. How something is made or done
2. Something that you buy
3. Harvesting maize or wheat

product

1. Glass, maize or pottery cups
2. Something we can use
3. The way something is made

experiment

1. Making tea
2. Many trees together make up a forest.
3. A carefully planned test to find out something

Bridge to English: process, product, experiment



PERFORMING ARTS

African musical instruments (continued)

30 min

Warm up

- Curling and stretching the spine until relaxed.

Group work

- If any instruments are available, let learners take turns to experiment with them.
- If there are no instruments, play some African instrumental music and learners beat out the rhythm using their hands or sticks.

Conclusion

- Learners move freely to a piece of African instrumental music.



PHYSICAL EDUCATION

Activity stations

25 min

- Follow the procedure for PE activity stations on pages 24 and 25.



FRIDAY



LISTENING AND SPEAKING

Review of week

15 min

Think-Pair-Share

- **Think:** Think about anything new you learnt this week. Do you feel differently about some materials? Did you notice something you hadn't noticed before?
- **Pair:** Share with your partner.
- **Share** with the class.



PHONICS

Dictation

(editor insert the 2 words from phonics manuscript)

- Follow the procedure for dictation on page 8.

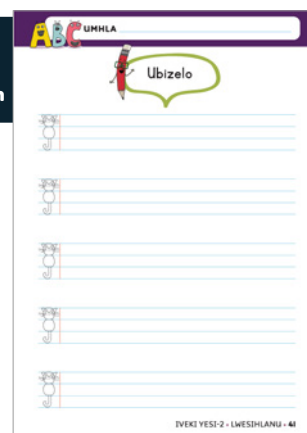
Words: XX and XX

Sentence: XXXXXX

(editor insert the sentence from phonics manuscript)

PG 41

10 min



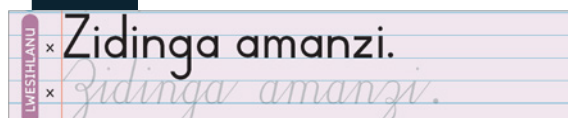
HANDWRITING

Cursive sentences

PG 25

10 min

- Follow the procedure for Handwriting lessons on pages 8 and 9.



READING

Independent work review

15 min

Read and answer questions

- Read this week's IW texts on pages 27, 32, 36, 40 and 42 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 was most interesting for you? Why?
- Did you learn any new facts? New words?

Marking

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



WRITING

Recording an experiment

15 min

- Look at one Independent Reading text from Week 1.
- Revise layout and punctuation when writing an experiment.
- Learners use the shared reading notes to write the experiment in the correct format, in sentences for last three categories.

Marking

- **Look for:** Layout correct, heading underlined, correct punctuation, clear sentences with last three categories, high frequency words spelled correctly.

Experiment
Question: Does sugar dissolve in water?
Equipment:
Method:
Observation:
Conclusion:



GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *From clay to toys*

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 2 Worksheet 52 From Clay to Brick, pages 40/41.
- Home Language Workbook 1 – **select a relevant page.**

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 pages 24 and 25.

25 min



TEACHER'S WEEKLY REVIEW

This week, I have:

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



Disasters

This theme covers **three weeks**. It has one shared reading text for all three weeks. Next to each page of the shared reading text is a comprehension exercise. The six comprehension exercises will be completed over the three weeks, two per week, as explained in this guide. There will be slight deviations from the timetable because of this.

OUTCOMES FOR THE WEEK

Learners will:

- Understand the difference between natural and human disasters.
- Learn more about disasters caused by fire.
- Read a text about an historical volcano at Pompeii.
- Independently, read newspaper articles about unusual weather conditions.
- Have conversations about the news in pairs.
- Write a paragraph about news which interests them.
- Complete two comprehension tests which include vocabulary and language items.
- Learn about perspective in art.

PREPARATION

Flashcards (English on the back)

Literacy	explosion	mountain	lava	ash	enormous
	<i>explosion</i>	<i>mountain</i>	<i>lava</i>	<i>ash</i>	<i>enormous</i>
Life Skills	disaster	natural disaster	human disaster		
	<i>disaster</i>	<i>natural disaster</i>	<i>human disaster</i>		

[1st row
to be
translated]

[2nd row
remains in
English]

MATERIALS

- Language exercise book for writing, independent reading responses and handwriting
- Art materials: paint, crayons, paper, ruler and pencil
- Equipment required for selected Physical Education activities

ASSESSMENT

Take in and mark: Independent writing (interesting news), Comprehensions, Handwriting, IW responses

What are disasters?

[Note to versioners:
include rich
language
which expands
vocabulary]

This story is an introduction to the Life Skills theme of Disasters. Read it to the class on Monday (see TG page 52). Learners can look at the pictures on page 63 of the LAB as the teacher reads.

Disasters are things that happen suddenly and can cause a lot of damage and harm to people, animals and the environment.

Some disasters are called natural disasters because they are caused by natural things like the weather or the movement of the Earth's crust.

Disasters caused by weather include floods, droughts and tropical cyclones which bring a lot of rain and wind and cause a lot of damage. Wildfires in forests are sometimes caused by lightning.

Some examples of natural disasters caused by the movement of the Earth's crust are earthquakes, tsunamis and volcanoes. When an earthquake strikes, the land moves and causes damage to buildings and the surrounds. A tsunami is a huge wave which is caused by an undersea earthquake. The water causes damage when it reaches land. You will learn more about volcanoes this week.

Some disasters are caused by humans. Many fires are caused by people who are careless with matches or candles. Some natural disasters are also caused by humans. Scientists believe that climate change has caused disasters like drought and flooding.



Disasters can affect humans in many different ways. They can cause damage to homes, buildings and roads making it hard for people to get around or find a safe place to stay. They can also cause injuries or even death to people and animals who are caught in the middle of the disaster.

Disasters can also affect the environment, causing damage to plants and animals. Floods can wash away land, plants and animals, while fires can destroy forests and the animals that live there.

Although natural disasters can be scary and cause a lot of damage, it's important to remember that there are people and organisations who help those affected by these events. These helpers are called "first responders" and they include firefighters, police officers, paramedics and aid organisations. They work to keep people safe and help them recover after a disaster happens.

MONDAY



LISTENING AND SPEAKING

Explain

- There is family news, community news, South African news and world news. We learn about news through newspapers, TV, the Internet and other people.

Think-Pair-Share

- **Think:** Think about any general news you heard this weekend.
- **Pair:** Tell your partner.

News

15 min



Prepare learners for school week ahead

(what to bring, special events, etc.)

- This week in Independent Reading we will be reading **newspaper articles**. But that is not the only source of news. Try to listen to the news on the TV or the radio for tomorrow.



PHONICS

Revise sounds XX and XX

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

[For Sepedi Monday and Wednesday, throughout PHONICS]

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



HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

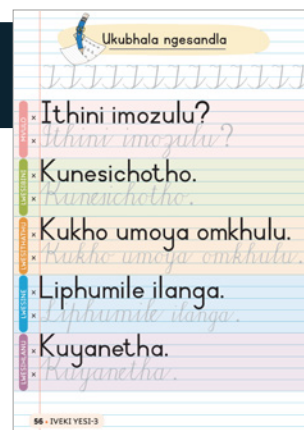
PG 57

10 min



PG 56

10 min



READING

Teacher read-aloud

Before reading

- Introduce the topic of disasters. Do you know what a disaster is? Have you heard of any disasters?
- Provide a purpose for listening: Listen to find out about different kinds of disasters.

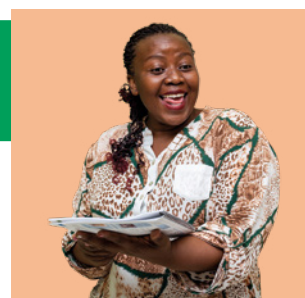
Read the text to the learners

After reading

- When do disasters happen?
- What examples of natural disasters can you name?
- What examples of human disasters can you name?
- What kinds of damage do disasters cause?
- Are we right to be frightened of disasters?

TG PG 51

15 min

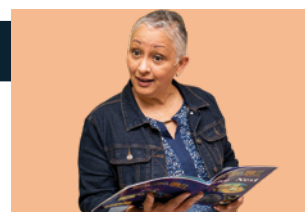


EFAL

- Teach a lesson from your EFAL programme.

[For Xhosa and Sepedi]

15 min





GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** Sentences

PG 58
30 min



BEGINNING KNOWLEDGE Disasters

Introduce the concept

- Have you ever been in a very bad storm? How did you feel?

Think-Pair-Share

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

Shared Writing: KWL chart (LAB page 59)

- Write the learners' contributions in row 1 of our KWL chart on the board.
- Ask: What would like to learn about disasters this week? Write this in row 2.
- Learners choose one thing from each row to copy into their KWL charts.

PG 59
30 min



VISUAL ARTS Learning about perspective

Perspective

- Explain that while pictures are drawn on flat pieces of paper, real life is not 2D but 3D.
- Artists make flat pictures look as though they are realistic and 3D by using things like perspective.

Look closely at the pictures

- What do you notice about the trees?
- What do you notice about the buildings?

- What do you notice about the road? (*It gets narrower as it goes towards the horizon.*)
- Tell learners that where the road meets the horizon is the vanishing point.
- Ask learners to point to the horizon and vanishing point on the pictures.

Class discussion

- Do you think the things close to the horizon look further away?

Complete the LAB activities.

PG 60
30 min



PHYSICAL EDUCATION Introduction

- Follow the procedure for PE activity stations on pages 24 and 25.

30 min





GROUP GUIDED READING AND INDEPENDENT WORK

- Group reading:** 2 groups
- Independent work:** *Large waves batter Western Cape shores*

PG 62
30 min



BEGINNING KNOWLEDGE

Natural and human disasters

Discuss

- What are disasters?
- What or who causes disasters?
- List any disasters that the learners can name.
- Learners need to be able to differentiate between disasters which are caused through carelessness or malice and those which are known as an 'act of God' or have no-one responsible for them.

Read and do

- Read the page with the class. Discuss the words natural and human disasters.
- Learners look carefully at the illustrations and complete the activity in the LAB.

PG 63
30 min



VISUAL ARTS

Perspective

Discuss

- Learners discuss the picture they looked at yesterday.
- Review the vocabulary they learnt – horizon, vanishing point, perspective.

Activity

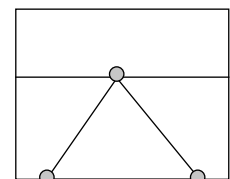
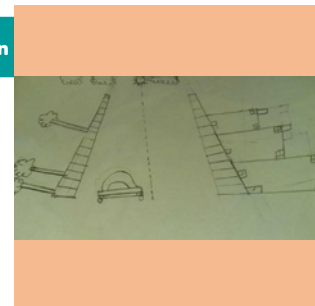
- Give each learner a piece of A3 paper, a ruler and a pencil.
- Turn the page to landscape – the long edge goes from left to right.
- Instruct them to draw a horizontal line across the page about 2/3 of the way

up the page – this will be the horizon.

- Make a pencil mark on this line where they want their vanishing point to be.
- Mark two points on the bottom of the page, about 1/4 way in from the corner.
- Use the ruler to join these points to the vanishing point on the horizon to make a road.
- Sketch outlines of trees or buildings along the road. Start with the small buildings/trees near the horizon and end with the larger ones near the bottom of the page. The buildings can overlap each other.
- Finally use a ruler to make a vertical line from the vanishing point to the bottom of the page. This can be turned into road markings.

Keep the sketch for next week when it will be completed.

30 min



PHYSICAL EDUCATION

Activity stations

- Follow the procedure for PE activity stations on pages 24 and 25.

25 min



WEDNESDAY



LISTENING AND SPEAKING

Explain

- Continue the idea of a conversation. Talk about responding to a speaker. This could mean commenting on what was said or asking for clarification, for example: So, do you mean that

Think-Pair-Share

- Think:** What news did you hear or read yesterday?

Conversations about news contd.

15 min



- Pair:** Have a conversation with your partner about what news you heard about yesterday. When it is your turn to listen, ask a question for clarification.
- Share** with the class.

At home

- Watch or ask about today's news for tomorrow's lesson.
- Use your lap book to record observations.



PHONICS

Revise sounds XX and XX

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

[For Sepedi Monday and Wednesday, throughout PHONICS]

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



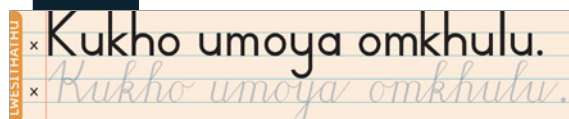
HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 56

10 min



READING

Comprehension: The ancient town of Pompeii

Read

- Revise this week's vocabulary by holding up the flashcards.
- Re-read page 44 with the learners.

Questions

- Look at the aligned comprehension on page 45.
- Explain: You only need to look at one reading page to answer these questions.
- Read and explain any questions you think the learners may have difficulty with.

PG 44-45

15 min



WRITING

Comprehension: The ancient town of Pompeii

Write

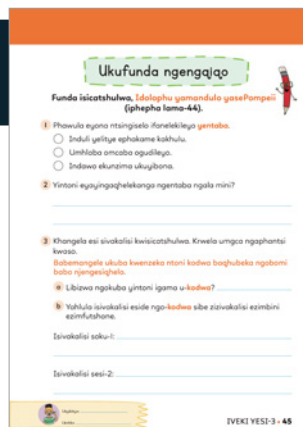
- Complete the written LAB activity.

Check and correct

- Go through the answers.
- Learners self-mark or swap books.
- Revise the purpose of conjunctions and the instances when **but** is used.

PG 45

15 min





GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *Strong wind batters Cape Town*

PG 65

30 min



BEGINNING KNOWLEDGE **Fire!**

Discuss

- Read the text about fires to and with the learners.
- Discuss the pictures and the ideas about the two different types of fires.

Answer questions

- Learners complete the activity on LAB page 66.

PG 66

30 min



PERFORMING ARTS **Weather songs**

Warm up

- Warm up the voice using different techniques – hum, buzz lips together, sing one note with open lips.

Prepare

- Discuss songs about the weather – either indigenous songs or other songs they have learnt.

- Choose one song and sing it as a class. Focus on dynamics – loud/soft to match the words.

Groups

- Learners work in groups of 6.
- Brainstorm: How can you use your voice to show different types of weather such as rain, wind, thunder, etc.
- Groups select one weather song and prepare and practise it to present tomorrow.

30 min



PHYSICAL EDUCATION **Activity stations**

- Follow the procedure for PE activity stations on pages 24 and 25.

25 min



THURSDAY



LISTENING AND SPEAKING

Explain

- Continue the idea of a conversation. Talk about being the speaker. Explain that you sum up a news story to tell someone else. You don't have to give every detail.

Think-Pair-Share

- Think:** What news did you hear or read yesterday?

Conversations about news contd.

- Pair:** Have a conversation with your partner about what news you heard about yesterday. Try to present your news in a short and interesting way.
- Use your lap book to record observations.

15 min



PHONICS

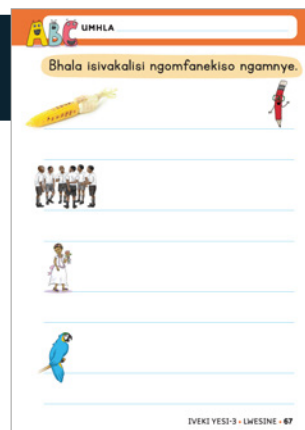
Complete the sentences

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

[For isiXhosa, Afrikaans AND Sepedi
Tuesday and Thursday]

PG 67

10 min



IYEKI YESI-3 - LWESINE - 67



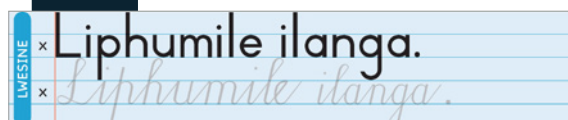
HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 56

10 min



READING

Comprehension: The disaster

Bridge to English

- Use flashcards to revise the week's vocabulary words.
- Turn over the flashcards and introduce the English words.

Read

- Re-read page 46 with the learners.

Questions

- Look at the aligned comprehension on page 47.
- Read and explain any questions you think the learners may have difficulty with.

PG

46 & 47

10 min



Intlekele
Ngentsoxa elandelayo ababholi basePompeii babebhaka isonke, abantu babefhenga ukulaga kunge abanye babesezingqeleni. Kwawela kwatsho ngengqalololi. Yayingathi kuyingqushumba, futhi kwakusuka emantshini.
Amadlangatye amakhulu namafu amakhulu amnyama amzi nantshu aphuma phezu kwentaba. Iintshu olungamili kwele edolophini kwaye lewaguma nelanga. Kwadluzumama. Enwa kaku, ulwelo olubomvu olushushu lwagalo ulawula emaceleni entaba luhlekise edolophini. Kwakuba **ntsho-mila**. Iintsho **ngaphakathi**. Ulwelo olubomvu olushushu olawuluma emantshini kulizwa ngokuba **ngaphakathi-ntsho-mila** (Jawo). Iingqalololi-ntsho-mila yingqaloli ngentsoxa ngomantsho. Ulwelo oluhlekisiyo lwaguma iintshu zonke, abantu bonke kunye nezilwanyana zonke edolophini. Nantsoxa ngokuthandeka kwengqaloli vasho kubabekela.

46 - IYEKI YESI-3



WRITING

Comprehension: The disaster

Write

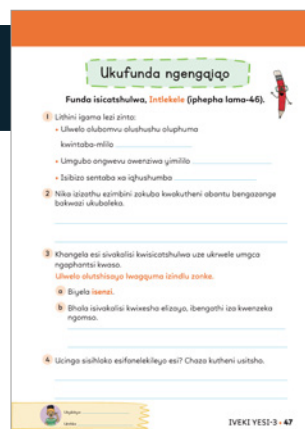
- Complete the written LAB activity on page 47.

Check and correct

- Go through the answers.
- Learners self-mark or swap books.

PG 47

15 min



IYEKI YESI-3 - 47



GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *Heavy rains in Mpumalanga and Gauteng*

PG 68
30 min



BEGINNING KNOWLEDGE **Concept review**

30 min

KWL chart (LAB page 59)

- Help learners to complete the last row for Week 3.

Discuss

- As a class, discuss how people who lose their homes/possessions in a natural disaster might feel.
- Make a list of the words that describe these feelings.



PERFORMING ARTS **Weather songs (continued)**

30 min

Perform

- In groups, learners perform their weather songs using different dynamics (loud/soft, fast/slow).

Evaluate

- Affirm each group.



PHYSICAL EDUCATION **Activity stations**

25 min

- Follow the procedure for PE activity stations on pages 24 and 25.





LISTENING AND SPEAKING

Review of week

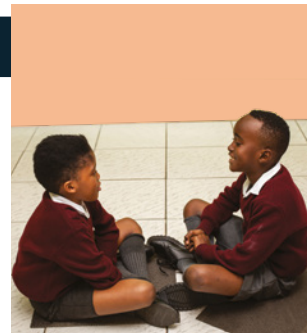
15 min

Explain

- News can be good or bad but it is good to know what is happening in the world. It is especially nice to listen to and then pass on good news.

Think-Pair-Share

- Think:** How did the news you heard this week make you feel?
- Pair:** Share with your partner.
- Share** with the class.



PHONICS

Timed word reading

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

PG 69

10 min

Ukufunda amagama ngexesha elibekiweyo

Fundela iqabane lakho la magama ngomzuzu omnye.

ubaniwe	pheza	thuma	ishelani	vumani
balaka	ufefe	isikalo	ngoku	ingubo
isitya	idoda	ibhokisi	imbewu	diala
bukela	ibhekile	ingalo	ikhelele	ishibobo
gada	khaza	ingca	kumkela	kaka
isigezo	indani	itafle	iqhezu	indlela
amanzi	ibusa	vukani	iqhaga	ibhosi
phezulu	shela	volela	isifundo	ingazi

Inani lamagama awafunde ngokuchanekileyo _____

IVUKI YESI-3 • LWESHLANU • 69



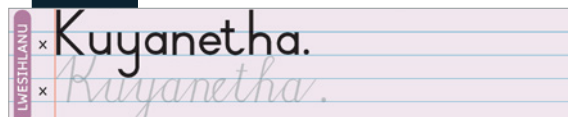
HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 56

10 min



READING

Independent work review

15 min

Read and answer questions

- Read this week's IW texts on pages 58, 62, 65, 68 and 70 aloud **to** the class. Learners follow in their books.
- What did you notice about all the texts? (*newspaper articles*)
- Do they look different from other texts? Describe. (*large headlines, information in columns etc.*)

Marking

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



INDEPENDENT WRITING

Writing about the news

15 min

Task

- Write about the most interesting general news you heard this week. It could be something your partner told you, news you heard on TV, or something that happened in the community.
- Use the sentence starter on the board.
- Write at least one paragraph.
- Look for** logical well-formed sentences and a justified opinion.

The most interesting news I heard this week was about ...
It was interesting because ...



GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *Snow closes roads in Eastern Cape*

PG 70
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 2 Worksheet 53 Disaster: Floods and what we should do pages 42 and 43.
- Home Language Workbook – **select a page**.

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 pages 24 and 25.

25 min



TEACHER'S WEEKLY REVIEW

This week, I have:

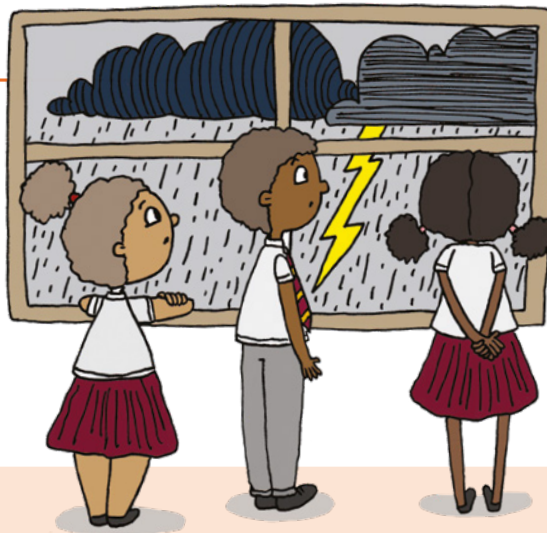
- **taken in the LABs and exercise books**
- **checked and corrected the work** and identified areas of concern or specific learners needing more assistance
- **referred back to the Week Overview** and identified any lesson I was not able to complete
- **scanned my lap book** and noted any learners needing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



Disasters

OUTCOMES FOR THE WEEK

Learners will:

- Learn about international relief organisations.
- Become aware of what help people need after a disaster.
- Find out about rescues in emergencies.
- Read a chapter story about a storm.
- Make a mind map outlining a general news topic.
- Talk about newspaper articles and about helping others.
- Complete two comprehension tests which include vocabulary and language.

PREPARATION

Flashcards (English on the back)

Literacy	core	crust	magma	surface	layers
	<i>core</i>	<i>crust</i>	<i>magma</i>	<i>surface</i>	<i>layers</i>
Life Skills	disaster	natural disaster	human disaster		
	<i>disaster</i>	<i>natural disaster</i>	<i>human disaster</i>		

[1st row
to be
translated]

[2nd row
remains in
English]

MATERIALS

- Learners' exercise books
- Art materials: paint, pastels or kokis
- Equipment required for selected Physical Education activities

ASSESSMENT

Take in and mark: Handwriting

Informal: Dictation, Comprehension, BK activities

Organisations who help

[Note to versioners:
include rich
language
which expands
vocabulary]

Learners can look at the logos page 74 of the LAB as you read.

When disasters strike, many people are available to help people who are affected whether they have lost their homes and possessions or been injured. Police, emergency services and religious organisations are often the first to arrive on the scene. These people are called first responders. Next to respond are organisations who work specifically with disaster relief.

Listen carefully to this information about 4 different aid organisations.

The **Red Cross and Red Crescent** is a group that helps people during times of war and natural disasters. They are not religious. The Red Cross is the name used in mainly Christian countries. The Red Crescent is the name used in mainly Muslim countries.

They provide medical help, food and water, and shelter to victims. They also help people during times of war. During peacetime, they teach first aid.

The South African Red Cross Society was started in 1921.

The **United Nations Children's Fund** (UNICEF) helps and supports children and families affected by disasters in South Africa and the rest of the world.

They provide emergency supplies such as clean water, food, shelter, and hygiene kits to families affected by disasters. During floods, UNICEF may provide water purification tablets, water storage containers and water treatment equipment to prevent the spread of diseases carried by water. Their main work is to protect children's rights are protected and see that they are supported.

Gift of the Givers is a South African relief organisation that works to help people in trouble around the world. It was started in 1992 by Dr Imtiaz Sooliman, who is a medical doctor.

Gift of the Givers works wherever there is a need. Volunteers are sent to different places where there are disasters of different sorts. Some of the volunteers help with rescue, some provide food and some work to re-build areas that have been damaged.

Doctors without Borders (also known as *Médecins Sans Frontières*) sends doctors, nurses and other medical staff to disaster areas all over the world to treat people who have been injured. The medical staff are all volunteers and are not paid for the work they do. They set up mobile clinics to help people who cannot get to a hospital. They also perform surgery in the clinics so that people can be treated immediately.

They work with local emergency services to provide emergency medical assistance.



Gift of the Givers
FOUNDATION



MONDAY



LISTENING AND SPEAKING

Newspaper articles

15 min

Bring a newspaper to class

- Show the learners the different stories and pictures.
- Select an interesting, appropriate article. Cut it out.
- Read it out loud. If it is in English, try and translate it.

Think-Pair-Share

- **Think:** Did you hear about any general news over the weekend?
- **Pair:** Tell your partner your news.
- **Share:** A few learners share some news with the class.
- Record observations in your lap book.

Ask learners to try to bring a newspaper article (cut out) to school tomorrow. If it is in English, ask an adult to translate it.



PHONICS

Revise sounds XX and XX

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

[For Sepedi Monday and Wednesday, throughout PHONICS]

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



HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

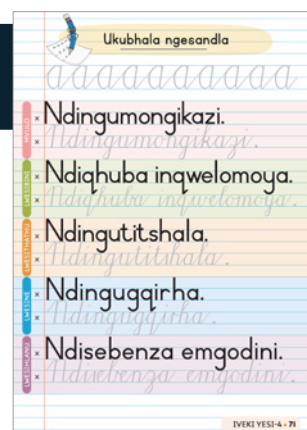
PG 72

10 min



PG 71

10 min



READING

Teacher read-aloud

Before reading

- If there is a disaster, people need help. Who do you think helps? It could be our family, neighbours, church, police, army or, sometimes, organisations of helpers.
- Today we are going to hear about different organisations that provide help around the world.

- Provide a purpose for listening: Lets listen and learn about how different organisations can help.

Read the text to the learners

After reading

- Why do we need organisations to help people when there is a disaster?

TG PG 63

15 min

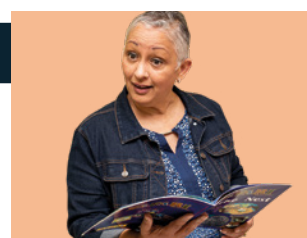


EFAL

- Teach a lesson from your EFAL programme.

[For Xhosa and Sepedi]

15 min





GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** Sentences

PG 73

30 min

UMHLA

Funda izivakalisi

Umtshana wam uza kutshata.

UTshezi wophule umthayelo.

Sathi tshu umthakazi esithi tshwa endlwini.

Utshala wanika umfundi ophume phambili umtshwezo omtsha.

Uzithise umnwe ngematshisi.

Keakutheni ukuse umfundi afumane umtshwezo?

IVEKI YESI-4 • MVULO • 73



BEGINNING KNOWLEDGE

Organisations who help

Think-Pair-Share

- **Think:** Think of the aid organisations you heard about yesterday.
- **Pair:** Tell your partner what you can remember about each one.
- **Share** with the class.

Complete activity

- Write three facts about each aid organisation.

PG 74

30 min

UMHLA

Imibutho encedayo

Xa kwelile intlekele zenatala nezamizwa ngabantu abantu baye bodinge uncedo. Abantu bawakwazi, izwezi nezomali (imigumbi) bawazi esingile izindle uncedo. Uncedo okwengqondo elilandelayo lungisa nembutho yophuhliso. Abantu bahamba umthetho wamke bencedo abantu ababhekisele ngomakhaya abo okanye obalinganise izintlekele.

Bhala Izinto zibantathu ezinyaneni ngale mibutho yancedo.

<p>Red Cross and Red Crescent</p>	<p>UNICEF</p>
<p>Gift of the Givers</p>	<p>Doctors without Borders (Médicins Sans Frontières MSF)</p>

74 • IVEKI YESI-4 • LWESIBINI



VISUAL ARTS

Perspective (continued)

30 min

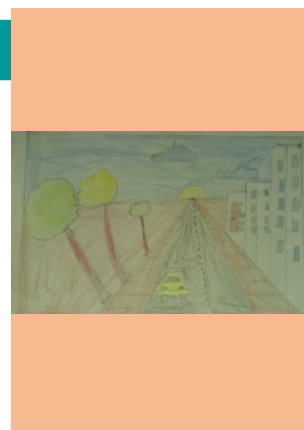
Prepare

- Talk about the sketch you made last week.
- Review these words: horizon, vanishing point, overlapping, sizes.

Activity

- Start to colour your picture with paint.
- Paint the sky above the horizon. It doesn't matter if you paint over the pencil lines.
- Paint the buildings or trees along the road. Start with the ones closest to the horizon. The ones at the bottom of the page can overlap the ones you have already painted.
- Paint the lines and the road.

Keep safe to complete tomorrow



PHYSICAL EDUCATION

Introduction

- Follow the procedure for PE activity stations on pages 24 and 25.

30 min



TUESDAY



LISTENING AND SPEAKING

Newspaper articles

15 min

Find out who brought a newspaper article. Depending on the response, make this a whole class or pair activity.

- **Pair activity:** Tell your partner about the article you brought or
- **Class activity:** Who would like to tell the class about their article?
- Use your lap book to record observations.



PHONICS

Practice

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

[For isiXhosa, Afrikaans AND Sepedi
Tuesday and Thursday]

PG 75

10 min



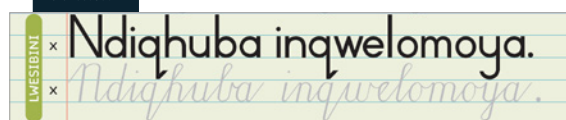
HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 71

10 min



SHARED READING

Vocabulary and fluency

Vocabulary

- Briefly revise last week's vocabulary.
- Use the flashcards to introduce the new vocabulary words from pages 48 and 50.

Fluency

- Learners read pages 48 and 50 out loud in pairs.

PG

48 & 50

15 min



WRITING

Vocabulary

Word search

- Reread pages 48 and 50.
- As you read, learners look for vocabulary words in the LAB text. They underline or circle each new word. Some words will appear more than once.

Write

- Learners copy the five vocabulary words into their personal dictionaries.

PG

48 & 50

15 min

explosion
mountain
disaster
ash
lava
enormous



GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *The storm: Chapter 1*

PG 76

30 min



BEGINNING KNOWLEDGE

Giving to people in need

Read and discuss

- Review what learners know about aid organisations.
- Read the information on Gift of the Givers to and with the class. Pay special attention to the photographs.

Draw

- Complete the LAB activity – write a short paragraph in your own words.

PG 77

30 min



VISUAL ARTS

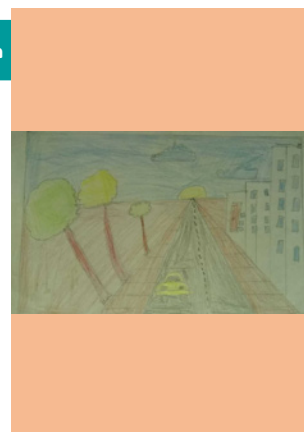
Perspective (continued)

Activity (paint)

- Fill in any other details – clouds, birds, aeroplanes, etc in the sky.
- Cars, people, etc on the road.
- Grass, trees, fields if there is any space on the sides of the buildings/trees.

Display and discuss

30 min



PHYSICAL EDUCATION

Activity stations

- Follow the procedure for PE activity stations on pages 24 and 25.

25 min



WEDNESDAY



LISTENING AND SPEAKING

Helping each other

15 min

Think-Pair-Share

- **Think:** about how learners can help in a disaster.
- **Pair:** Tell your ideas to your partner.
- **Share:** ideas with the class. (e.g. learners can help look after little children, search for useful materials, go for help, help to clear up, build a shelter etc.)
- Use your lap book to record observations.



PHONICS

Revise sounds XX and XX

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

[For Sepedi Monday and Wednesday, throughout PHONICS]

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



HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 71

10 min



PG 78

10 min



READING

Comprehension: What happened to Pompeii?

Read

- Revise the week's vocabulary words by holding up the flashcards.
- Re-read page 48 (page 3 of the text) together with the learners.

Questions

- Look at the aligned comprehension on page 49.
- Read and explain any questions you think the learners may have difficulty with.

PG 48 & 49

15 min



WRITING

Comprehension: What happened to Pompeii?

Write

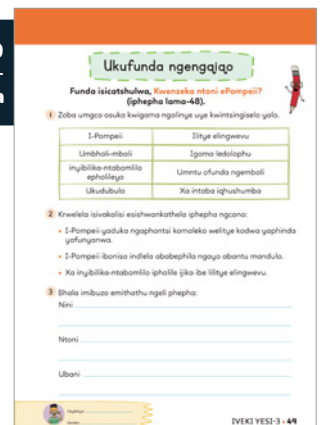
- Complete the activity on LAB page 49.

Check and correct

- Go through the answers.
- Learners self-mark or swap books.

PG 49

15 min



- **Group reading:** 2 groups
- **Independent work:** *The storm: Chapter 2*



[illegible]

Find out about rescues

- Read the news flash to and with the learners.
- Explain that learners will do some research about a person who was rescued from a disaster.
- Explain the procedure for doing research.

- Learners do research in their groups.
- This may need to be done for homework.

Bhalama agama ngendlela echanekileyo.

-  umyelotsha umtshayelo
-  umkazitsha _____
-  umzotshwe _____
-  umsitshitshu _____
-  itshaya _____
-  imasitshi _____
-  tshwa wathi _____
-  umnitshi _____



Responding to a stimulus

- Show learners a picture of the victims or rescuers in a natural disaster – there are several in the LAB or you can show them a different picture, for example, <https://koreajoongangdaily.joins.com/2023/02/09/national/diplomacy/Korea-Turkey-Korea-Disaster-Relief-Team/20230209143926688.html>
- Ask how they think each of the people in the picture feels.

- Name different scenarios, e.g. digging in rubble to look for survivors, trying to keep afloat in flood waters, walking against a strong wind, running away from a fire, etc.
- Learners mime the actions as you name them.

- In groups of two or three, learners think of a short disaster scenario they could mime.
- They practise the mime.



Activity stations

- Follow the procedure for PE activity stations on pages 24 and 25.



LISTENING AND SPEAKING

Discussion

- Discuss helping each other: You don't need to experience a disaster to help someone else. Maybe some of you help your parents (with chores), grandparents (errands, picking up something), a school friend (sharing lunch, lending stationery), sisters and brothers (homework, caring for them).

Helping each other

15 min

- **Think:** about a time you helped someone. How did you feel?
- **Pair:** Tell your partner.
- **Share** experiences 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.

**[For isiXhosa, Afrikaans AND Sepedi
Tuesday and Thursday]**



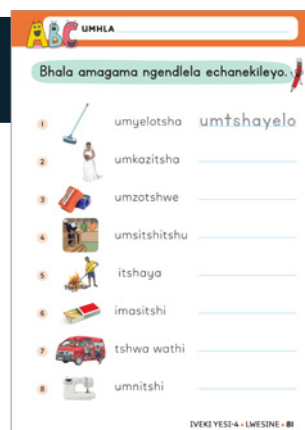
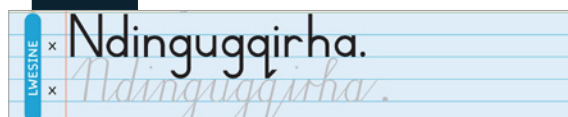
HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 71

10 min



READING

Comprehension: Inside the Earth

Reading: Bridge to English

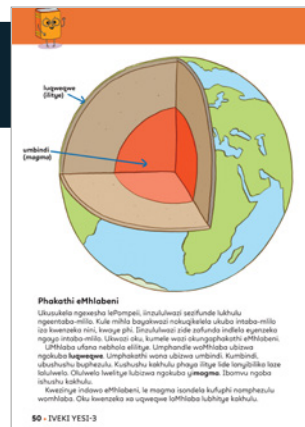
- Use flashcards to revise this week's vocabulary words.
- Turn over the flashcards to introduce the English words.
- Re-read page 50.
- Look at the aligned comprehension on page 51.
- Read and explain any questions you think the learners may have difficulty with.

Writing

- Complete the written LAB activity.

Check and correct

- Go through the answers.
- Children self-mark or swap books.



SHARED WRITING

Mind map

15 min

Explain

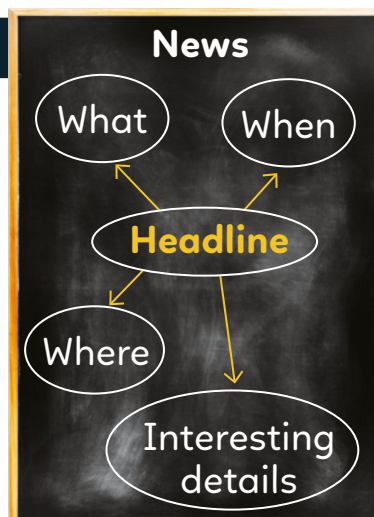
- Learners prepare this week to write their own news articles next week. Tomorrow they will decide on a topic and write a mind map. Remind them a mind map sums up main facts and can form a frame for writing.

Shared writing

- Learners suggest ideas for a news topic e.g. an event in the school or community (a

new teacher at the school, an accident, a sports event, a fire etc.).

- Write ideas on the board. Vote on a topic.
- Fill in what, when, where information on the frame with learners' suggestions.
- Brainstorm an appealing headline. Vote on the best and write in.
- Ask learners what interesting detail you could add. Choose a good one to write down.





GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *The storm: Chapter 3*

PG 82
30 min



BEGINNING KNOWLEDGE Concept review

30 min

KWL chart (LAB page 59)

- Help learners to add to the second row.

Discuss

- Discuss the qualities needed to work in a rescue organisation. (*compassion, courage, ability to put up with discomfort, physical strength, etc.*)

Pairs

- Learners tell a partner if they think they would like to work for a rescue organisation and why/why not.



PERFORMING ARTS Responding to a stimulus (continued)

30 min

Warm up

- Focus on lengthening and curling the spine.

Perform

- Each group performs their mime sequence in turn.

Evaluate

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



PHYSICAL EDUCATION Activity stations

25 min

- Follow the procedure for PE activity stations on pages 24 and 25.



FRIDAY



LISTENING AND SPEAKING

Review of week

15 min

Think-Pair-Share

- **Think:** Think about how you could help someone next week.
- **Pair:** Share with your partner.
- **Share** ideas with the class.



PHONICS

Dictation

(editor insert the 2 words from phonics manuscript)

10 min

- Follow the procedure for dictation on page 8.
- Learners complete the activity in their exercise books.

Words: XX and XX

Sentence: XXXXXX

(editor insert the sentence from phonics manuscript)



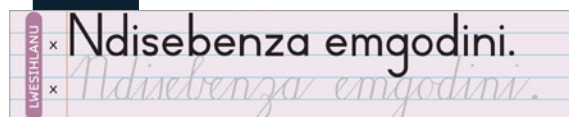
HANDWRITING

Cursive sentences

PG 71

10 min

- Follow the procedure for Handwriting lessons on pages 8 and 9.



READING

Independent work review

15 min

Read and answer questions

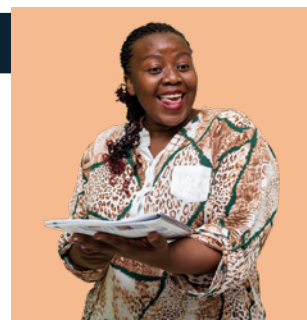
- Read this week's IW texts on pages 73, 76, 79, 82 and 83 aloud to the class. Learners follow in their books.

Discuss the texts

- This was one story in four chapters.
- Who was your favourite character?

Marking

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

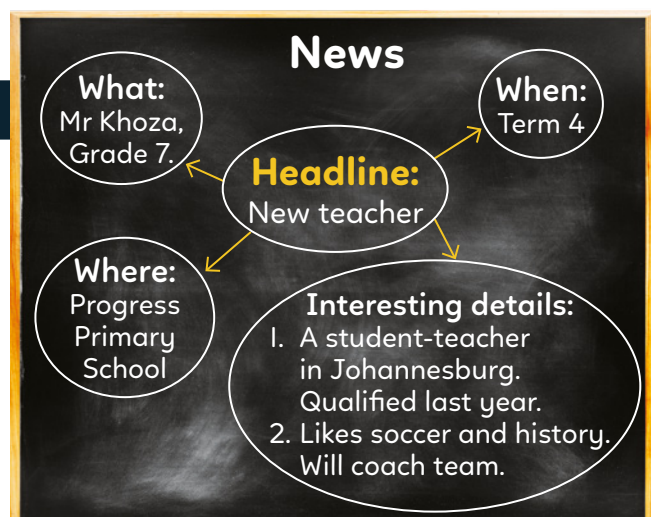


INDEPENDENT WRITING

15 min

Mind map

- **Explain:** Think of a topic you would like to write a newspaper article about.
- **Complete a mind map** for your article using the format on the chalkboard. (Learners will use this mind map in the Independent Writing activity on Friday next week).
- **Look for:** interesting, short headline, facts filled in, interesting detail.





GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *The storm: Chapter 4*

PG 83
30 min



BEGINNING KNOWLEDGE

DBE Workbook time

30 min

Checking and feedback

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

Complete DBE Workbook pages

- Life Skills Workbook 2 Worksheet 54 Fire! pages 44 and 45.
- Home Language Workbook 1 – **select a relevant page.**

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



PHYSICAL EDUCATION

Activity stations

25 min

- Follow the procedure for PE activity stations on pages 24 and 25.



TEACHER'S WEEKLY REVIEW

This week, I have:

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



Disasters

OUTCOMES FOR THE WEEK

Learners will:

- Learn about extreme weather and natural disasters.
- Understand more about tropical storms and how they are named.
- Read poems about the weather.
- Listen to a story about asking for help.
- Role play asking for help.
- Write a newspaper article.
- Complete two comprehension tests.
- Look at a woodblock print showing a giant wave.

PREPARATION

Flashcards (English on the back)

Literacy	vent	flames	fireworks	tunnel	pours
	<i>vent</i>	<i>flames</i>	<i>fireworks</i>	<i>tunnel</i>	<i>pours</i>
Life Skills	disaster	natural disaster	human disaster		
	<i>disaster</i>	<i>natural disaster</i>	<i>human disaster</i>		

[1st row
to be
translated]

[2nd row
remains in
English]

MATERIALS

- Learners' exercise books
- Art materials: paint or kokis/pastels/crayons
- Equipment required for selected Physical Education activities

ASSESSMENT

Take in and mark: Handwriting

Informal: Dictation, Comprehensions, BK activities

Formal: Writing newspaper article (Friday)



Helping hands

[Note to versioners:
include rich
language
which expands
vocabulary]

Gugu, Maria and Pitso were friends who lived in Kwela Road. There had been a big storm and their playhouse had been destroyed. They found a little wet kitten under the cardboard. They rescued the kitten and brought it into the house. Later they saw pictures on TV of people's shelters and houses which had been destroyed.

"Those poor children," said Maria. "They must have lost all their clothes and possessions in the storm."

The next day at school, the teacher spoke to the children. "In the bad storm this week, many children lost everything they had. They are cold and hungry. If you have anything to spare at home to give, I will take it to the church on Friday. They are collecting donations. I have an old blanket I am going to donate but anything, no matter how small, will be welcome because these children have lost everything."

Gugu went home and spoke to her mom. They thought about what they could donate. "I think the children will be hungry," said Gugu. So her mom gave her a tin of baked beans and a packet of Marie biscuits to take to school on Friday.

Pitso thought hard about what he could donate. Then he remembered an old pair of school shorts he had grown out of. He asked his mother if he could take them to school to donate and she said he could.

Maria had been given a new school bag on her birthday. "Why don't you look for your old school bag," her father suggested. Maria found it in a cupboard. She put one of her best pencils inside and took it to school the next day.

The children gave their donations to the teacher. She was very pleased. "Thank you for bringing these things. You are all very kind to think of others," she said. She put everything into a cardboard box. Then she wrote on the outside "This box of donations comes with love from all the Grade 3 children at Progress Primary school."

The children helped her load the box into her car that afternoon. They all felt very proud that they were helping other children.



MONDAY



LISTENING AND SPEAKING

News

15 min

Think-Pair-Share

- **Think:** Do you have any family or general news?
- **Pair:** Tell your partner your news. Ask questions for clarification if you need to.
- **Share:** A few learners share some news with the class.
- Record observations in your lap book.

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



PHONICS

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

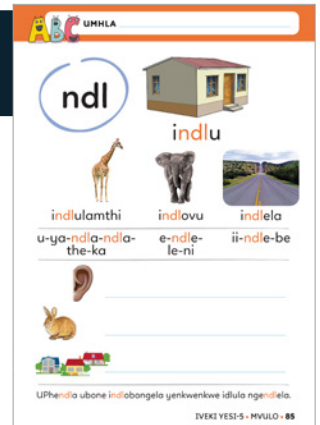
- Do rapid sound recognition of sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.

[For Sepedi Monday and Wednesday, throughout PHONICS]

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

PG 85

10 min



HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 84

10 min



READING

Teacher read-aloud story

Before reading

- Last week we learnt about relief organizations. But everyone can help in an emergency.

Provide a purpose for listening

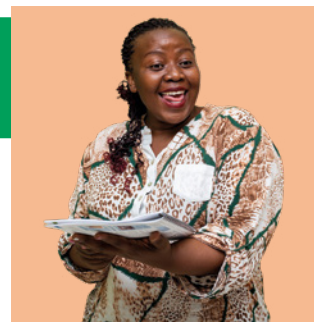
- Let's listen and see how the three friends in our chapter story helped after the bad storm.
- Read the text to the learners.

After reading

- What would you give a child who has been in a disaster? Why would you choose that?

TG PG 75

15 min

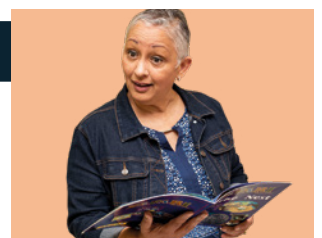


EFAL

- Teach a lesson from your EFAL programme.

[For Xhosa and Sepedi]

15 min



- **Group reading:** 2 groups
- **Independent work:** Sentences

UHLALA


Funda izivakalisi

Indlovu ineenlebe ezibhakabhaka.




Abantwana badlala nomvundla.




Umakhi wazakhele indlovana eceleni kwendlela.

Indulamthi sisilwanyana sasendle.




Wavuka wondlula umandlalo wakhe.





Woyakha ghi indlu yakhe umakhi?



Weather gone wild!

- Read the text about tropical cyclones to and with the learners.
- Discuss what they see in the pictures.

- Learners fill in the map on LAB page 87.

[illegible]

The Great Wave

- Discuss what learners see in the painting.
- Tell the class this is a woodblock print from Japan. Three artists were involved in creating it – a painter who made the original painting, a woodblock carver who copied it onto a woodblock and a colourist who painted the woodblock and made prints from it.
- The picture is one of a series of pictures which include Mt Fuji in the background. In this picture, the volcano is framed by a tsunami wave.

- Learners answer the questions on LAB page 88.

UMHLA

PG 88

30 min

Amaza amakhulu



Amaza amakhulu (The Great Wave off Kanagawa) ngokutshaba Hokusai

- 1 Yayishi indawo ogqila ujinga kuyo umfanekisoweni? Ngoba?
- 2 Ubano ntoni kwindawo engamasa kunifanekiso?
- 3 Ubano ntoni ezantsi kwamasa? Ucinga kutsa kwenzeka ntoni kwizikhopho?
- 4 Uziva njani xa ujonga umfanekiso?

88
- IVEKI YESI-5 - MVULO



Introduction

- Follow the procedure for PE activity stations on pages 24 and 25.



LISTENING AND SPEAKING

Asking for help

15 min



Explain

- Pretend you are appealing for donations for children who are in need.

Think pair share

- **Think:** What would you say at assembly?

- **Pair:** Tell your partner what you could say.
- **Share:** Choose a few learners to give their appeal to the class.
- Use your lap book to record observations.



PHONICS

Practice

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

**[For isiXhosa, Afrikaans AND Sepedi
Tuesday and Thursday]**



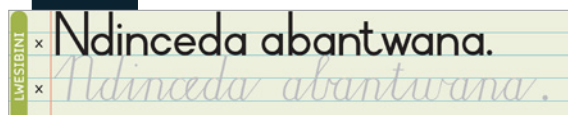
HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 84

10 min



SHARED READING

Vocabulary and fluency

Vocabulary

- Briefly revise last week's vocabulary.
- Use the flashcards to introduce the new vocabulary.
- The words are from pages 52 and 54 of the text.

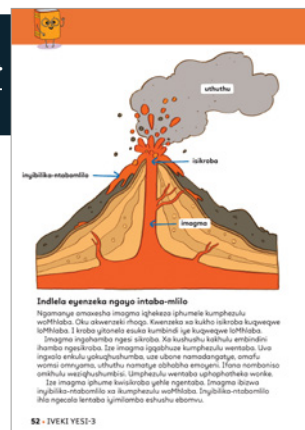
Fluency

- Learners read pages 52 and 54 to their partner.

PG

52 & 54

15 min



WRITING

Vocabulary

Word search

- Reread pages 52 and 54 to the class.
- As you read, learners spot the vocabulary words in the LAB text. They underline or circle each new word. Some words will appear more than once.

Write

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

PG

52 & 54

15 min

**explosion
mountain
disaster
ash
lava
enormous**



GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *Poem*

PG 90
30 min



BEGINNING KNOWLEDGE

Naming tropical storms

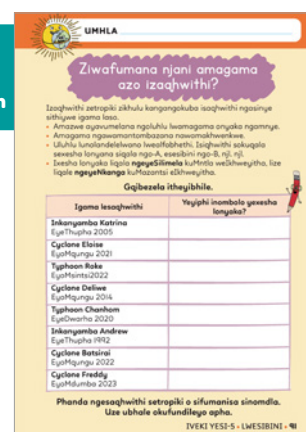
Read and discuss

- Review what learners know about tropical storms. Remind them where the storms start – hurricanes start in the Atlantic, cyclones start in the Indian or South Pacific oceans and typhoons start in the North Pacific.
- Read and discuss the table on LAB page 91.

Complete the activity on LAB page 91

- Complete the table.
- Write a paragraph.

PG 91
30 min



VISUAL ARTS

Paint a disaster

Prepare

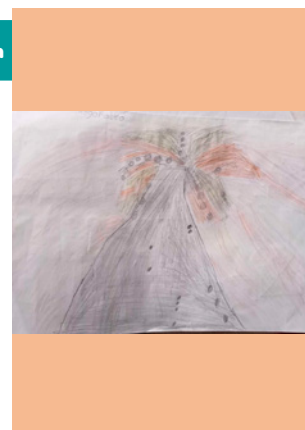
- Show learners pictures of a variety of natural disasters. Use the pictures in the LAB or you can look for others.

Activity

- Learners use a medium of their choice (paint, koki, pastel or crayon) and create a picture depicting a natural disaster.
- Remind them what they have learnt about putting figures into a picture, about horizons and perspective and about the use of colour to create a focal point.

Display and discuss

30 min



PHYSICAL EDUCATION

Activity stations

- Follow the procedure for PE activity stations on pages 24 and 25.

25 min



WEDNESDAY



LISTENING AND SPEAKING

Role play: Asking for help

15 min

Discuss asking for help

- Sometimes you need help from an adult. When might you ask for help? (*if you are hungry, if you are hurt, if you are being bullied, if you are cold, etc*)
- Who could you ask? (*parents, relative, friend, neighbour, teacher, pastor, etc.*)

Think-Pair-Share

- Think:** Pretend you need some help.
- Pair:** Role play asking for help: one partner is the adult and one the child. Tomorrow you will swop roles.
- Share:** Let a few pairs do their role play for the class.
- Use your lap book to record observations.



PHONICS

Revise sounds XX and XX

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

[For Sepedi Monday and Wednesday, throughout PHONICS]

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



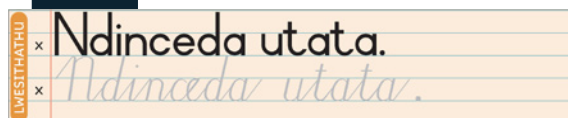
HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 84

10 min



SHARED READING

Comprehension: How a volcano happens

Read

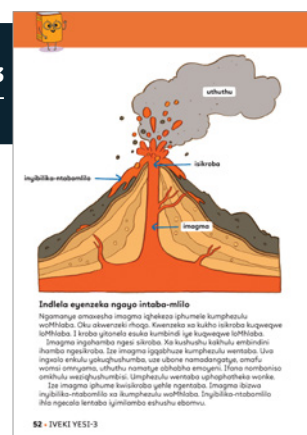
- Revise this week's vocabulary by holding up flashcards.
- Re-read page 52 with the learners.

Questions

- Look at the aligned comprehension on page 53.
- Read and explain any questions you think the learners may find difficult.

PG 52 & 53

15 min



WRITING

Comprehension: How a volcano happens

Write

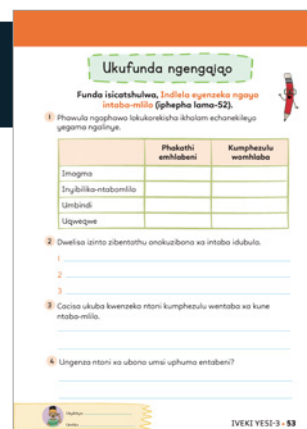
- Complete the written LAB activity.

Check and correct

- Go through the answers.
- Learners self-mark or swap books.

PG 53

15 min

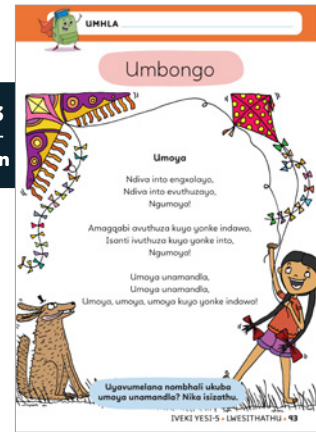




GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *Poem*

PG 93
30 min



BEGINNING KNOWLEDGE

Keeping safe!

Read and discuss

- Read the text and look at the pictures on LAB page 94.
- Discuss what sort of things could be useful in an emergency.

Write

- Learners work with a partner and make a list of items that could keep them safe during a storm.
- Share their lists with another pair.

PG 94
30 min



PERFORMING ARTS

Body percussion

Prepare

- Explain that we can use our bodies to make sounds – snap fingers, clap, stamp, pat, etc

Do

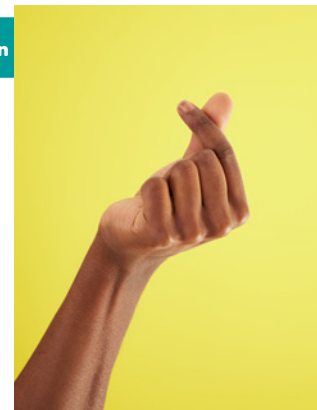
- Model a simple sequence of body percussion for learners to repeat – clap hands together, slap knees, snap fingers, tap toes on the floor.

- Model a more complex sequence for learners to repeat – tap fingernails on the desk, tap palm with one finger, slap one knee with one hand.
- Make up other sequences with the class.

Groups

- Learners work in groups and experiment with body percussion sounds to simulate weather – e.g. wind, thunder, rain, drizzle, etc.

30 min



PHYSICAL EDUCATION

Activity stations

- Follow the procedure for PE activity stations on pages 24 and 25.

25 min



THURSDAY



LISTENING AND SPEAKING

Role play: Asking for help role play contd.

- Continue with role play activity from Wednesday (see page 80).

15 min



PHONICS

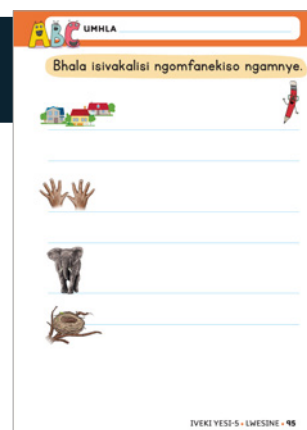
Complete the sentences

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

[For isiXhosa, Afrikaans AND Sepedi
Tuesday and Thursday]

PG 95

10 min



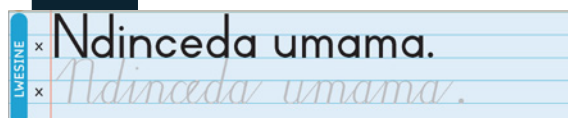
HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 84

10 min



READING

Comprehension: Active, dormant, and extinct volcanos

Bridge to English

- Use the flashcards to revise this week's vocabulary.
- Turn over the flashcards and read the English word.

Read

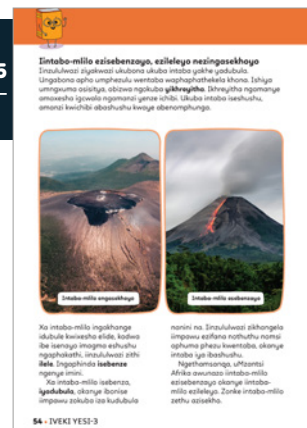
- Re-read page 54.

Questions

- Look at the aligned comprehension on page 55.
- Read and explain any questions you think learners may have difficulty with.

PG 54 & 55

15 min



WRITING

Comprehension: Active, dormant, and extinct volcanos

Write

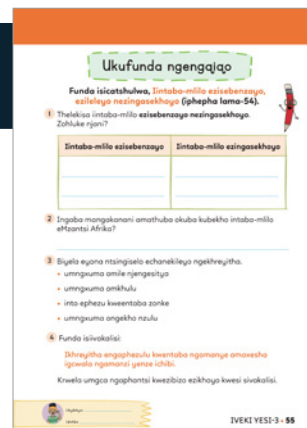
- Complete the written LAB activity.

Check and correct

- Go through the answers.
- Learners self-mark or swap books.

PG 55

15 min





GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *Poem*

PG 96
30 min



BEGINNING KNOWLEDGE

Concept review

30 min

KWL chart (LAB page 59)

- Help learners to complete the last row.

Thumbs up/thumbs down

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

disaster

1. something people look forward to
2. a sudden and unfortunate event
3. something wonderful

natural disaster

1. caused by natural things like wind or fire
2. caused by people
3. caused by machines

human disaster

1. caused by natural things
2. caused by machines
3. caused by people

Bridge to English: disaster, natural disaster, human disaster



PERFORMING ARTS

Body percussion (continued)

30 min

Warm up

- Shake hands and feet, wiggle fingers and toes.
- Stretch your face muscles – say an O sound then smile and say an E sound.

Use sound to tell a story

- In groups, make up a story about a rainstorm that you can tell using body percussion – see <https://www.youtube.com/watch?v=BRPIfNz-TiE>
 - the wind starts to blow – blow out loudly
 - raindrops start to fall – clap 2 fingers on each hand together

- the wind blows harder – make wooo sounds while continuing to clap
- rain falls harder – clap hands faster and louder
- thunder booms out – jump or stamp and clap hands
- the rain gets softer – click finger and cluck with the mouth
- the wind is dying down – blow out softly

- Perform your story for the class.

Cool down

- Lie down and pretend to watch clouds scudding across the sky.
- Breathe slowly and deeply.



PHYSICAL EDUCATION

Activity stations

25 min

- Follow the procedure for PE activity stations on pages 24 and 25.





LISTENING AND SPEAKING

Review of week

15 min

Think-Pair-Share

- **Think:** Think about what you will do next week if someone asks you for help. Also think about anything you might want to ask an adult to help you with
- **Pair:** Share with your partner.
- **Share** with the class.



PHONICS

Word sort

10 min

- Choose any two sounds to revise.
- Write 10–20 words containing one or the other sound.
- With learners, underline the target sounds.
- Draw two columns on the board. Re-write two or three of the words into the correct columns.
- Learners draw two columns in their books and do a word sort.



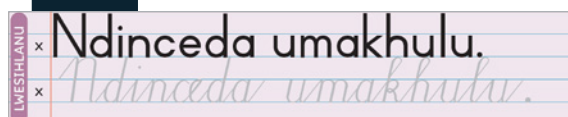
HANDWRITING

Cursive sentences

PG 84

10 min

- Follow the procedure for Handwriting lessons on pages 8 and 9.



READING

Independent work review

15 min

Read and answer questions

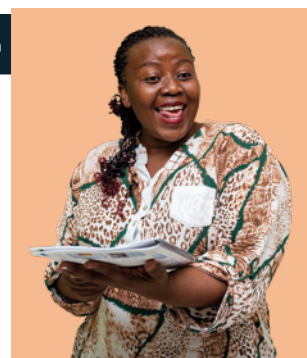
- Read this week's IW poems on pages 86, 90, 93, 96 and 98 aloud **to** the class. Learners follow in their books.

Discuss the texts

- Which poem did you like best? Why?

Marking

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



WRITING ASSESSMENT 1

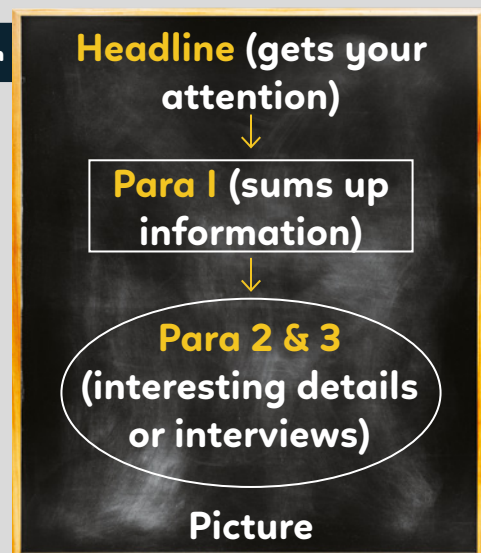
15 min

Newspaper article

Task

- Using the writing frame on board as a guide, write a news article based on your mind map.
- Afterwards draw a picture to illustrate your article.

Marking:
See page 144
Marks: 10





GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *Poem*

PG 98
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 2 Worksheet 57 Earthquakes pages 50 and 51
- Home Language Workbook 1 – **select a relevant page.**

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 pages 24 and 25.

25 min



TEACHER'S WEEKLY REVIEW

This week, I have:

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



Animals that help

This theme covers **three weeks**. It has one shared reading text for all three weeks. Next to each page of the shared reading text is a comprehension exercise. The six comprehension exercises will be completed over the three weeks, two per week as explained in this guide. There will be slight deviations from the literacy timetable because of this.

OUTCOMES FOR THE WEEK

Learners will:

- Read and understand a play
- Understand that animals and humans help each other
- Do research about a helpful animal
- Independently, read about animals that help humans in unusual ways
- Do a play reading in small groups
- Write a summary of the play
- Complete two comprehension tests, which include vocabulary and language items.

PREPARATION

Flashcards (English on the back)

Literacy	bony (or thin)	friendly	beach	lying (as in lying down)	farmhouse
	<i>bony (or thin)</i>	<i>friendly</i>	<i>beach</i>	<i>lying (as in lying down)</i>	<i>farmhouse</i>
Life Skills	food	clothing	transport		
	<i>food</i>	<i>clothing</i>	<i>transport</i>		

[1st row
to be
translated]

[2nd row
remains in
English]

MATERIALS

- Language exercise book for writing, independent reading responses and handwriting
- Pens for handwriting (from this week onwards, except for assessment)
- Art materials: paint, crayons, paper
- Equipment required for selected Physical Education activities

ASSESSMENT

Informal assessment: Independent writing (summary of play story); Comprehension, Handwriting; IW responses

Formal Assessment Activities

Note: Formal assessment is spread from week 6 to 8 (see page 4 in the prelims). More activities begin in week 6 because this is the final term.

Mon–Fri	Reading 1: Individual reading (oral)*	ORAL	TC pages 89, 91, 93, 95 & 97
Mon–Tues	Visual Arts: Draw or paint a picture	PRACTICAL	TC page 89 & 91
Thurs	Reading 2: Comprehension	LAB pages 102 & 103	TC page 94
Wed	Beginning Knowledge 1: Find out about a helpful animal	LAB page 121	TC page 93
Friday	Physical Education: Play a game	PRACTICAL	TC page 97

* One group per day where oral reading aloud is assessed individually.

The beast of Lusikisiki

*Note to versioners:
include rich language
which expands
vocabulary*

This story is an introduction to the shared reading text in the LAB, page 100.

Once upon a time there was a mean farmer and his even meaner wife who lived on a small farm in the Eastern Cape. I am sorry to say they did not really care for their farm animals. They spent most of their time drinking.

They had a friendly dog, a cow, a goat, and some hens. But the farmer and his wife were tired of looking after the animals. The farmer said to his wife, "We should get rid of these old, useless animals. We can eat them or take them to market tomorrow and sell them for money".

Dog and Cow had sharp ears and they heard the farmer. They were very sad. They gathered the other animals together and told them what the farmer had said. Cow said, "I think we should all run away and start a new life together, far away from the farm." The others agreed.

They waited until it was dark and then the animals quietly left the farm. Dog led the way. The animals wanted to walk to the sea so that they could live on the beach. They walked through the night until they got to a narrow path which led to the sea. By now they were very tired.

Then, suddenly, in the dark, they heard a girl crying. Hen jumped onto Cows' horns to see what was happening. What Hen saw was terrible. "There is an old man dragging a young girl down the path. She is crying and saying, 'Let me go. I don't want to be your wife.' But he is just telling her to be quiet and pulling her along roughly".

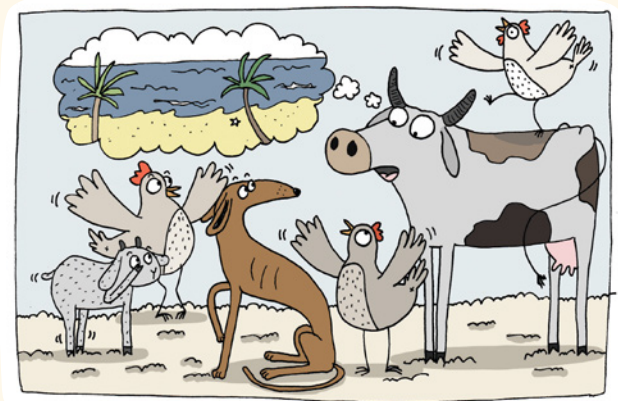
The animals were horrified. "We must help her," said Dog. The others agreed. The hens said, "Let's make a noise and I'll peck him with my beak." "And I will poke him with my big horns," said Cow. "And I will butt him with my head," said Goat. "And I will bite him with my sharp teeth," said Dog.

The man couldn't see anything because it was dark. But suddenly he heard stamping feet and a jumble of strange noises. Then he felt sharp horns poking his side, something biting his leg, something stabbing his head, and something pushing him over. He was terrified. He let go of the girl and began to shout for help. "Hawu! Hawu! What is happening? A mad, wild beast is attacking me!"

And he ran away as fast as could.

What do you think happened next?

You will be able to read the rest of the story in your LAB tomorrow.



MONDAY



LISTENING AND SPEAKING

News

15 min

Think-Pair-Share

- **Think:** Think about any news you have heard or a TV programme you've seen about animals.
- **Pair:** Tell your partner.
- **Share:** A few learners share some news with the class.
- Record observations in your lap book.

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

- Explain that this week, assessments for Term 4 will begin and will continue for three weeks.



PHONICS

Revise sounds XX and XX

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

[For Sepedi Monday and Wednesday, throughout PHONICS]

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



HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.
- From this week, learners may experiment with using pens instead of pencils.

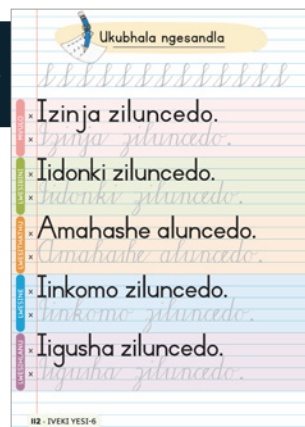
PG 113

10 min



PG 112

10 min



READING

Teacher read-aloud

TG

PG 87

15 min

Before reading

- Introduce the story: We are going to hear a story about some kind animals.
- Provide a purpose for listening: Listen to find out how the animals helped a young girl.

Read the text to the learners

After reading

- Are you looking forward to hearing what happened next?
- How do you think the story ends? (only have 2-3 learners answer)

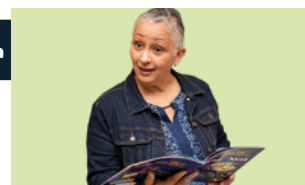


EFAL

- Teach a lesson from your EFAL programme.

[For Xhosa and Sepedi]

15 min





READING ASSESSMENT 1 AND INDEPENDENT WORK

Marking: See page 142
Marks: 10

Individual reading (Group 1)

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

Note: Do not humiliate the learner if they are struggling to read at grade level. Stop them and substitute an easier text (IW sentences?). Help them with difficult words if necessary. This will not affect marks allocated.



- **Independent work:** Sentences

PG 114
30 min

UMHLA

Funda izivakalisi

Umakazi utya indyandya.

Gomama bahambisa iindjwala kumsitho wokuvulwa kwendlu.

UNdyabo uthengelwe idyasi entle nguyise.

UNdyabo ubala imali yasebhankini.

Udyakalashwe uyazingela kwizandandyo zemvula.

Uthengelwe idyasi engani uNdyabo?

IB4 : IVEKI YESI-6 - MVULO



BEGINNING KNOWLEDGE

Introduce the concept

- Are there any animals where you live – in or near your home?
- What kind of animals are they?

Think-Pair-Share

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

Animals that help

KWL chart (LAB page 115)

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

PG 115
30 min

UMHLA

Izilwanyana eziluncedo

Into endizaziyo

Into endifuna ukwazi

Into endiyifundisiyo

Izaki gesi-6

Izaki gesi-7

Izaki gesi-8

IB4 : IVEKI YESI-6 - MVULO - IB



VISUAL ARTS ASSESSMENT

Illustrate a story

30 min

Class discussion

- Explain that an illustration is a picture which shows a part of a story.
- Ask: Can you find any illustrations in your LAB? Do the illustrations help you to understand the story better?
- Review the read aloud story *The Beast of Lusikisiki*. Discuss where it takes place, who or what the characters are, what happens.

Plan

- Tell the class they are going to illustrate a scene from the story.
- Their picture must have at least two people or animals in it.
- They need to plan the picture so that things in the foreground are bigger than things in the background.
- Remind them about the horizon, the vanishing

point, perspective and the relationship of figures to one another.

Draw

- Learners begin to draw or paint their picture.
- Keep the picture safe to complete tomorrow.

Marking:
See page 149
Marks: 5



PHYSICAL EDUCATION

Introduction

- Follow the procedure for PE activity stations on pages 24 and 25.

30 min



TUESDAY



LISTENING AND SPEAKING

What is a play?

15 min

Think-Pair-Share

- **Think:** Last term we read a play. It was about two grannies. How is a play different or the same as a story?
- **Pair:** Tell your partner.
- **Share:** Share some of the differences/similarities (e.g. both have characters, a play has words spoken by characters and can be acted, a story is divided into chapters while a play is divided into acts, etc).
- Use your lap book to record observations.



PHONICS

Practice

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

[For isiXhosa, Afrikaans AND Sepedi
Tuesday and Thursday]

PG 116

10 min

UMHLA

Fakela isandi esikhigwaga.

1 i ndle la	5 i amo
2 um yelo	6 indle
3 i ka	7 um kazi
4 i tyambo	8 um sho

106 - IVEKI YESI-6 - LWESIBINI



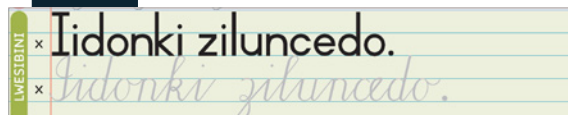
HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 112

10 min



SHARED READING

Vocabulary and comprehension

You will read the play first, before working with individual pages. Note that the play continues on every second page.

Before reading

- Read and briefly discuss the title and form of the text (a play). Link to the read-aloud story.

Shared reading

- Read the whole text to the learners.
- Read all the parts yourself this first time.
- Stop to explain any new words or concepts.

After reading

- Was this a happy ending? Explain.
- Was it similar to what you predicted?

PG 100-110

15 min

Isigebenga saseLusikisiki

Indima yoku-I
Indibano yezilwanyana (I)

Indawo: Ibhaya elilaphi naselusikisiki, eNtshona Kapa

Unkosi: Zingile le nkomo indala. Zibonakanyana ngaka ngamnye, mningaka elalumi, kwaye indala ngaka. Ewe, ibhaya ngaka. Yibumela esilaphi. Kwaye ngaka zibonakanyana zethu ezindala zibekela omaganda ambalwa. Kufuneka zingene embizeni NgeCawa!

Unkosi: Ushaba elilile elu. Futhi kweke kwaye, makhaya lea ibhalwe incini. Kunyaka kwaye, kwaye ngakazi metakone elinye. Into eyenzayo kukutya rhoqo. Ayikho makhaya kufuthi.

Unkosi: Ngenalanga antsha. Into eyifunayo kukubonobulela - into eyenzayo kukudlala nabantwana. Mayibambe.

Unkosi: Ewe, ayikho makhaya kufuthi. Siz kugheke esinye zezilwanyana ngamas, size sibathe ezinye sizise amantlari xa kufuneka bang. Mayibambe endabeni sizise uyalele ngaku.

100 - IVEKI YESI-6



WRITING

Vocabulary

Introduce the vocabulary words

- Read the flashcards. The words are all from Act 1 of the play (pages 100 and 102).

Word search

- Reread the first two pages of the play. Read all the parts.
- As you read learners spot the vocabulary words in the LAB text. They underline or circle

each new word. Some words will appear more than once.

Write

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

Display vocabulary

flashcards on the Word Wall.

15 min

bony friendly
beach lying
farmhouse

Introduce the
vocabulary
words

Individual reading (Group 2)

- Continue with assessment of individual learners.

See page 142

Marks: 10



- **Independent work:** *Grandpa Jack loves birds*

PG 117

30 min



Ways that animals are helpful

Discuss

- Brainstorm names of animals that can help us. Write their names on the board.
- Categorise into the different ways that animals help e.g. give us food, give us clothes, provide services.

Read and do

- Read LAB page 118 to and with the class.
- Learners complete the activity on their own by making their own lists.

PG 118

30 min



Illustrate a story (continued)

Activity

- Learners complete their picture using either paint or other media.

Display

- Display the artwork.

30 min



Marking:

See page 149

Marks: 5



Activity stations

- Follow the procedure for PE activity stations on pages 24 and 25.

25 min





LISTENING AND SPEAKING

Prepare

- Do a play reading in groups.
- Form groups of 10–11 learners or have smaller groups where learners read more than one part.
- Group leader says which learners will read each part.

Play reading Act 1

Read

- Read Act 1 on LAB page 100 in parts. Some learners will only read in Acts 2 and 3.
- Use your lap book to record observations.

PG 100

15 min

CHARACTERS

Farmer, farmer's wife, dog, cow, goat, hens (1-3), girl, man, children (2)



PHONICS

Revise sounds **xx** and **xx**

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

[For Sepedi Monday and Wednesday, throughout PHONICS]

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



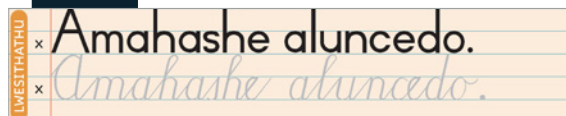
HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 112

10 min



READING

Comprehension: The animals get together (1)

Read

- Revise this week's vocabulary by holding up the flashcards.
- Re-read LAB page 100 with the learners.

Questions

- Look at the aligned comprehension on page 101.
- Read and explain any questions you think the learners may have difficulty with.



WRITING

Comprehension: The animals get together (1)

Write

- Complete the written LAB activity.

Check and correct.

- Go through the answers with the class.
- Learners self-mark or swap books.

PG 100

15 min



Isigebenga saseLusukisiki

Indima yoku-1 Indibano yezilwanyana (I)



Indima: Bhekisa ukufakazi naseLusukisiki, akhethohe Kikini

Umfaniso: Jonga le nkomo indala. Sabakengeniwa ngakho izimvula, iminyaka emihlanu, kwaye indima ngakho. Ewe, bhekisa ngakho. Yikho umkhosi, kanye ngakho izikhakasi zethu ezidala zibekela amandla emibolwa. Kukunika izimbe embizini Ng'cewe! Licela ekhahle aye. Futhi kuvuleke isazi, maseke lisa bhekishe incindi. Kunyaka ngakho, kwaye ayikazi lincinde elingq. Into eyingqozi kufakazi ngakho. Ayikho incindi kuthi.

Umfaniso: Ngaphelele imbeke. Into ayifakazi kukubonakubisi – into eyingqozi kukuthola naboqamela. Mngambele. Ewe, Ayikhozi kuthi. Siza kupheka izimpe ezizimekile ngakho, siza shakhe ezimpe ezise emakheni ka kupheka lona. Masingene endawini sizide upheka ngakho.

100 - IZEKI YE55-6

PG 101

15 min

Ukufunda ngengqajolo

Funda umfundo, **Indibano yesizwanyana (I)** (shepho le-100).

1. Gqibezela itheyibhile ngombhalo okanye ngaphawu lukusokokeisha. Kuzakufuneka uqhubele onke amaphepha amafutsho.

Umfundisi/Inqanaba	Umla obandakanya kuzakufuneka	Iyinhambisa	Akubandakani	Sikwenzani	Ngumntu
Umfundisi					
Indibano					
Indibano					
Difa					
Indibano					
Indibano					
Indibano (I)					
Indibano					
Indibano					
Indibano					
Indibano					

2. Yimbano kaboni ewaziwyo kweli phepha?

3. Indibano phi indima yoku-1?



READING ASSESSMENT 1 AND INDEPENDENT WORK

Individual reading (Group 3)

- Continue with assessment of individual learners.

Marking:
See page
142
Marks: 10



- Independent work:** *Rats!*

PG 120
30 min

UMHLA

Impukul

Cinga ngeempuku. Bhala amagama amabini apha afika engandweni.

Ingaba ubhale phantsi 'izinkolela'? Ukuba ubhale eli gama, ungakoleli. Impuku zizincuthe zakwa isumba. Zifumana izinto zingumbi koo. Impuku zingfundiswa ukwenza izinto ezinceda abantu.

Zingfundiswa ukufumana ingqushumba. Oka kusindisa ukam balantu.

Ziyakwazi nokunika ingula esithile emizambeni yabantu. La nto inceda oagqirha banike abantu amayeza alungileyo.

Ziyancedisa ukufumana izigebisi ezifihlwa ngabantu kwibhengezo kwiingqongileyo. Impuku zikhula zizengula kwibhengezo, zize zifumane izinto ngokunokwazo.

Bhala umkhathi ngendlela impuku ezinceda ngayo abantu.

120 - IVEKI YESI-6 - LMESTHATHU



BEGINNING KNOWLEDGE ASSESSMENT 1

Find out about a helpful animal

Instruct

- Remind learners what they already know about helpful animals.
- Explain that they are going to do a short research project. Remind them where they can find information (*in their LAB, in library books, asking other people, on the Internet (cellphone or computer).*)

- Read the headings in the blocks on LAB page 121 to and with the learners.

Write

- Learners do the research and write their findings in the blocks.

Marking:
See page
148
Marks: 15

PG 121
30 min

UMHLA

Fumanisa ngesilwanyana esiluncedo

Khethe isilwanyana ozakufumanisa ngaso. Gcwalisa ibhloko.

Isilwanyana esiluncedo

Ngama isilwanyana:

Apha uqumene khona:

☐ Sinceda ngani (✓)

☐ Ukufika

☐ Impahla

☐ Ukwabeni

Into esiyenzayo:

Olunge ulwazi oluyinyani olunika umfelo:

Xelela ikhosi ngesilwanyana esiluncedo.

IVEKI YESI-6 - LMESTHATHU 121



PERFORMING ARTS

Creative drama games

30 min

Warm up

- Learners walk around the room to a beat.
- They walk indifferent ways e.g. march like a soldier, walk with a stiff arms and legs, walk sideways like a crab.
- They stop when the beat stops.

Play the game

- Tell learners to visualise an imaginary ball – what shape is it, how heavy is it, etc.
- Ask: How would you show the ball with your hands.

- In turns, learners pretend to throw the imaginary ball to another learner who pretends the catch it.
- Continue until everyone has had a turn.

Cool down

- Learners lie on their backs, tightening/contracting all their muscles, moving from their faces to their toes.
- They then release all their muscles, making their bodies heavy on the floor, etc.



PHYSICAL EDUCATION

Activity stations

25 min

- Follow the procedure for PE activity stations on pages 24 and 25.



THURSDAY



LISTENING AND SPEAKING

Play reading
Act 2PG
104 & 106

15 min

Explain

- Learners continue reading the play in the same groups as yesterday.

Read

- Groups read Act 2 of the play on LAB pages 104 and 106 with learners taking the same parts as yesterday.

Use your lap book to record observations.



PHONICS

Complete the sentences

PG 122

10 min

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

*[For isiXhosa, Afrikaans AND Sepedi
Tuesday and Thursday]*

UMHLA

Bhala amagama ngendlela echanekeleyo.

1	ingosidyo	idyongosi
2	inidya	
3	isidya	
4	unobondye	
5	ndyaindya	
6	bhadyoyou	
7	ikutihandji	
8	landywai	

122 - IVEKI YESI-6 - LWESINE



HANDWRITING

Cursive sentences

PG 112

10 min

- Follow the procedure for Handwriting lessons on pages 8 and 9.

LWESINE

x Tinkomo ziluncedo.

x Tinkomo ziluncedo.



READING ASSESSMENT 2

Comprehension: The animals get together (2)

Prepare

- Explain that this is a comprehension test to assess how well learners understand what they read.
- Learners read page 102 silently.

Write

- They answer the questions on LAB page 103.

PG
102 & 103

15 min

Marking:
See page
142
Marks: 10

Indima yoku-! (iyaghubeka)
Indibano yezilwanyana (2)

Dijie: Hawu! Uyilele lo mntu. Nisomo endala? Ayilunganga le mntu.

Inkomo: Ndiyilele nje amabulale. Masibaleke! Musu!

Ibhakhe: Mawee! Ndiyilele nam! Andikuni banditge. Ndiyakubaleka nani. Mandibale eza zikhulakazi zimbale. Azisazi ezume ukungena embizeni!

Injane: Masihamba ngoku. Hawu, Hawu! Umfama mntakazi yilile basalele uyilele. Abasakuphinda baphume.

Izibhukhuni: Kulawo sikhokho phi? Kulakol! Kulakol! Sakhokho phi?

Inkomo: Musu! Ngoku ndandithole ndiyakumbula ndingengazi esantini elwandile namama wam.

Zonke ezinye: Kulakol! Hawu! Mawee! Kulakol! Luvabho elilile elile Nisomo endala! Masihambani!

102 - IVEKI YESI-6



READING ASSESSMENT 1 AND INDEPENDENT WORK

Individual reading (Group 4)

- Continue with assessment of individual learners.

Marking:

See page 142

Marks: 10



- Independent work:** *Dogs that save people*

PG 123

30 min



BEGINNING KNOWLEDGE

Concept review

30 min

KWL chart (LAB page 115)

- Help learners to complete the last row.

Group work

- In small groups learners report back on the research they did on a helpful animal.
- Circulate and assist.



PERFORMING ARTS

Visualisation

30 min

Warm up

- Learners walk around the room to a beat.
- They display different styles e.g. move lightly, waving arms and twisting the body.
- Stop when the beat stops

Play the game

- Retell the story of *The Beast of Lusikisiki*.
- As you mention a character, ask learners to close their eyes and visualise how they think the character would move.
- Repeat for all the characters.

Cool down

- Learners lie on their backs, relaxing all the muscles, making floppy hands and feet, wobbly head, loose tummy muscles, etc.



PHYSICAL EDUCATION

Activity stations

25 min

- Follow the procedure for PE activity stations on pages 24 and 25.



FRIDAY



LISTENING AND SPEAKING

Play reading Act 3

PG 108

10 min

Explain: We will read Act 3 today.

Groups: Form the same groups.

Read: Groups read Act 3 of the play on LAB page 108 with learners taking the same parts as yesterday.

Use your lap book to record observations.



PHONICS

Dictation

(editor insert the 2 words from phonics manuscript)

- Follow the procedure for dictation on page 8.

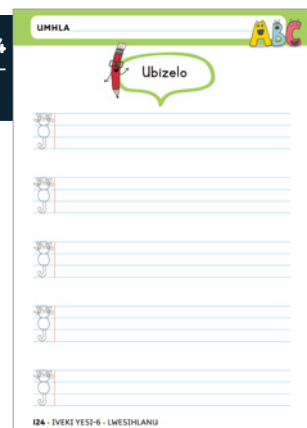
Words: XX and XX

Sentence: XXXXXX

(editor insert the sentence from phonics manuscript)

PG 124

10 min



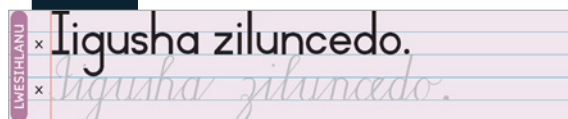
HANDWRITING

Cursive sentences

PG 112

10 min

- Follow the procedure for Handwriting lessons on pages 8 and 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.
- What did you notice about all the texts? (*all about helpful animals*).
- Did you get any surprises? (*rats helping? pigeons taking letters?*)

Marking

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



INDEPENDENT WRITING

Summing up the play

15 min

Explain

- When you write a summary, you don't need to remember all the details. A summary is short and includes just the main ideas. It is an outline of the story. Briefly go through the writing frame on the board, extracting oral sentences from the children.

Task

- Use the writing frame on the board retell the main events of the story.
- Look for:** Understanding of the story in the play, understanding of what a summary is, grammatically correct sentences in the correct sequence.

Summing up the play
Beginning
Middle
End



READING ASSESSMENT 1 AND INDEPENDENT WORK

Individual reading (Group 5)

- Continue with assessment of individual learners.

Marking:

See page 142

Marks: 10


- Independent work:** *Pigeon post*

PG 125
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 2 Worksheet 58: Animals that help us on pages 52 and 53.
- Home Language Workbook – **select a page**.

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

30 min


PHYSICAL EDUCATION ASSESSMENT 1 Game

25 min

- Set up a team game with a clear set of rules, e.g. mini cricket, mini soccer or rounders – depending on available equipment
- Explain the rules of the game.
- Divide the class into two teams.
- Play the game. Observe and record.

Marking:

See page 151

Marks: 5


TEACHER'S WEEKLY REVIEW

This week, I have:

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



Animals that help

OUTCOMES FOR THE WEEK

Learners will

- Learn about organisations that help both children and dogs
- Compare the work of the two organisations described
- Understand the concept of space in art
- Read poems about different animals
- Write the outline of an original animal story
- Complete two comprehensions, which include language and vocabulary

PREPARATION

Flashcards (English on the back)

Literacy	pulling	hurting	poking	pushing	stabbing
	<i>pulling</i>	<i>hurting</i>	<i>poking</i>	<i>pushing</i>	<i>stabbing</i>
Life Skills	food	clothing	transport		
	<i>food</i>	<i>clothing</i>	<i>transport</i>		

[1st row
to be
translated]

[2nd row
remains in
English]

MATERIALS

- Learners' exercise books
- Pens for handwriting
- Art materials: paper, kokis or crayons
- Equipment required for selected Physical Education activities

ASSESSMENT

Take in and mark: Handwriting

Informal: Dictation, Comprehensions, BK activities

Formal Assessment Activities

Mon	Listening and Speaking 1: Listening comprehension	LAB page 128	TG page 100
Tues	Phonics 1: Sounds	LAB page 132	TG page 102
Tues–Fri	PE: Group activities: locomotor, balance, perceptual motor	PRACTICAL	TG page 103, 105, 107 & 109
Wed	Beginning Knowledge 2: Compare organisations	LAB page 137	TG page 105
Thur–Fri	Performing Arts: Readers' Theatre	PRACTICAL	TG page 105 & 107

Giraffe and the oxpeckers

Note to versioners: include rich language which expands vocabulary

NOTE: This read-aloud story is used as a listening and speaking assessment.

We have been learning how animals help people. But animals also do things for one another. Here is a story about two animals that helped each other.

Long ago, in Africa, there was a big fire. The fire travelled so quickly and was so hot that all the animals had to run away as fast as they could. All except a pair little birds called oxpeckers. They could not leave their nest because it was full of baby chicks who were too young to fly.

The parents watched the flames coming closer and saw all the other animals running. They called to them saying: "Please help us save our chicks."

But the animals were running so fast they didn't reply. They were too frightened to stop running. They were afraid of getting burned.

"What will we do?" said the oxpeckers. "The fire is coming closer."

Just then Giraffe came rushing past. She heard their cries but, unlike the other animals, she stopped.

"Why aren't you flying away from the fire," shouted Giraffe.

"We can't leave our baby chicks," the oxpeckers said.

So, kind Giraffe stretched her long neck up into the tree and lifted the baby chicks with her mouth, one by one. She placed them gently on her back.

"Hold on tight," she said as she ran as fast as she could towards the river. The parent oxpecker flew next to Giraffe to make sure none of the chicks fell off.

"Thank you for saving our baby chicks, Giraffe," said the oxpeckers when they got to the water. "How can we thank you? What can we do for you?"

"Well, there is something you can do. I get ticks on my back. They bite me and make me sore. Can you pick them off my back for me with your beaks?"

"Of course we can," said the birds. "And we promise to do that forever and ever."

And ever since that day, the oxpeckers have pecked the ticks off giraffes. You can see them today if you go to a game reserve.





LISTENING AND SPEAKING ASSESSMENT 1

NOTE: This assessment activity will need **30 min** so Listening and Speaking and Read-aloud story have been combined. Other literacy lessons will be 5 min after the usual time.

Before reading

- Tell learners that this is a Listening Comprehension assessment activity.

Read the text to the learners

After reading

- Refer learners to LAB page 128.
- Explain how to answer true/false questions. If the statement is

correct, it is true. If the statement is not correct, it is false.

- Depending on learners' skill level you may:
 - read through all the questions before they circle the correct words
 - read the questions one by one and have learners answer in their books as you go.

PG 128

30 min



Marking: See page 140
Marks: 5



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 127

10 min



HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 126

10 min

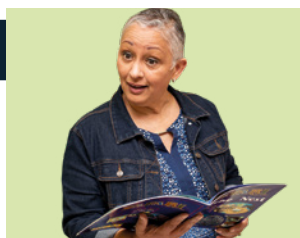


EFAL

- Teach a lesson from your EFAL programme.

[For Xhosa and Sepedi]

15 min



- **Group reading:** 2 groups
- **Independent work:** Sentences

30 min



Teaching the dogs

- With a partner, read LAB page 130.

- **Think:** Think of what you can teach a dog to do, e.g. tricks, come when called, guard your house, etc.
- **Pair:** Tell your partner what you think dogs can learn to do.
- **Share** with the class.

- Ask: What does Funda Njenja teach dogs?

30 min



Space in art

- Talk about the concept of space in a painting.
- Space is the area around or between objects in a picture. Space includes the background, foreground, and middle ground of a picture.
- Point out that if you divided your page into thirds, the bottom third would be the foreground, the middle third would be the middle ground and the top third would be the background.

- By managing these areas or planes of a picture, an artist can make a flat picture look 3-D.

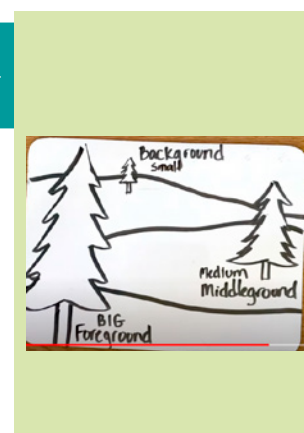
Look at the examples

- Look at the size and detail in the foreground, middle ground and background of the example picture.
- Read the text in the LAB.

Class discussion

- Ask: Do you think the picture looks realistic or not?

30 min



Introduction

30 min

- Choose four activities from page 25 for the week, including Activity 1, which will be assessed (a quarter of the learners each day).

- Warm up: Locomotor

- Walk in a circle, holding hands. On command, reverse the direction.
- Split group into 2 circles one inside the other. Outer circle walks clockwise, inner circle walks anti-clockwise. Change direction on command.

- **Activity: Balance**

- Stand on one foot to a count of 20. Repeat with the other foot.
- Balance a bean bag on head and hop on the spot.
- Gymnastics actions: hand stand, headstand or crabstand with support of a partner

- **Cool down: Perceptual motor**

- Learners face one another in pairs and do shadow actions.

Marking:
See page 151
Marks: 5

TUESDAY



LISTENING AND SPEAKING

Next week learners will do **speaking assessment**. They will each choose a poem to present and read to the class.

Demonstrate

- Show the class how to present a poem.
 - The title of my poem is *The Wind*.
 - I choose it because I love windy days.
 - I will read it for you now.

How to present a poem

15 min

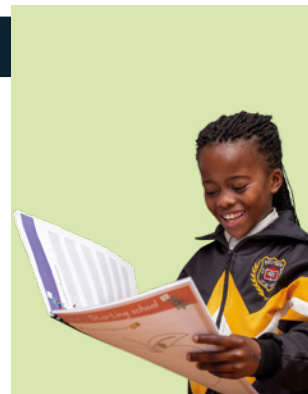
- Read poem with expression.

Read example poems

- Remind the learners about the poems they have heard this year.
- Read through some of the Week 5 & 7 poems with the learners.

Homework

- Choose a poem to present.
- Think about what you like about it.



PHONICS ASSESSMENT 1

Write sounds

- Follow the procedure for dictation on page 8.

Write sounds

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

(versioner please insert from Phonics manuscript)

Fill in the missing letters

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

PG 132

10 min

Marking:
See page 141
Marks: 10



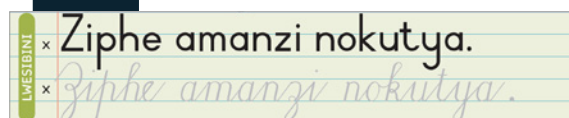
HANDWRITING

Cursive sentences

PG 126

10 min

- Follow the procedure for Handwriting lessons on pages 8 and 9.



SHARED READING

Vocabulary and fluency

PG 104 & 106

15 min

Vocabulary

- Briefly revise last week's vocabulary.
- Use the flashcards to introduce the new vocabulary.
- The words are from pages 104 and 106 (Act 2) of the play.
- What part of speech are they? (*action words*)
- Act one word and we will guess which it is.

Fluency

- Learners read pages 100, 102, 104 and 106 in pairs.



WRITING

Vocabulary

PG 104 & 106

15 min

Word search

- Reread pages 104 and 106.
- As you read, learners spot the vocabulary words in the LAB text. They underline or circle each new word. Some words will appear more than once.

Write

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

Display vocabulary flashcards on the Word Wall.

pulling
hurting
poking
pushing
stabbing



GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *Poem about a dog*

PG 133
30 min



BEGINNING KNOWLEDGE Reading to dogs

Read and discuss

- Review what learners already know about how dogs can help people.
- Read the text to and with the learners.

Write a sentence

- Complete the LAB activity.

PG 134
30 min



VISUAL ARTS Draw a landscape

Activity

- Learners practise drawing a line drawing showing foreground, middle ground and background.
 - Draw 3 curved lines across the page (see diagram).
 - Draw an object or animal in the foreground – it needs to fill the space.
 - Draw an object or animal in the middle ground – medium size.
 - Draw an object or animal in the background – small.
- The drawings must be black and white – pencil or koki.
- Note: You will find more details here: <https://www.youtube.com/watch?v=q75cDS-ZnbQ>

Keep till next week to complete

30 min



PHYSICAL EDUCATION ASSESSMENT 2

Activity stations

- Follow the procedure for PE activity stations on pages 24 and 25.
- Observe Activity 1.

25 min



Marking:
See page 151
Marks: 5

WEDNESDAY



LISTENING AND SPEAKING

Explain and demonstrate.

- Tell learners how to present a poem: speak clearly, use your voice (louder, softer, slowly or quickly), use your body by looking up often, standing straight etc.

Think-Pair

- Think about** how you will introduce the poem (the title, the topic, why you like it).

How to present a poem

- Share** your introduction with your partner. Take turns.
- Read your chosen poem to your partner. Take turns.

Homework

- Practice introducing and reading your poem.

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.



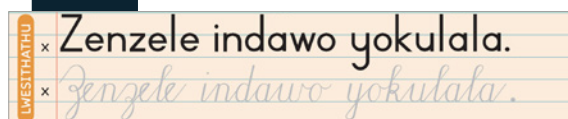
HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 126

10 min



READING

Comprehension: On the road to the sea (1)

Read

- Revise the week's vocabulary words using the flashcards
- Re-read page 104 with the learners.

Questions

- Look at the aligned comprehension on page 105.
- Read and explain any questions you think the learners may have difficulty with.

PG 104 & 105

15 min



WRITING

Comprehension: On the road to the sea (1)

Write

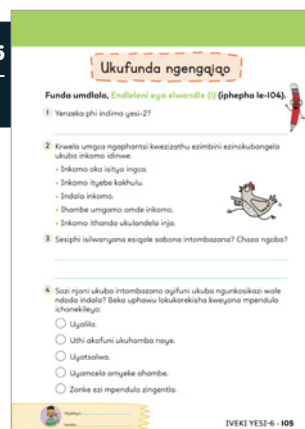
- Complete the written LAB activity.

Check and correct

- Go through the answers.
- Learners self-mark or swap books.

PG 105

15 min





GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *Poem about a horse*

PG 136
30 min



BEGINNING KNOWLEDGE ASSESSMENT 2

Compare organisations

Read and discuss

- Review the texts about dogs from Monday and Tuesday.
- Read the table with the class.

Write

- Learners complete the table comparing the two organisations.

PG 137
30 min

UMHLA

Thelekisa

Funda amangoku kwigqopho le-130 nele-134. Gcwalisa ithayibhile.

	Funda Ntjwa	Angel Paves
Wenza ntoni le mibutho?		
Basibenza kwezigidi indawo?		
Ucinga ukuba yintoni eyona nto inkulu umdla ngomsebenzi wabo?		
Thelekisa le mibutho mibini:		
Yintoni efanayo?		
Yintoni eyahlukileyo?		
Ukuba ungakhethe, ngawugqini umbutho anokusebenza nazo. Ngoba?		

IVUKI YESI-7 - LWESITHATHU - 137

Marking:
See page 148
Marks: 15



PERFORMING ARTS ASSESSMENT 1

Readers' Theatre

Prepare

- Explain that Readers' Theatre is a combination of reading and acting a play.
 - The actors can read their words, they don't need to learn them off by heart.
 - Actors actions, gestures and expression to make the play interesting.
 - Sometimes actors use props like hats, sticks, etc.
 - Remember that stage instructions are written in italics so they need to be acted, not read out.

Groups

- Learners work in small groups.
- Each group prepares one scene of *The Beast of Lusikisiki*.
- They discuss actions, gestures and props.
- Learners prepare and practise their scene to present the next day.

30 min



Marking: See page 150
Marks: 5



PHYSICAL EDUCATION ASSESSMENT 2

Activity stations

- Follow the procedure for PE activity stations on pages 24 and 25.
- Observe Activity 1.

25 min



Marking:
See page 151
Marks: 5

THURSDAY



LISTENING AND SPEAKING

How to present a poem

Pairs

- Find a space for pairs to present their poems to one another. They might have to go outside.

- Present your poem to your partner.

Homework

- Continue to practise for next week's assessment.

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 138

10 min



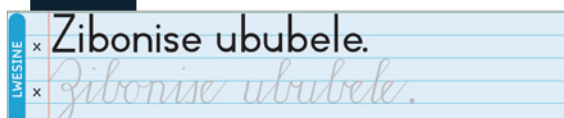
HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 134

10 min



READING

Comprehension: On the road to the sea (2)

Bridge to English

- Use the flashcards to revise the week's vocabulary words.
- Turn over the flashcards and introduce the English words.

Read

- Re-read LAB page 106.

Questions

- Look at the aligned comprehension on LAB 107.
- Read and explain any questions you think the learners may have difficulty with.

PG

106 & 107

10 min



WRITING

Language

Write

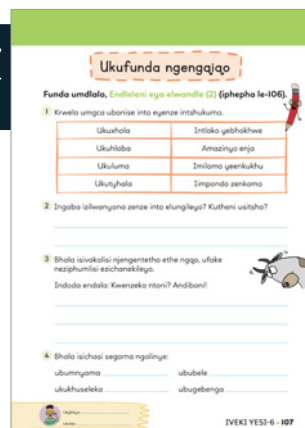
- Complete the written LAB activity.

Check and correct

- Go through the answers.
- Learners self-mark.

PG 107

15 min



SHARED WRITING

Planning a story

Explain

- Learners prepare this week to write their own original animal story next week.

Pairs

- Talk about an animal story you might like to write (3 min).

Shared writing

- Create an example story with the class. Have the initial idea prepared, for example, I want to write a story about a dog that helps a child.

- My characters are a child and a dog. What shall I call them?
- Where shall I set my story? (in the city, on a farm, at the beach)
- What should happen first (boy goes on a walk with dog)
- What happens then? (gets lost, cries)
- How does it end? (dog leads him home)

15 min

Planning a story

Characters

Setting

Plot

Beginning

Middle

End



GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *Poem about a sheep*

PG 139
30 min



BEGINNING KNOWLEDGE Concept review

30 min

KWL chart (LAB page 115)

- Help learners to add to the second row.

Discussion

- In pairs learners talk about how they feel about dogs. Use these questions:
 - Are they afraid of dogs or do they like them?
 - Do they think dogs are intelligent? Why/why not?
 - What would they like to teach a dog to do?



PERFORMING ARTS ASSESSMENT 1

Readers' Theatre (continued)

Perform

- Each group performs their Readers' Theatre for the class

Evaluate

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

30 min



Marking:
See page 150
Marks: 5



PHYSICAL EDUCATION ASSESSMENT 2

Activity stations

- Follow the procedure for PE activity stations on pages 24 and 25.
- Observe Activity 1.

25 min



Marking:
See page 151
Marks: 5

FRIDAY



LISTENING AND SPEAKING

Review of week

15 min

Think-Pair-Share

- **Think:** Are you prepared for your oral presentations next week? What was the hardest part of preparing? What did you learn about yourself?
- **Pair:** Share with your partner.
- **Share** with the class.



PHONICS

Timed word reading

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

PG 140

15 min

UMHLA

Ukufunda amagama ngexesha elibekiweyo

Fundela igabane lakho la magama ngomstus omnye.

igumbano	utyile	kwakuhle	inqwelo	indlela
funana	icinganga	utsaba	elandula	ihamile
umsonto	inganga	shela	isikhova	iqhezu
uthethile	inyaniso	umphoko	etobeka	uyalila
intwana	intlana	oatstati	itshifu	igoni
untando	ilhwelo	bophelela	wacenga	umfula
isitula	umongo	thuthani	ubuxaki	imvula
ingqondo	ingalo	thula	ingaka	ivatala

Inani lamagama awafunde ngokuchanekileyo _____.

140 : IVEKI YESI-7 : LWESHLANU



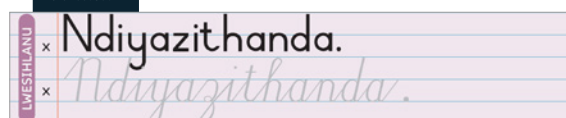
HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 126

10 min



READING

Independent work review

15 min

Read and answer questions

- Read this week's IW texts on pages 133, 136, 139 and 141 aloud **to** the class.
- Learners follow in their books.

Discuss the texts

- Which animal poem did you like best? Why?

Marking

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



INDEPENDENT WRITING

Planning a story

15 min

Explain

- Tell the learners they are going to plan and write an original story by themselves. They follow the example you wrote together on Thursday.
- Their story can be about animals or it can be about animals and humans but it must be their own creation.

Individual writing

- Learners copy the frame and fill in the outline of their own story.
- Encourage them to use their own ideas, not the ones in the example.
- Look for: completion of frame with words or phrases so that they can write their story next week.

Planning a story

Characters	
Setting	
Plot	
Beginning	
Middle	
End	



GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *Poem about bees*

PG 141

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 2 Worksheet 63 Animals that work for us: dogs pages 62 and 63.
- Home Language Workbook 1 – **select a relevant 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 pages 24 and 25.
- Observe Activity 1.

25 min

Marking:
See page 151
Marks: 5



TEACHER'S WEEKLY REVIEW

This week, I have:

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



Animals that help

NOTE: You may want to present the play to parents in an end-of-year celebration. If so, practise the play this week. See the notes on how to put on a play on page 124.

OUTCOMES FOR THE WEEK

Learners will:

- Read about masks and how to make animal masks.
- Create the story of Lena the donkey.
- Become aware of animal rights.
- Analyse a poster about animal rights.
- Make a poster about looking after animals.
- Complete two comprehension tests.
- Present poems to the class.
- Participate in play practice (if applicable).

PREPARATION

Flashcards (English on the back)

Literacy	thorny	brambles	weeds	scraps	worms
	thorny	brambles	weeds	scraps	worms
Life Skills	food	clothing	transport		
	food	clothing	transport		

[1st row
to be
translated]

[2nd row
remains in
English]

MATERIALS

- Learners' exercise books
- Pens for handwriting (except for assessment day)
- Art materials: paper, paint or kokis
- Equipment for making masks (if needed): paper plates, scrap cardboard, poster paints or kokis, scissors, glue, sticks for holding the mask
- Equipment required for selected Physical Education activities

ASSESSMENT

Take in and mark: Handwriting

Informal: Dictation, Comprehensions, BK activities

Formal Assessment Activities

Mon–Fri	Listening and Speaking 2: Present a poem	ORAL	TG pages 112, 114, 116, 118 & 120
Mon	Handwriting: Cursive sentences	LAB page 142	TG page 112
Thurs	Phonics 2: Dictation	LAB page 152	TG page 118
Fri	Writing 2: Animal story	Exercise book	TG page 120

They call me Lena

Note to versioners:
include rich
language
which expands
vocabulary

Words to learn before you read the story: foal gallop hooves

Learners can follow the story by looking at the pictures in the LAB page 145 as the teacher reads the story.

They call me Lena. I am a donkey. I used to pull a *karretjie*. A *karretjie* is a cart that donkeys pull. When I was a foal, I ran next to my mother while she pulled the *karretjie*. Our owner was a sheep shearer. He went to farms to cut the wool off sheep. He was kind. When we had to pull the *karretjie* very far, he let us rest. He gave us water.



But when he got old, his son drove the *karretjie*. This boy whipped us to make us gallop with the *karretjie*. He laughed if we fell over stones. My hooves were broken and sore.



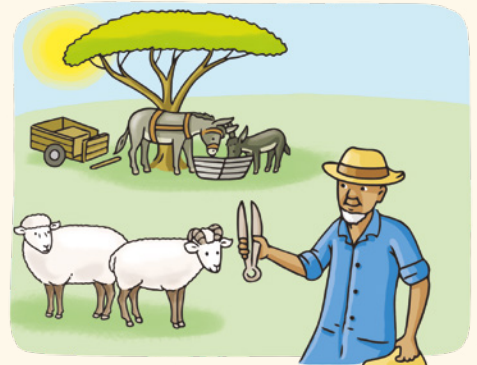
One day we came to a farm where a kind lady lived. The boy left us tied to the *karretjie* for a long time. The lady came and gave us water in a bucket. We were very thirsty. She filled that bucket many times. She let us drink as much as we wanted. She looked at our hooves and patted us. She talked to us in a soft voice.



We heard the lady talking to the boy. She talked to him in a loud voice. She shook her finger in front of his face. The boy came and untied us and let us eat grass.



When it was time for the *karretjie* to go, the kind lady came. She pointed to my hooves and shook her head. She gave the boy money. The boy untied me. The other donkeys pulled the *karretjie* away.



The kind lady put me in a field with her sheep. She told me to look after the sheep. I looked at the sheep. The sheep looked at me. We all ate the sweet grass in the field. I rested. I felt strong again.

One night, some big dogs came to the field. The sheep ran to me. The dogs wanted to bite the sheep. I kicked at them with my hard hooves. The dogs ran away.

In the morning the kind lady came. She brushed me. She said I was a good guard donkey.



MONDAY



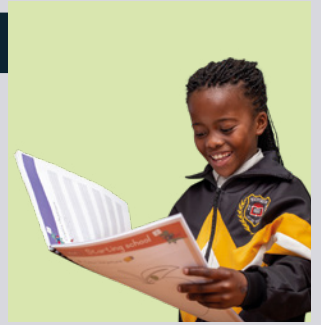
LISTENING AND SPEAKING ASSESSMENT 2

15 min

Present a poem

- Learners present their poems one by one to the class.
- Try to hear 10 learners each day. This may mean using other available time.
- Say something positive to each learner when they have finished.
- Try to have volunteers first. Hear very shy learners at break time.

Marking:
See page
140
Marks: 10



PHONICS

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

PG 143

10 min

- Do rapid sound recognition of sounds taught in Grade 2.
- 89Learners 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 ASSESSMENT

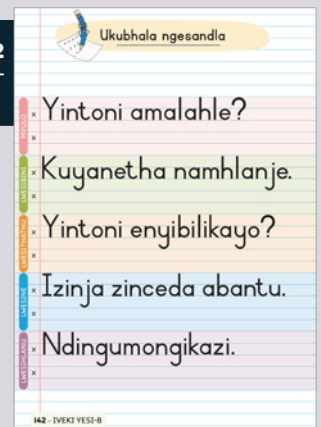
Cursive sentences

PG 142

10 min

- Explain that this is an assessment page.
- Use a pencil for the assessment. Make sure it is sharpened.
- Write each sentence in cursive on the lines.
- Write carefully and neatly.
- Choose your two best sentences for marking.
- Put a tick next to the two you choose.

Marking:
See page
143
Marks: 5



READING

Teacher read-aloud

TG
PG 111

15 min

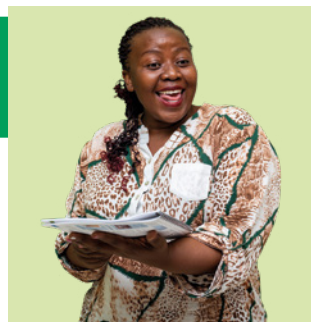
Before reading

- We are going to hear a story about someone who was kind to animals.
- Provide a purpose for listening: Listen to find out how an old lady helped an animal that was being abused.

Read the text to the learners

After reading

- What do you think the old man would say to his son if he saw him whipping the donkeys?
- Why do you think the kind lady talked to the donkeys in a soft voice, but to the boy in a loud voice?



EFAL

- Teach a lesson from the E-classroom.

[For Xhosa and Sepedi]

15 min





GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** Sentences

PG 144

30 min



BEGINNING KNOWLEDGE **Lena the donkey**

Read and discuss

- Review the Read-aloud story: Lena the donkey.
- Look at the pictures in the LAB.
- Ask: What do you think the people are saying? What is the donkey thinking?

Write

- Fill in the speech bubbles on LAB page 145.

PG 145

30 min



VISUAL ARTS

Draw a landscape (continued)

Discuss

- Review what the learners have learnt about space in art. Use vocabulary: foreground, middle ground and background.
- Review what learners know about patterns and texture: how using different patterns (dots, lines, crosses) can add texture to a picture and make it look 3-D.
- Review what learners know about focal points and colour: how using colour can focus the eye on a specific part of

the picture; how colours in the foreground are usually brighter and clearer.

Activity

- Learners use the black and white sketches they drew the previous week.
- Add additional lines and fill them with different patterns, e.g. dots, cross hatches, lines, zig zags in different colours.

Keep safe to complete tomorrow

30 min



PHYSICAL EDUCATION **Introduction**

- Follow the procedure for PE activity stations on pages 24 and 25.

30 min



TUESDAY



LISTENING AND SPEAKING ASSESSMENT 2

15 min

Present a poem (continued)

- Learners present their poems to the class one by one.

Marking:
See page
140
Marks: 10



PHONICS

Practice

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

*[For isiXhosa, Afrikaans AND Sepedi
Tuesday and Thursday]*

PG 146

10 min



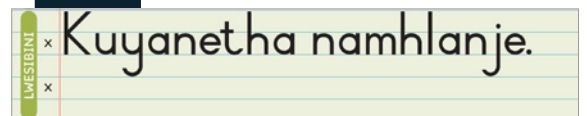
HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 142

10 min



SHARED READING

Vocabulary and fluency

Vocabulary

- Briefly revise last week's vocabulary.
- Use the flashcards to introduce the new vocabulary words.
- The words are from page 108 and 110 (Act 3) of the play.

Fluency

- Learners choose a page from the play to read to their partner (all the parts).

PG

108 & 110

15 min



WRITING

Vocabulary

Word search

- Reread pages 108 and 110.
- As you read, learners spot the vocabulary words in the LAB text. They underline or circle each new word. Some words will appear more than once.

Write

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

PG

108 & 110

15 min

thorny
brambles
weeds
scraps
worms



GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *Masks*

PG 147

30 min



BEGINNING KNOWLEDGE *Animal rights*

Think-Pair-Share

- **Think:** Think of animals that need us to look after them
- **Pair:** Tell your partner about what we can do to look after animals.
- **Share** with the class.

Read and discuss

- Read the text on the poster on LAB page 148 to and with the class.
- Ask: Why should we look after animals?

Write

- Answer the questions on LAB page 148.

PG 148

30 min



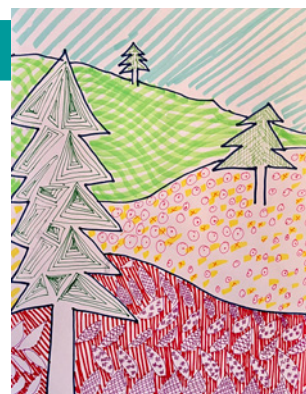
VISUAL ARTS *Draw a landscape (continued)*

Activity

- Learners complete their landscapes

Display and discuss

30 min



PHYSICAL EDUCATION *Activity stations*

- Follow the procedure for PE activity stations on pages 24 and 25.

25 min



WEDNESDAY



LISTENING AND SPEAKING ASSESSMENT 2

15 min

Present a poem (continued)

- Learners present their poems to the class one by one.

Marking:
See page
140
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.



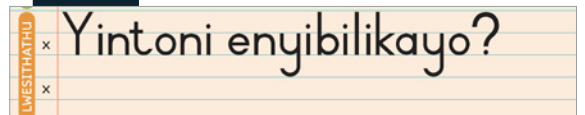
HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 142

10 min



PG 149

10 min



READING

Comprehension: A new home (I)

Read

- Revise this week's vocabulary by holding up flashcards.
- Re-read page 108.

Questions

- Look at the aligned comprehension on page 109.
- Read and explain any questions you think the learners may have difficulty with.

PG 108 & 109

10 min



WRITING

Comprehension: A new home (I)

Write

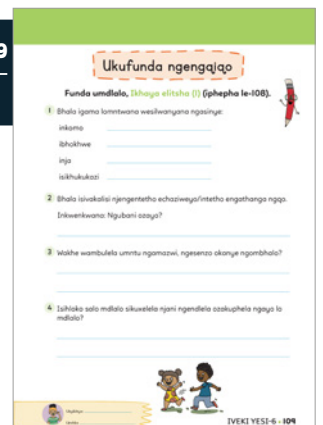
- Complete the written LAB activity.

Check and correct

- Go through the answers.
- Learners self-mark or swap books.

PG 109

15 min





GROUP GUIDED READING AND INDEPENDENT WORK

- Group reading: 2 groups
- Independent work: *Make a cow mask*

PG 150

30 min



BEGINNING KNOWLEDGE Make a poster

Read and discuss

- Read through the instructions on how to plan and make a poster with the learners.

Write

- Learners work through the plan on LAB page 150 with a partner.

Draw

- Make the poster you planned in pairs.
- Did you follow your plan? Why or why not?

Display

- Display and comment on the posters.

PG 151

30 min



PERFORMING ARTS Choral verse

Prepare

- Explain that choral verse is a way of reciting a poem as a group.
- Some lines can be said by individuals in the groups. Others can be said by the whole group.
- The object is to make a sound picture with voices by changing pace (fast/slow), volume (loud/soft), pronunciation (accent), gestures and pitch (high/low). We call the verbal dynamics).

Do

- Select one of the poems from the LAB. Discuss which lines need a

heavy sound and which need a light sound.

- Divide the class into two groups. One group reads the heavy lines using deep voices. The other group reads the light lines using higher voices.
- Practice reading the poem as a class until you can read it fluently.

Groups

- In groups of six to eight, learners choose another poem and mark the lines as heavy or light.
- They practise the poem together.

30 min



PHYSICAL EDUCATION Activity stations

- Follow the procedure for PE activity stations on pages 24 and 25.

25 min



THURSDAY



LISTENING AND SPEAKING ASSESSMENT 2

15 min

Present a poem (continued)

- Learners present their poems to the class one by one.

Marking:
See page
140
Marks: 10



PHONICS ASSESSMENT 2 Dictation

PG 152
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)

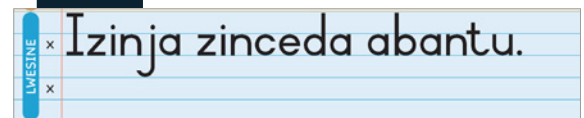
Marking:
See page
141
Marks: 5



HANDWRITING Cursive sentences

PG 142
10 min

- Follow the procedure for Handwriting lessons on pages 8 and 9.



READING Comprehension: A new home (2)

PG 110 & 111
15 min

Bridge to English

- Use the flashcards to revise this week's vocabulary.
- Turn over the cards and introduce the English words.

Read

- Re-read page 110.

Questions

- Look at the aligned comprehension on page 111.
- Read and explain any questions you think the learners may have difficulty with.



WRITING Comprehension: A new home (2)

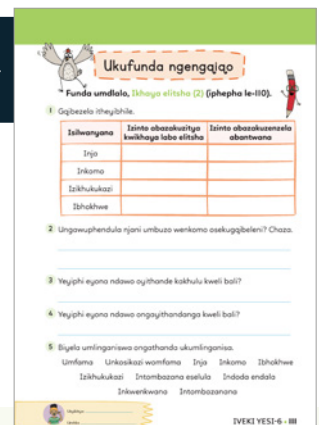
PG 111
15 min

Write

- Complete the LAB activity.

Check and correct

- Go through the answers.
- Learners self-mark or swap books.





GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *Make a dog or chicken mask*

PG 153

30 min



BEGINNING KNOWLEDGE

Concept review

30 min

KWL chart (LAB page 115)

- Help learners to complete the last row.

Thumbs up/thumbs down

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

food

1. only farm animals provide food for us
2. some animals are hunted for food
3. people can eat reptiles and insects

clothing

1. we get clothing from bees
2. we can make clothes from the silk silkworms make
3. wool is used for clothing

transport

1. elephants can be used for transport
2. it is right to beat donkeys and horses to make them work
3. some people still use animals for transport

Bridge to English: Life Skills, food, clothing, transport



PERFORMING ARTS

Choral verse (continued)

30 min

Perform

- Each group performs their choral verse in turn.

Evaluate

- Encourage positive comments after each performance.
- Comment on verbal dynamics (heavy and light sounds).



PHYSICAL EDUCATION

Activity stations

25 min

- Follow the procedure for PE activity stations on pages 24 and 25.



FRIDAY



LISTENING AND SPEAKING ASSESSMENT 2

15 min

Present a poem (continued)

- Learners present their poems to the class one by one.

Note: if all the learners have presented a poem of their choice, you can use this time to do choral verse or practice the play, *The Beast of Lusikisiki*.

Marking:

See page 140

Marks: 10



PHONICS

Word sort

10 min

- Choose any two sounds to revise.
- Write 10–20 words on the board containing one or the other sound. With learners, underline the target sounds.
- Draw two columns on the board. Re-write two or three of the words into the correct columns.
- Learners draw two columns in their books and do a word sort.

pho	tso



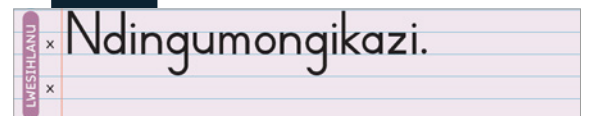
HANDWRITING

Cursive sentences

PG 142

10 min

- Follow the procedure for Handwriting lessons on pages 8 and 9.



READING

Independent work review

15 min

Read and answer questions

- Read this week's IW poems on pages 144, 147, 150, 153 and 154 aloud **to** the class. Learners follow in their books.

Discuss the texts

- Which text did you like best? Why?
- Are you going to make a mask? Which one? Did you learn any new facts? New words?

Marking

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



WRITING ASSESSMENT 2

Animal story

15 min

Task

- Using this frame as a guide, write your animal story.
- Use paragraphs.

Marking:

See page 144

Marks: 10

Title
Beginning
Middle
End



GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *Make a goat mask*

PG 154

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 2 Worksheet 64 Animals that work for us: donkeys pages 64 and 65.
- Home Language Workbook 1 – **select a relevant page.**

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 pages 24 and 25.

25 min



TEACHER'S WEEKLY REVIEW

This week, I have:

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

I have scheduled a time next week for:

- **any class catchup** or general feedback that is needed
- **individual**, one-to-one teaching, e.g. when the class is busy, or early in the morning.

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

WEEK 9 OVERVIEW



Our class has talent

If you are presenting a celebratory concert or play, you will need to prepare and rehearse.

OUTCOMES FOR THE WEEK

Learners will:

- Learn about a TV show called SA Idols and young participants
- Read a story about the end of term in one school
- Independently read about end of term activities
- Practice for a school concert
- Identify features of a recipe and letter
- Create a 3D mask.

PREPARATION

Flashcards (English on the back)

Literacy	soloist	memorise	choir mistress	scenery	audition	[1st row to be translated]
	soloist	memorise	choir mistress	scenery	audition	
Life Skills	product	process	experiment			[2nd row remains in English]
	product	process	experiment			

Sentence

But Mrs Leballo had one more surprise. She had noticed how the children had all helped one another to make the play a success. Lebone was less boastful these days and Pula had stopped pushing other children. Tumelo was more confident.

MATERIALS

- Language exercise book for writing, independent reading responses and handwriting
- Art supplies
- For experiment: 2 tea bags, 2 clear glass mugs, kettle to boil water
- Equipment required for selected Physical Education activities

ASSESSMENT

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

Informal: Timed word reading

A famous TV show

*Note to versioners:
include rich
language which
expands vocabulary*

This text is an introduction to the Life Skills (PSWB) theme. The teacher reads it on Monday (see TG page 126).

South African Idols is a TV show where people who love to sing compete against each other. The winner of the TV show wins big prizes like a car and a lot of money. They also get a contract with a recording company so that their songs will be heard by millions of people.

The first *South African Idols* was in 2002 and there have been many seasons since then. The show is based on an England show called *Pop Idols*. The *Idols* competition has been run in 46 countries and broadcast in more than 150 countries in many different languages.

Each season has a different celebrity who helps to run the show and there is a panel of judges who decide who is the best singer. One of the most famous judges was Randall Abrahams. The most famous presenter was ProVerb.

At the beginning, there are thousands of hopeful singers. Every week, some singers go home and others go on to the next round. At the end, there are just three singers left. The public votes for their favourite singer and they win the title and the prize.

The show has had lots of really good singers over the years. Some of them have become famous in South Africa and overseas and have made lots of great music that people love to listen to. You will read about some of the winners later this week.

Even people who didn't win have gone on to do amazing things, like Amanda Black, for example. You will also read about her this week. They have also become famous.

South African Idols is a great show because it gives people who love to sing a chance to show everyone what they can do. It's fun to watch and lots of people enjoy it!



SCHOOL CONCERTS

School concerts

WHY DO WE HAVE SCHOOL CONCERTS?

Firstly, we give concerts to showcase what learners have achieved. Concerts are an opportunity for parents, teachers and the community to see what has been learnt and for learners to take pride in what they have done.

Secondly, concerts are an opportunity for learners to express themselves creatively. A concert gives learners a chance to “perform” and polish what they learnt. This develops both confidence and skills.

Thirdly, concerts are a good way of drawing a theme, term or year together in a celebration of what has been learnt. Concerts are a fun way to involve others in the school community.



SOME CONCERT DOS AND DON'TS

Do	Don't
<ul style="list-style-type: none"> • Do start planning early. Ask permission from the principal. Look at the term plan and see what you can use that you are already doing in class. Think about songs and poems that you and the learners are already familiar with. Think who can help you – parents, an EA, another teacher. Ask them early. • A checklist is a useful aid in planning – look at the example and adapt it to your context. 	<ul style="list-style-type: none"> • Don't leave everything to the last minute. You will be stressed, the learners will be stressed and the concert will not be fun. Use your checklist!
<ul style="list-style-type: none"> • Do consult your learners. They are more likely to participate and try hard if it is something that they like doing or want to do. • Brainstorm ideas with them, but make sure they understand that not all their ideas will be used. The final decision is yours. 	<ul style="list-style-type: none"> • Don't choose items that are very difficult or that your learners may not like. Make suggestions and listen to their responses before finalising your programme.
<ul style="list-style-type: none"> • Do build the concert preparation into your normal timetable. • Choose items that you have done or are already doing in class. • For example: If the learners have already worked on a play like “The Beast of Lusikisiki”, and have practised some poetry recitation or choral verse using the poems in the Learner’s Activity Book, then polish those items instead of starting with something completely new and different. • In addition, use other lessons for some of your concert preparations. • Visual Arts lessons can be used to prepare props like masks, and make advertising posters. • Writing lessons can be used to make invitations, programmes and tickets. • Mathematics lessons can be used to work out how many people can be seated in each row, how much refreshments will cost, etc. 	<ul style="list-style-type: none"> • Don't spend the entire term rehearsing and ignore the rest of the timetable. • Learners need to understand that the concert is a part of normal learning and not something completely separate.
<ul style="list-style-type: none"> • Do keep every section in the concert short and simple. It doesn't have to be one long and complicated act to be successful. • Give each class or group one short section to work on. This means you can put the whole concert together without too much time wasted and too much stress. 	<ul style="list-style-type: none"> • Don't choose a play with a very complicated story line, costumes and scenery. A lot of short, related items make the concert more interesting, involve more participants and let everyone shine.

<ul style="list-style-type: none"> • Do have one or two simple songs that everyone can sing at the same time. You don't need a choir to sing simple, fun songs that the learners will enjoy. 	<ul style="list-style-type: none"> • Even if you have an amazing singer on the staff or an amazing choir in the Intermediate Phase, don't let them dominate the concert. The concert is about the children. • Let your staff member or Senior choir sing one song at the end if they insist.
<ul style="list-style-type: none"> • Do let everyone participate. Not everyone needs a speaking part, but everyone can join in a group song or dance. 	<ul style="list-style-type: none"> • Don't choose only the top students to participate. Even the shy child or the child with behavioural challenges has something to contribute.
<ul style="list-style-type: none"> • Do think about your venue when you start planning. If you are going to perform in the school hall, practise there a few times before the show so that learners get used to the big space. • If you are going to perform outside, remember that the sound will disappear more easily, so choose children with loud voices for dialogue and make sure that there are enough singers to make a good sound. 	<ul style="list-style-type: none"> • Don't rely too much on a sound system. A microphone may be available, but lots of things can go wrong. Power outages, a faulty microphone, learners who get shy when they see the mic for the first time are all possible problems. • Rather plan items that can work without a mic and sound system.
<ul style="list-style-type: none"> • Do practise enough so that learners are confident but are still enjoying what they are doing. • Make the practices fun too. Set little challenges for learning words of a poem or song with small rewards. For example, if your group knows all the words by Friday you can go out to play 5 minutes early. 	<ul style="list-style-type: none"> • Don't practise so much that the learners are bored and start to hate the idea of the concert. Don't "drill" the words or the songs. If learners make a mistake on the day, no one will mind.
<ul style="list-style-type: none"> • Do keep costumes and props simple. Remember that the important thing is what the children learn from participating in the concert, not how fancy it looks. Use hats, scarves and masks to show different characters, rather than full costumes. Let learners wear their own clothes. Borrow props from parents and colleagues. But do remember to return the props. 	<ul style="list-style-type: none"> • Don't spend a lot of money on costumes and props. Remember that many parents do not have resources to provide fancy costumes. The school also should not spend a lot of money on something that will only be used for a short time.
<ul style="list-style-type: none"> • Do keep checking if the learners are coping with the items you have chosen. If they are too difficult, maybe simplify the action. If they are too easy, add something more. 	<ul style="list-style-type: none"> • Don't stick to the programme if things are not working. Feel free to change things, add items and remove ones that are not working.

Above all make sure the concert is fun for everyone. Everyone – children, teachers, families – needs to enjoy the concerts, including the preparation, rather than feeling that they are taking up too much time or are too stressful.

AN EXAMPLE CHECKLIST

One month before

- ☐ Finalise programme (with principal, other teachers, children)
- ☐ Confirm venue
- ☐ Appoint committees for costumes and props; catering; fundraising; printing (if needed)
- ☐ Children's roles allocated (everyone should take part)
- ☐ Rehearsals scheduled
- ☐ Invitations and programme written

One week before

- ☐ Invitations copied and sent home
- ☐ Refreshments ordered
- ☐ Programme copied

Day before

- ☐ Venue swept and cleaned
- ☐ Chairs put out
- ☐ Any scenery put up
- ☐ Dress rehearsal wearing costumes and using props

Day of concert

- ☐ Children arrive early and change in classroom
- ☐ Loudspeakers and music set up (if needed)
- ☐ Ushers wait at entrance with programmes
- ☐ Catering committee lays out refreshments
- ☐ Front rows reserved for honored guests

MONDAY



LISTENING AND SPEAKING

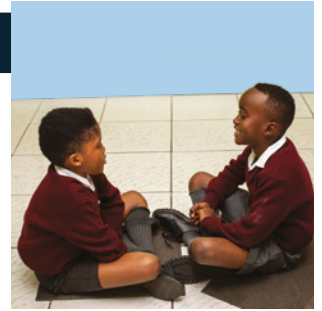
News and opinions

15 min

Think-Pair-Share

- **Think:** What did you watch on TV over the weekend? How much did you like it? Explain.
- **Pair:** Tell your partner.
- **Share:** A few learners share with the class.

Prepare learners 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 163

10 min

UMHLA

gcw igcwele

uGcwanini gcwalisa igcwele

u-ya-gcwa- li-sa u-m-gcwa- li-se-le u-m-gci-ni

Umama umgcwalisele uGcina ngokungcala akwenzileyo.

IVEKI YE-9 • MVULO • 163



HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 162

10 min

Ukubhala ngesandla

Sicule ekhonsathini.

Sibhaka iibhiskiti.

Sibhala iileta zombulelo.

Siza konwaba.

Siyavalelisa.

162 • IVEKI YE-9



READING

Teacher read-aloud

Before reading

Have a class discussion about singing

- Do you like singing? Do you dream of being a famous singer one day? What do you think it feels like to be famous?

Provide a purpose for listening: Listen to find out more about the singing competition, SA Idols

- Read the text to the learners.

After reading

- Where did Idols start?
- When did SA Idols start?
- How does the winner get chosen?
- Do the winners become famous?

TG PG 123

15 min

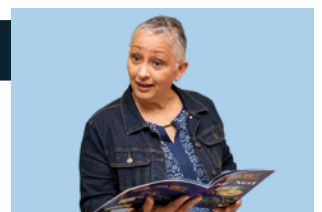


EFAL

- Teach a lesson from your EFAL programme.

[For Xhosa and Sepedi]

15 min



- **Group reading:** 2 groups
- **Independent work:** Sentences

30 min

UMHLA



Introduce this week's Life Skills focus

- Who has watched Idols SA? Have you ever wondered about these talented people and how they became Idol winners? We are going to learn about three contestants this week and try to understand **why** they succeeded.

- Read the fact file on LAB page 165.
- Ask groups to discuss each question.

- They choose one group member to report back.
- Remind the class that a report back contains the main points of the discussion.

- Have report backs question by question.
- Sum up the most interesting report back or any commonalities.
- Try to link winner's attitude to children's own positive attitudes of working hard, setting a goal etc.

30 min

[illegible]

**Look at the painting on LAB
page 166**

- Use this painting to remind learners about the various visual art concepts they have learnt about this year.
- It is a painting by Paul Gauguin (pronounced Go-gan) He lived between 1848 and 1903. In the 1890s he left France and went to live on the island of Tahiti. He was inspired by the bright sunshine and the

bright colours worn by people on the island. He painted a lot of pictures of the beach and the sea. In this painting two women are relaxing on the beach.

- Discuss the questions about foreground, horizon, focal points and the relationship between the figures.
- Learners complete the LAB activity in pairs.

30 min

UMHLA



- Follow the procedure for PE activity stations on pages 24 and 25.

30 min





LISTENING AND SPEAKING

15 min

Describing opinions and attitudes

Think-Pair-Share

- **Think:** Think about someone you admire, for example, on TV, or in your community. Why do you admire them? Is it their positive attitudes? How could you be like them when you are bigger?
- **Pair:** Tell your partner.
- **Share:** Have some learners report back.



PHONICS

Practice

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

**[For isiXhosa, Afrikaans AND Sepedi
Tuesday and Thursday]**



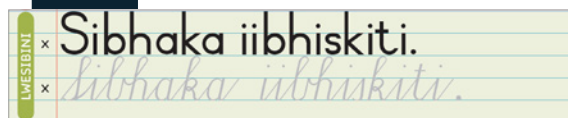
HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 162

10 min



SHARED READING

Comprehension

Before reading

- Read and briefly discuss the title.

Shared reading

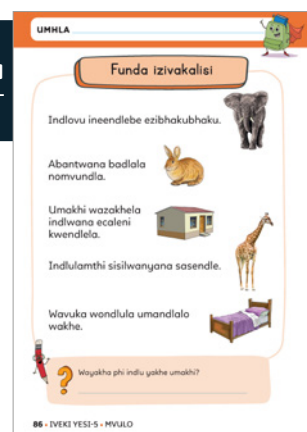
- Read the story with the learners.
- Read the words with speech marks with expression.
- Use the pictures or a synonym to explain any new words or concepts.

After reading

- Allow one learner to answer the question at the end of each page.
- How did some children change?

PG
156-161

15 min



WRITING

Comprehension

Questions

- Explain that the text is a summary of the story.
- Revise the format of the gap-filler.

Write

- Fill in the missing words on LAB page 168.

Check and correct

- There may be variations in answers. This is fine if the word makes sense.

NOTE: Gap-fillers or Cloze activities are a good indication of reading ability.

PG 168

15 min



- **Group reading:** 2 groups
- **Independent work:** *An Invitation and programme*

30 min



Fact file: Amanda Black

- In groups, read the fact file on LAB page 170.
- Ask groups to discuss each question and choose a learner to report back on each one.
- Remind the class that a report back contains the main points of the discussion.

- Have report backs question by question.
- Sum up the most interesting report back or any commonalities.
- Try to link to winner's attitude to children's own positive attitudes of determination and hard work, positive cultural identity and trying again if they don't succeed initially.

30 min



Make a mask

- Remind learners about the instructions for making masks they read in Week 8.

- Learners choose one mask to make. They follow the instructions and complete their mask.

The masks can be used during the concert.

30 min



Activity stations

- Follow the procedure for PE activity stations on pages 24 and 25.

25 min



WEDNESDAY



LISTENING AND SPEAKING

15 min

Describing positive dreams and attitudes

Think-Pair-Share

- **Think:** What attitudes do you think are important in order to attain your dream one day? Think of the fact files you have read so far.
- **Pair:** Tell your partner.
- **Share:** Have some learners report back.



PHONICS

Revise sounds XX and XX

PG 171

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

hlw

umhlaba

umhlwayeli

ihlwempu u-m-hlu-zi

luhlaza u-m-hlwa-ye-li

umhlwa i-si-hlwe-le

UNomhle ubone umhloli ephunga umhluzi.

IVEKI YE-9 • UMESTHATHU • 07



HANDWRITING

Cursive sentences

PG 162

10 min

- Follow the procedure for Handwriting lessons on pages 8 and 9.

UMESTHATHU

x Sibhala iileta zombulelo.

x *Sibhala iileta zombulelo.*



SHARED READING

Vocabulary

PG 156-161

15 min

Vocabulary

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

soloist	memorise	choir mistress	scenery	audition
---------	----------	----------------	---------	----------

Word search

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

Learners sort flashcards into alphabetical order.

UMHLA

Isigama

ukuvavanya umculi ukukingya umculi wesala

umkhatheli wemayaza indawo yamdlalo

Gqibezela ithayibhile.

Isigama	Intsingiselo
	Umcu! acula yedwa.
	Ukwazi into ngentloko.
	Umntu ophethe ikwayana.
	Imfanekiso yendawo engasemva yekubonisa umdlalo.
	Ukulinganisa into phambisa komphulaphuli/abaphulaphuli.

Bhala isigama esingentlo ngokulandelelana kwealfabethi.

172 • IVEKI YE-9 • UMESTHATHU



WRITING

Vocabulary

PG 172

15 min

Oral

- Read the activity on LAB page 172 out loud to the class.

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

ukuvavanya umculi ukukingya umculi wesala

umkhatheli wemayaza indawo yamdlalo

Gqibezela ithayibhile.

Isigama	Intsingiselo
	Umcu! acula yedwa.
	Ukwazi into ngentloko.
	Umntu ophethe ikwayana.
	Imfanekiso yendawo engasemva yekubonisa umdlalo.
	Ukulinganisa into phambisa komphulaphuli/abaphulaphuli.

Bhala isigama esingentlo ngokulandelelana kwealfabethi.

172 • IVEKI YE-9 • UMESTHATHU

- **Group reading:** 2 groups
- **Independent work:** *Thank you*

[illegible]

Group discussion

- ## Class work

- [illegible]

Class

- 30 min



- Follow the procedure for PE activity stations on pages 24 and 25.

25 min



THURSDAY



LISTENING AND SPEAKING

My special talents

15 min

Think-Pair-Share

- **Think:** What are you good at? Think widely (particular school subjects, reading, drawing, music, acting, speaking, being kind to others, sports, helping older people, caring for animals, learning a language etc). Also think about what you like to do.

- **Pair:** Share with your partner.
- **Share:** Share with the class.

Explain

- Every child is unique and so will be better at some things than others. If you are aware of what you like or are good at, you can practice hard and become better. If you are good at few things that is even better.



PHONICS

Complete the sentences

PG 175

10 min

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

[For isiXhosa, Afrikaans AND Sepedi Tuesday and Thursday]

UMHLA

Bhala isivakalisi ngomfanekiso ngamnye.

IVUKI YE-9 • LWESINE • 175



HANDWRITING

Cursive sentences

PG 162

10 min

- Follow the procedure for Handwriting lessons on pages 8 and 9.

LWESINE

Siza konwaba.

Siza konwaba.



SHARED READING

Language

10 min

Introduce the sentences

- Read the sentences on the board.
- Learners find and underline the sentences in the text.

Work with the sentences

- Identify and circle all the proper nouns. (*Mrs Leballo, Lebone, Pula, Tumelo*)
- Are there any pronouns? (*she*)

- Are there any conjunctions? (*and*)
- In which tense are the sentences written? (*past*)
- Change the final sentence into the future tense.

Revise punctuation

- Revise general punctuation and punctuation for direct speech.

But, Mrs Leballo had one more surprise. She had noticed how the children had all helped one another to make the play a success. Lebone was less boastful these days and Pula had stopped pushing other children. Tumelo was more confident.



WRITING

Language

PG 176

15 min

Write

- Learners complete LAB page 176.

Check and correct

- Go through the answers.
- Learners self-mark.

UMHLA

Ulwimi

Funda isivakalisi.

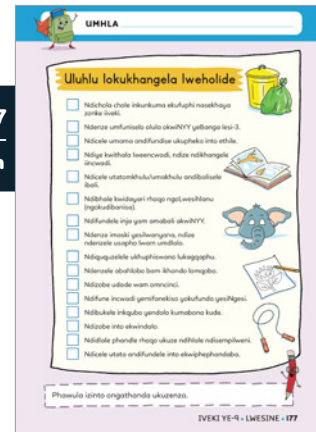
Ukhaz Leballo wayenzinzele isithuko. Maqwalasela Indlela abantwana elibandakanya ngayo akwenza umdalo uphumile. ULebone wayengqongas kanokwe kwentluku noPula wayayakile ukuthola abanye abantwana. UTumelo wayazithemba ngakumbi.

1. Kwelwa umgca ngaphantsi kweethlanganisizigama elibandakanya.
2. Bigela zonke izibizo kunye nezimelabizo. Faka umbalo abantu kwizibizo zangaphantsi.
3. Bhala esi sivakalisi kwisheko elizogqo. UTumelo wayazithemba ngakumbi.
4. Faka iziphumli kwesi sivakalisi. Nolebenza kukhulu kulo ngakumbi watho ukhaz Leballo ndiyazingisa ngani nani.
5. Dibanisa esi sivakalisi.
 - UTumelo wayazithemba ngakumbi. Wadlala nabanye abantwana. [kwaye]
6. Nkazi Leballo wayengqongasela isithuko. Besijimfika. [kwaye]

176 • IVUKI YE-9 • LWESINE

- **Independent work:** *Holiday checklist*

30 min



30 min



30 min



25 min



FRIDAY



LISTENING AND SPEAKING

Review of week

15 min

Think-Pair-Share

- **Think:** What positive things did you learn this week? What will you try and do differently from now on?
- **Pair:** Share with your partner.
- **Share** with the class.



PHONICS

Timed word reading

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

PG 178

10 min

UKHLA

Ukufunda amagama ngexesha elibekiweyo

Fundela iqabane lakho la magama ngamazwi omnye.

phuma	ngothulo	yaphule	ishwabene	ujongile
ifayakhiwe	nguye	igaba	isheleni	yiza
idyasi	diala	ubhaka	imbawula	ipilisi
ibhekile	umbikulo	gula	jika	yomile
ifakhiwe	isaba	ingawa	lunkela	igila
umlenze	umvuba	ifomu	ghuba	igubu
ileli	ibhukhiwe	vula	iqhina	iyaza
ishaba	inguba	vuka	ifama	inzulu

Inani lamagama awafunde ngokuchanekileyo _____

178 - IVEKI YE-9 - UKHESHLANO



HANDWRITING

Cursive sentences

- Follow the procedure for Handwriting lessons on pages 8 and 9.

PG 162

10 min

LWESHLANO

x Siyavalelisa.

x Siyavalelisa.



READING

Independent work review

15 min

Read and answer questions

- Read this week's IW texts on pages 164, 169, 173, 177 and 179 aloud to the class. Learners follow in their books.
- Explain the variety of texts (*invitation, programme, list, recipe*)

- Encourage all the learners to fill in their own holiday checklist.
- With the last text, explain that they can try one of the recipes at home.

Marking

- Take in and initial or make a general comment on the learner's responses.



INDEPENDENT WRITING

Letter

15 min

Independent writing

- Learners will write a thank you letter to someone. They will use the Independent Work text on LAB page 173 as an example.
- Talk about who they might like to thank (*principal, teacher, friend, parent, janitor, lunch ladies etc*).

Assess their writing

- Look for:
 - correct format
 - understanding the purpose of the letter
 - good expression of feelings.

Follow up

- Copy letters neatly onto paper, decorate and give them to the person they want to thank.

Dear

Thank you for



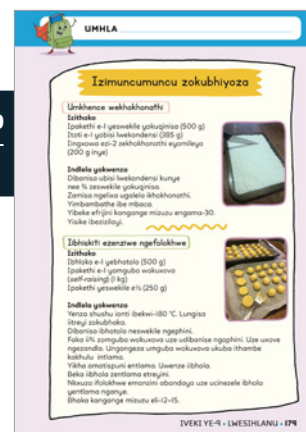


GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** 2 groups
- **Independent work:** *Celebration treats*

PG 179

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 2 Worksheet 48 Special Days pages 32 and 33.
- Home Language Workbook – **select a page.**

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 pages 24 and 25.

25 min



TEACHER'S WEEKLY REVIEW

This week, I have:

- taken in the LABs and exercise books
- checked and corrected the work and identified areas of concern or specific learners needing more assistance. Some of this information can be passed on to the Grade 4 teachers.

- Once the books have been checked they may be handed out to the learners to take home on break-up day.

I have looked ahead to next week to ensure I am prepared for the final week of the term.

WEEK OVERVIEW

Consolidation and revision

This is a revision week so there is no structured daily programme. You will find suggestions for revision activities that can be done at any time in the week.



LISTENING AND SPEAKING

- Let learners choose a story they would like you to read again.
- Pairs: tell a favourite story to their partner.
- Pairs: Perform a dialogue between two animals.
- Groups: Learn and act the play *The beast of Lusikisiki* for the class.
- Tell your partner about the most interesting independent work text you read this term.



READING

- Reread stories or texts in the LAB that the learners have particularly enjoyed this term.
- Pairs: Choose and each read the individual work reading text that you found interesting.
- Individuals: read books from the reading corner/library.



PHONICS

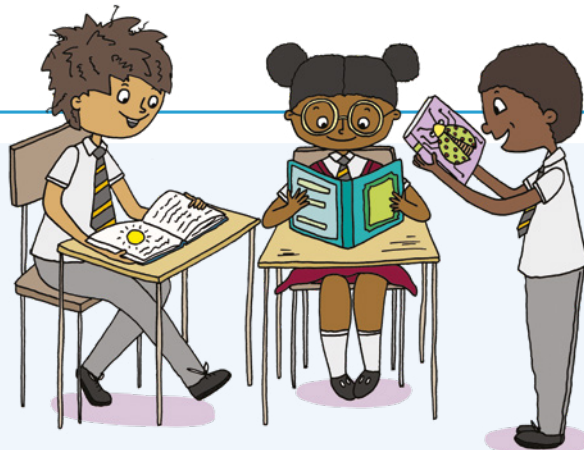
- Pairs reread the words on phonics pages.
- Team competition to read flashcards correctly.
- Repeat timed word reading and dictation activities and try to improve your score.
- Ensure that all phonic pages have been completed in the LAB. Check they have been done correctly.
- DBE workbook phonics activities.



WRITING

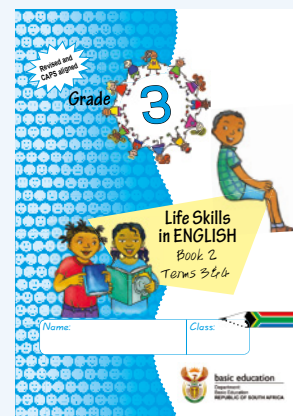
- Learners can write a recipe or newspaper article.
- Encourage learners to make a book for the book corner about their favourite TV programmes.
- Learners write a disaster preparation checklist.
- Learners write an experiment about changing liquid to solid (water to ice).
- Learners write a story review about a story they have heard this term.





BEGINNING KNOWLEDGE/PSWB

- Make individual timelines showing your highlights for the year.
- In pairs explain what you can do about climate change.
- Learners do the experiments from IW.
- Learners can complete any uncompleted pages in the DBE Life Skills workbook. Some of the activities go beyond pencil and paper activities and include drawing, acting, constructing and discussion.



VISUAL ARTS

- Provide art supplies such as crayons, kokis and paper of different sizes or colours.
- Allow learners to choose what they would like to draw.
- Let learners choose and make another mask (in IW).
- Learners draw their pet or favourite animal.



PERFORMING ARTS

- In groups, learners sing an *Idols* song.
- Have a class talent show.
- Learners use any masks they have made for a dialogue.
- Dramatise how the animals attacked the Beast.



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 4

- **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	Understands and uses appropriate language of different subjects (all subjects)											CONSOLIDATION
2	Discusses solutions to a problem using higher-order thinking skills (all subjects)											
3	Expresses feelings and opinions about a text and gives reasons											
4	Tells a story using descriptive language, gestures and expressions; recounts a sequence											
5	Uses language imaginatively: tells jokes and riddles using appropriate volume and intonation											
6	Engages in conversation as a social skill, accepting and respecting the way others speak											
7	Talks about personal and more general news (weekly news time/specific lessons)											
8	Listens for details and answers open-ended questions (read-aloud questions, listening comprehension, discussions)											
9	Plans and makes an oral presentation, e.g. tells personal news, describes something experienced, recounts an event, reads a poem											
PHONICS		WEEK	1	2	3	4	5	6	7	8	9	10
1	Learns phonic sounds											CONSOLIDATION
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											
READING		WEEK	1	2	3	4	5	6	7	8	9	10
1	Shared reading Reads enlarged texts such as fiction, non-fiction, newspaper articles, dialogues and electronic texts as a whole class with teacher											CONSOLIDATION
2	Reads texts and discusses characters, the 'problem' in the story, the plot, and values in the text (comprehensions)											
3	Uses visual cues to read graphical texts and starts to analyse text for attitudes and assumptions (comprehensions)											
4	Answers a range of higher-order questions based on a passage read (comprehensions)											
5	Guided group reading Reads silently and aloud at own level in GGR											
6	Uses phonics, context clues and structural analysis decoding skills and comprehension skills to make meaning											
7	Monitors self when reading, both word recognition and comprehension											

8	Uses self-correcting strategies when reading: re-reading, practising a word before saying it aloud										CONSOLIDATION
9	Reads with increasing fluency, speed and expression										
10	Independent reading Reads independently at a more complex level for enjoyment or information from a variety of available texts										
11	Finds and uses sources of information										
HANDWRITING WEEK		1	2	3	4	5	6	7	8	9	10
1	Uses cursive for all written recording										CONSOLIDATION
2	Writes neatly and legibly, with confidence and speed										
3	Copies written text from the board, textbooks, work cards, paying attention to correct letter formation and spacing										
4	Experiments with using a pen for writing										
WRITING WEEK		1	2	3	4	5	6	7	8	9	10
1	Writes a selection of short texts for different purposes										CONSOLIDATION
2	Writes about personal experiences in different forms such as a newspaper article										
3	Drafts, writes, edits and presents own story of at least two paragraphs or 10 or more sentences with a title										
4	Uses informal structures when writing such as experiments and recipes										
5	Uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas										
6	Uses phonics knowledge and spelling rules to write more difficult words (all writing)										
7	Builds own word bank and personal dictionary										

ASSESSMENTS

LISTENING AND SPEAKING

Assessment Rubrics and Checklists

LISTENING AND SPEAKING Assessment 1: Listening comprehension (The giraffe and the oxpeckers) (Week 7 Monday)

LAB page 128, TG page 100

5 marks

1/2 mark for each correct answer.

1. The animals were running away from a fire. **True**
2. The animals were also running for exercise. **False**
3. The oxpeckers stayed because they had babies. **True**
4. The animals didn't stop to help because they were frightened to stop. **True**
5. Giraffe put the baby oxpeckers on his back. **True**
6. Giraffe ran to the sea. **False**
7. The oxpeckers said thank you by taking ticks off giraffe's neck. **True**
8. Ticks do not bite animals. **False**
9. The story shows how animals help humans. **False**
10. The story shows how animals help other animals **True**

LISTENING AND SPEAKING Assessment 2: Makes an oral presentation (Presents a poem) (Week 8 Monday–Friday)

TG pages 112, 114, 116, 118 & 120

10 marks

2 marks for each criterion fulfilled**2****4****6****8****10**

1. Confident **presentation** (posture, eye contact, clear voice)
2. Good **introduction** (I am going to read a poem about ...)
3. Appropriate **choice** of poem and justification for choosing it
4. Poem read with **expression** and rhythm, looking up often
5. **Pronunciation** of words correct

LISTENING AND SPEAKING Assessment 3: Classroom observation (Weeks 1–8)

5 marks

The learner:

1**2****3****4****5**

1. Understands and uses **appropriate language** (all subjects)
2. Discusses **solutions to a problem** using higher-order thinking (all subjects)
3. Expresses **feelings and opinions** (all subjects)
4. Engages in **conversations** as a social skill (L & S time)
5. Talks about **personal and general news** (News time)

Fulfil
1 criterionFulfil
2 criteriaFulfil
3 criteriaFulfil
4 criteriaFulfil all
5 criteria**Total****20 marks**

PHONICS

Assessment Rubrics and Checklists

PHONICS Assessment 1: Write sounds (Week 7 Tuesday) LAB page 132, TG page 102						10 marks
Write the sounds (1 mark for each correct sound = 5 marks) (editors, please add the sounds from the phonics manuscript, numbered 1–5) Fill in the missing letters (1 mark for each correct word = 5 marks) (editors, please add the full words from the phonics manuscript, numbered 1–5)						
PHONICS Assessment 2: Dictation (Week 8 Thursday) LAB page 152, TG page 118						5 marks
1 mark for each criterion fulfilled The learner: <ul style="list-style-type: none"> Writes dictated words in correct order With correct spelling With correct punctuation 	1	2	3	4	5	
	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	
PHONICS Assessment 3: Classroom observation (Weeks 1–9)						5 marks
The learner: <ol style="list-style-type: none"> Decoding: Consistently blends and segments words when reading and writing Word reading fluency: Shows progress in TWR Meaning: Writes own sentences which make sense using the given words (every second Thursday) Participation: Shares words and participates in pair work in Monday and Wednesday phonics lessons Completion: Consistently completes daily phonics activities in LAB 	1	2	3	4	5	
	Fulfil 1 criterion	Fulfil 2 criteria	Fulfil 3 criteria	Fulfil 4 criteria	Fulfil all 5 criteria	
Total						20 marks

ASSESSMENTS

READING AND COMPREHENSION

Assessment Rubrics and Checklists

**READING Assessment 1: Oral reading aloud
(Week 6 Monday to Friday)**

TG pages 89, 91, 93, 95 & 97

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

The learner:

1. Can **read aloud** at a good pace for 1 minute
2. Uses **decoding skills** to read unfamiliar words
3. Monitors self and **self-corrects** when necessary
4. Notices **punctuation**
5. Reads **fluently** and with expression

2Fulfil 1
criterion**4**Fulfil 2
criteria**6**Fulfil 3
criteria**8**Fulfil 4
criteria**10**Fulfil all
5 criteria**READING Assessment 2: Comprehension (The animals get together (2))
(Week 6 Thursday)**

LAB page 102 & 103, TG page 94

10 marks

1. Dog – Woof (1)
Cow – Moo (1)
Hens – Cluck (1)
Goat – Mee (1)
2. Whose point of view is shown? Animals (1)
3. How are the animals feeling? Sad/angry/scared. (1)
Why? Because the farmer wants to eat them/take them to market. (1)
4. Do you think *The Animals get together* is a good title? Explain. Yes, the animals planned to run away together. (1)
5. Why did they decide to leave right away? Underline the best answer.
Because the farmers were drinking and wouldn't hear them (1)
6. Would you like to live by the sea? Why or why not? Any reasonable answer (1)

**READING Assessment 3: Classroom observation
(Weeks 1–8)****5 marks**

The learner:

- Participates in **shared reading**
- Completes **comprehension activities**
- Completes **vocabulary activities**
- Completes **language/grammar** activities
- Shows increasing **fluency**

1Fulfil 1
criterion**2**Fulfil 2
criteria**3**Fulfil 3
criteria**4**Fulfil 4
criteria**5**Fulfil all
5 criteria**Total****25 marks**

HANDWRITING

Assessment Rubrics and Checklists

HANDWRITING Assessment 1: Cursive sentences (Week 8 Friday)					
LAB page 142, TG page 112					5 marks
The learner writes in cursive writing with correct: <ul style="list-style-type: none"> letter formation placement on line joins word spacing legibility neatness 	1	2	3	4	5
	Needs more support to write legibly and neatly	Tries hard but many incorrect letter formations, joins and line placements	Writes most words correctly but there are some errors and could be neater	Almost all words correctly formed. Occasional errors but legible and neat.	Writes all words correctly. Legible and neat with correct word spacing
HANDWRITING Assessment 2: Classroom observation (Weeks 1–8)					
					5 marks
The learner: <ol style="list-style-type: none"> Uses correct pencil/pen grip Writes legible and neat cursive writing Writes cursive at a good pace Uses cursive in all written classwork Has experimented with using a pen 	1	2	3	4	5
	Fulfils 1 criterion	Fulfils 2 criteria	Fulfils 3 criteria	Fulfils 4 criteria	Fulfils all 5 criteria
Total					10 marks

ASSESSMENTS

WRITING

Assessment Rubrics and Checklists

WRITING Assessments 1 and 2: Newspaper article and animal story (Friday Weeks 5 and 8)					
TG pages 84 and 120					
10 marks each					
CONTENT: News article	1	2	3	4	5
1 mark for each criterion fulfilled 1. Used a mind map correctly to plan article (Week 4) 2. Used heading and paragraphing as per genre 3. Sequenced information correctly 4. Writing made sense (not just random thoughts) 5. Topic showed some thought	Fulfil 1 criterion	Fulfil 2 criteria	Fulfil 3 criteria	Fulfil 4 criteria	Fulfil all 5 criteria
CONTENT: Story	1	2	3	4	5
1 mark for each criterion fulfilled 1. Drafted outline of story (Week 7) 2. Wrote a story of 12 or more sentences 3. Story had a beginning, middle and end 4. Wide, rich vocabulary used 5. Creative or original ideas (different from examples)	Fulfil 1 criterion	Fulfil 2 criteria	Fulfil 3 criteria	Fulfil 4 criteria	Fulfil all 5 criteria
LANGUAGE: Newspaper article and story	1	2	3	4	5
1. Writes in complete sentences that are grammatically correct . 2. Writes using the appropriate tense 3. Punctuates appropriately (full stops, apostrophe's, commas, exclamation marks, inverted commas) 4. Spells most HF words correctly and attempted spellings acceptable 5. Has used at least one compound sentence	Fulfil 1 criterion	Fulfil 2 criteria	Fulfil 3 criteria	Fulfil 4 criteria	Fulfil all 5 criteria
WRITING Assessment 3: Classroom observation (Weeks 2–8)					
5 marks					
1	2	3	4	5	
Has completed all writing activities (written a selection of short texts for different purposes)	In shared writing , participates and discusses own and others' writing	Wrote an experiment , using correct informational structures (Week 2)	Gave a justified personal opinion when writing about an interesting news article (Week 3)	Wrote a coherent summary of the play (Week 6)	
Total				25 marks	

HOME LANGUAGE TERM 4 MARKSHEET

(for copying)

NAME		20%			20%			25%			10%			25%		
	10	LAB page 128 TG page 100	1. Listening comprehension: The giraffe and the oxpeckers													
	5	TG pages 112, 114, 116, 118 & 120	2. Oral presentation - Presenting a poem													
	5	Weeks 1-9	3. Classroom observation													
	20		Listening and speaking (Weighting 20%)													
	5	LAB page 132 TG page 102	1. Sounds													
	10	LAB page 152 TG page 118	2. Dictation													
	5	Weeks 1-8	3. Classroom observation													
	20		Phonics (Weighting 20%)													
	10	TG pages 89, 91, 93, 95 & 97	1. Oral reading aloud													
	10	LAB page 102 & 103 TG page 94	2. Reading comprehension: The animals get together (2)													
	5	Weeks 1-8	3. Classroom Observation in all reading lessons													
	25		Reading & Comprehension (Weighting 25%)													
	5	LAB page 142 TG page 112	1. Cursive sentences													
	5	Weeks 1-8	2. Classroom Observation: cursive in all contexts													
	10		Handwriting (Weighting 10%)													
	10	TG page 72	1. Newspaper article													
	10	TG page 120	2. Story – Animal story													
	5	Weeks 2-8	3. Classroom observation: Shared and individual writing													
	25		Writing (Weighting 25%)													

ASSESSMENTS

PLANNING FOR CONTINUOUS AND FORMAL ASSESSMENT TERM 4

- **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
Routines											
1	Discuss personal ideas and feelings about theme topics										
Topics											
	Products and processes										
	Disasters										
	Animals that help us										
	Celebrations and special days (as celebrated in the community)										
Key concepts and skills											
1	Social science concepts: conservation (week 3–5), cause and effect (week 3–5, 6–8), adaptation (week 1–2, 6–8), place (week 5–6), relationships and interdependence (week 6–8, 9), diversity and individuality (week 6–8), change (week 1–2, 3–5)										
2	Natural Science concepts: life and living (week 3–5, 6–8), energy and change (week 3–5), planet earth and beyond (week 6–8)										
3	Scientific process skills: the process of enquiry which involves observing (week 1–2), comparing (week 7) classifying (week 1–2, 3–5, 6–8), measuring, experimenting, and communicating (2)										
4	Technological process skills: investigate (week 5), design (week 8), make evaluate (week 8), communicate (week 8)										
PSWB											
1	Social and emotional health										
2	Relationships with others										
3	Relationship with the environment										
4	Values and attitudes										
VISUAL ARTS		1	2	3	4	5	6	7	8	9	10
Create in 2D											
1	Drawing and painting: exploring a variety of media										
2	Drawing overlapping, body in motion, compositions of more than two people										
3	Art elements: identify and name all art elements										
4	Design principles: name and use contrast, proportion, emphasis and balance										
5	Questions to deepen and extend observation of elements and design principles										
Create in 3D											
6	Teach craft technique of papier machê: create objects by pasting, cutting, tearing, smoothing,										
7	Art elements: texture, shape/form										
8	Spatial awareness: extend conscious awareness of working in space										
PERFORMING ARTS		1	2	3	4	5	6	7	8	9	10
Creative games and skills											
1	Warming up body: focus on lengthening and curling the spine										
2	Creative drama games: develop focus and visualisation, e.g. 'throwing' an imaginary ball concentrating on size, shape and weight										
3	Responding to stimuli like plays, pictures, phrases, idioms, drama games, poems or rhymes to explore body language, gestures and facial expression										

4	Locomotor: show control and a strong back e.g. walk with pride, march like a soldier, etc.																			
5	Cooling down body and relaxation: lie on back tightening/contracting all the muscles, make tight fists, clench shoulders																			
Improvise and interpret																				
6	Listening to South African music: focus on how tempo, dynamics, timbre contribute to unique sound																			
7	Listening to and identify prominent South African instruments, explore unique qualities of instruments																			
8	Creating a mood: use verbal dynamics, expressive sounds and movement, use poem, picture or song																			
9	Creating movements based on pictures, movement sentence (sequence), showing beginning, middle, end																			
PHYSICAL EDUCATION		1	2	3	4	5	6	7	8	9	10									
1	Locomotor <ul style="list-style-type: none">Follow visual instructions (hand/body signals, pictures) to walk, run, jump, skip, climb, etc. Learners walk in a circle joining hands. They vary the size of the circle and the number of circles, and change direction of the movement of the circle, move circles through and around each other																			
2	Balance <ul style="list-style-type: none">Balancing on one and two feet on objects, and balancing bean bags and other objects on head or in handsGymnastics: Head stand, hand stand, crab stand																			
3	Perceptual motor <ul style="list-style-type: none">Shadow imitations: one learner is the shadow of another learner and copies movementsTennis: forehand, backhand and volleyCricket: batting, bowling, field work and wicket keeping																			
4	Rhythm <ul style="list-style-type: none">Rhythmic sequence with or without apparatus																			
5	Co-ordination <ul style="list-style-type: none">Gymnastics: forward and backward rollsSwimming: gliding, buoyancy, kicking and paddling and arm action																			
6	Spatial orientation <ul style="list-style-type: none">Obstacle courseSwimming: confidence exercises to overcome water phobia such as putting eyes and ears in the water, breathing exercises																			
7	Laterality <ul style="list-style-type: none">Swimming: kicking with L/R legs; arm actions with L/R arms																			
8	Sports and games <ul style="list-style-type: none">Water games: Ring-a-Ring-a-Rosie; giant steps; races; etc.Three-legged gamesCatch the dragon's tailTennis setMini-cricket																			

REVISION

REVISION

REVISION

REVISION

ASSESSMENTS

BEGINNING KNOWLEDGE & PSWB

Assessment Rubrics and Checklists

**BEGINNING KNOWLEDGE Assessment 1: Find out about a helpful animal
(Week 6 Wednesday)**

LAB page 121, TG page 93

15 marks**Research** – accurate facts recorded on the chart **(Subtotal: 10)**

- Name of an animal – needs to be an animal that helps (wild or domestic) (1)
- Where you find it: Information like on a farm, in the wild, in a home, etc or the name of a town/country/organisation (2)
- How it helps – tick one category (1)
- What it does to help: At least 3 facts about how it helps/who it helps.
- Well written sentences (4)
- Other interesting facts: At least 1 other fact, well written (2)

Report back on research to class/other learners/partner (Subtotal: 5)

- Learner uses their notes they have made to report back (1)
- Learner presents all facts on the chart (3)
- Learner speaks clearly and confidently (1)

**BEGINNING KNOWLEDGE Assessment 2: Compare animal organisations
(Week 7 Wednesday)**

LAB page 137, TG page 105

15 marks

- What do they do?
 - Funda Nenja – dog training with children (1)
 - Angel Paws – therapy dogs, children read to dogs (1)
- Where?
 - Funda Nenja: at a school OR Mphphomeni, KZN (1)
 - Angel Paws: In schools (1)
- Most interesting – answers will vary. 2 marks for an accurate answer from text about each. (2 × 2)
- Same: work with dogs and children (2)
- Different: FN: children training dogs; AP: dogs helping children read (2)
- Which would you choose? Answers will vary. 1 mark for answer. 2 marks for reason (3)

**BEGINNING KNOWLEDGE Assessment 4: Classroom observation: PSWB and BK
(Weeks 1–8)****10 marks****CLASSROOM OBSERVATION: PSWB
(Weeks 1–9)****5 marks**

The learner:	1	2	3	4	5
1. Participates in Think-Pair -Share activities	Fulfil 1 criterion	Fulfil 2 criteria	Fulfil 3 criteria	Fulfil 4 criteria	Fulfil all 5 criteria
2. Participates in class discussions					
3. Takes turns and shares					
4. Discusses own feelings and thoughts					
5. Is considerate of other learners					

**CLASSROOM OBSERVATION: BK
(Weeks 1–9)****5 marks**

The learner:	1	2	3	4	5
1. Contributes own ideas to discussions	Fulfil 1 criterion	Fulfil 2 criteria	Fulfil 3 criteria	Fulfil 4 criteria	Fulfil 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					

Total	40 marks
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VISUAL ARTS
Assessment Rubrics and Checklists

VISUAL ARTS Assessment 1: Illustrate a story (Week 6 Monday and Tuesday)					
TG pages 89, 91					5 marks
The learner:	1	2	3	4	5
1. Painted or drew a picture to illustrate the story	Fulfils 1 criterion	Fulfils 2 criteria	Fulfils 3 criteria	Fulfils 4 criteria	Fulfils 5 criteria
2. Drew two or more figures in relation to each other					
3. Showed evidence of proportion and balance					
4. Used suitable colours to make the picture attractive					
5. Was able to describe their picture to others					
VISUAL ARTS Assessment 2: Classroom observation (Weeks 1–9)					
					10 marks
The learner:	2	4	6	8	10
1. Completes all LAB activities	Fulfils 1 criterion	Fulfils 2 criteria	Fulfils 3 criteria	Fulfils 4 criteria	Fulfils 5 criteria
2. Uses taught vocabulary when discussing artworks and art elements					
3. Successfully uses tools – scissors, paintbrushes, crayons, kokis, glue, papier mache, etc.					
4. Follows instructions					
5. Shows evidence of enjoyment and creativity					
Total					15 marks

ASSESSMENTS

PERFORMING ARTS

Assessment Rubrics and Checklists

PERFORMING ARTS Assessment 1: Readers' Theatre (Week 7 Thursday and Friday)					
TG pages 105 and 107					5 marks
The learner:	1	2	3	4	5
1 mark for each criterion fulfilled The learner: <ol style="list-style-type: none"> 1. Works well in a group 2. Reads the words of the play fluently 3. Follows stage instructions (e.g. <i>hops up and down</i>) 4. Uses gestures, facial expressions and actions appropriately 5. Engages with and responds to an audience 	Fulfil 1 criterion	Fulfil 2 criteria	Fulfil 3 criteria	Fulfil 4 criteria	Fulfil 5 criteria
PERFORMING ARTS Assessment 2: Classroom observation (Weeks 2–8)					
					10 marks
The learner:	2	4	6	8	10
<ol style="list-style-type: none"> 1. Participates fully in all PA lessons 2. Works well in a pair or group by taking turns, sharing ideas etc. 3. Is able to comment on South African music and instruments 4. Is able to respond to stimuli like pictures, poems, plays, etc. verbally and in movement 5. Is able to participate in creative games and verbal dynamics 	Fulfil 1 criterion	Fulfil 2 criteria	Fulfil 3 criteria	Fulfil 4 criteria	Fulfil 5 criteria
Total					15 marks

PHYSICAL EDUCATION
Assessment Rubrics and Checklists

PHYSICAL EDUCATION Assessment 1: Games (Week 6 Friday)					
TG page 97					5 marks
The learner: <ul style="list-style-type: none"> Follows instructions Understands the rules of the game Participates actively in the game Co-operates with other learners 	1 Is unable to follow the instructions. Does not understand the rules or participate in the game. Unable to work with others.	2 Follows some of the instructions and attempts to follow the rules and participate in the game. Co-operation with others needs attention.	3 Follows most of the instructions. Knows most of the rules and participates in the game. Is able to co-operate with other learners.	4 Follows all instructions. Knows the rules and participates in the game. Co-operates adequately with others	5 Follows all instructions very well. Knows the rules and participates fully in the game. Excellent co-operation with others.
PHYSICAL EDUCATION Assessment 2: Locomotor, Balance and Perceptual Motor (Week 7 Tuesday to Friday)					
TG pages 103, 105, 107 & 109					5 marks
The learner: <ul style="list-style-type: none"> Walks in a circle, reversing the order on command Balances on one foot to a count of 20 Balances a beanbag on head and hops on the spot Gymnastics actions: hand stand, headstand or crab stand with support of a partner Co-operates with other learners 	1 Is unable to follow the instructions to change direction. Cannot balance on one leg or balance a beanbag. Is unable to do either a head stand, a hand stand or a crab stand with help. Is reluctant to try.	2 Is sometimes able to follow the instructions to change direction. Can balance briefly on one foot. Cannot balance a beanbag on head. Is unable to do either a head stand, a hand stand or a crab stand even with help. Is prepared to try.	3 Is able to follow instructions to change direction. Can balance on one foot for 20 sec but not the other. Can balance a beanbag on head but not while hopping. Attempts to do a head stand, hand stand or crab stand with a lot of support.	4 Is able to follow instructions to change direction. Can balance on either foot for 20 secs. Can balance a beanbag on head while hopping/ Needs support to do a head stand, hand stand or crab stand.	5 Competently follows instructions to change direction. Balances on either foot for more than 20 secs, and can balance a beanbag while hopping. Can perform head stand, hand stand and crab stand with support. Can do one without support.
PHYSICAL EDUCATION Assessment 3: Classroom observation (Weeks 1–9)					
1 mark = 1 criterion 1. Follow visual instructions 2. Take turns 3. Work in a team 4. Work with a partner 5. Warm up and cool down 6. Balance on one and two feet on objects 7. Balance a bean bag or other object on head, hands, feet 8. Gymnastics: head stand/hand stand, crab stand 9. Gymnastics: forward roll, backward roll 10. Run and walk in a circle, changing direction and moving circles through each other 11. Play laterality games using left and right arms and legs alternately					12. Rhythmic sequence with or without apparatus 13. Participate in a complex obstacle course 14. Hit a tennis ball forehand, backhand and volley 15. Play mini cricket – bowling, field work and batting 16. Follow rules in formal and informal games 17. Participate in complex relay races: zigzag through skittles/markers 18. Swimming confidence exercises – putting eyes and ears in the water, breathing and blowing bubbles 19. React quickly to commands in reaction drills 20. Participate in games like mini -soccer, tennis set, three-legged games, catch the dragon's tale and water games
Total					30 marks

(for copying)

[illegible]



Funda Wande

Reading for Meaning