

English

Home Language and Life Skills

2

Term 1



Incomplete draft text
for reference only, not
for teaching purposes.

Teacher's Guide

2

Term 1

English

Home Language and Life Skills

Teacher's Guide



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Icons and abbreviations

Home Language		Life Skills		
	Read-aloud or Listening and Speaking		Wellbeing	
	Reading		Beginning Knowledge and Personal and Social Wellbeing	
	Phonics		Creative Arts	
	Writing and Handwriting		Physical Education	
	Group Guided Reading	Icons used in LAB		
	Independent Work			
		Write	Colour in or draw	Cut out
	Checking and feedback (HL and LS)	Methodology Guide – MG Teacher's Guide – TG Learner's Activity Book – LAB Group Guided Reading – GGR Personal and Social Wellbeing – PSWB Beginning Knowledge – BK Home Language – HL		

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

Overview of Funda Wande materials

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

Teachers Guide: What to teach

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

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

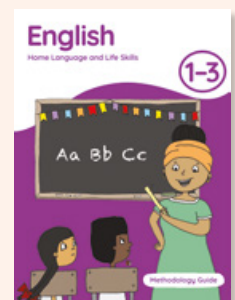


Methodology Guide: How to teach

A separate, overarching Methodology Guide (MG) gives guidelines on the routines as well as suggestions on how to teach each type of lesson in the Funda Wande programme. It can be used at the beginning of each term in training or when planning and anytime you want to check if you are following the lesson steps correctly and using the lesson optimally.

For each type of lesson, the MG explains:

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

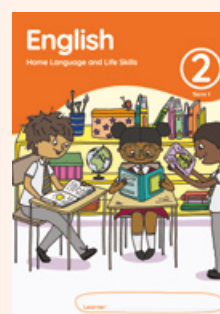


The MG is a reference book for all Foundation Phase teachers, Grade 1–3, to use together with the TG.

Learner's Activity Books and Big Books: What to teach with

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

The **Big Books (BBs)** are designed to be used when learners are seated on the mat in Shared Reading and Life Skills lessons. They are available for all terms in Grade 1 and for terms 1 and 2 in Grade 2. The BB pages are also in the LAB.



Term 1 plan

Week	Theme	Read-aloud story	Shared Reading story	Phonics	Comprehension	
1	I am special			A: Revision of single sounds S and X: Orientation and assessment		
2	I am special	<i>Sipho goes to school</i>	<i>Sipho goes to school</i>	A: -ee; -oo S: a e i o u X: m; n; l; b; k; s; d; l; c	MCQs – <i>Sipho goes to school</i>	
3	Everyone is special	<i>The waterhole</i>	<i>The waterhole</i>	A: – aa ; -uu S: l, b, n, m X: nt; ntw		
4	Everyone is special	<i>The new boy and the bully</i>	<i>The waterhole</i>	A: -ie S: k, t, s, p X: nk; nk w	MCQs – <i>The waterhole</i>	
5	We are different, we are the same	<i>Sipho's new eyes</i>	<i>Sipho's new eyes</i>	A: -oe S: r, f, g, d X: kh; khw		
6	We are different, we are the same	<i>I can't find my glasses</i>	<i>Sipho's new eyes</i>	A: -ou S: h, w, j, y X: nx; nxw	MCQs – <i>Sipho's new eyes</i>	
7	What we need to live	<i>What do we need to be healthy?</i>	<i>What do we need to be healthy?</i>	A: -ui S: š, s, ts, tš X: gc; gcw		
8	What we need to live	<i>Dora's healthy day</i>	<i>What do we need to be healthy?</i>	A: -ei S: ng, ny X: hl; hlw	MCQs – <i>What do we need to keep healthy</i>	
9	Healthy living	<i>A party at school</i>	<i>A party at school</i>	A: -e S: Revision: ng, ny, ts, tš X: mb, ty	MCQs – <i>A party at school</i>	
10	Consolidation and revision			A: Revision: all digraphs S: Revision: all single letters X: Revision		

	Language structure	Writing	Life Skills info text	BK and PSWB	Creative Arts	Physical Education
	See Methodology Guide page X for language structures to be taught this term. Teach during Shared Reading and Writing lessons.					
		News SW: New school clothes IW: Good qualities	Class rules	Class rules Breathing I feel special Find out: Traditional clothes	VA: Kind hands, chatterbox PA: Dramatise story	Selected activities
		News SW: Friendly letter IW: Qualities of a friend	We are different, we are the same	Similarities and differences Breathing Friends Find out: Unique you!	VA: Fingerprint animals PA: Songs about animals	Selected activities
		News SW: New story IW: Describe similarities and differences	Southern African countries	Southern African countries and cities Laughter Differences between family members Find out: Lake Malawi	VA: Box construction – vehicles PA: Improvise scene about a bully	Selected activities
		News SW: Retell a story IW: Superhero ID card	Aids for physically challenged people	Match Physical challenges with aids Breathing Helping physically challenged people Find out: Someone with a physical challenge	VA: Make glasses PA: Act out feelings, mime	Selected activities
		News SW: A visit to the doctor IW: Sentences about lenses	Different kinds of lenses	Sign language Breathing Find out: Telescopes	VA: Make a magnifying glass, donuts PA: Perform a song	Selected activities
		News SW: List of favourite foods IW: Menu of favourite foods, Favourite foods list.	Daily and sometimes foods	Sun safety Laughter Find out: The sun	VA: Make a paper plate, picture of favourite foods PA: Music – different speeds	Selected activities
		News SW: Sentences about being healthy IW: A healthy day	Habits for healthy living	Healthy habits Smiling A healthy day Find out: Pollution	VA: Create and decorate a facemask PA: I went to the Market (accumulative story)	Selected activities
		News SW: Writing a story IW: Party invitation, story about party at school	Keeping food and water safe	Keeping food and water safe Breathing Clean and polluted rivers Find out: Human Rights Day	VA: Painting germs PA: Perform a play, retell the story	Selected activities
		News				

Weekly timetable [Sepedi and isiXhosa, including recovery]

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

- Condense the two **visual arts** lessons into one lesson or leave one lesson out.
- Condense the two **performing arts** lessons into one or leave one lesson out.
- For **Physical Education**, continue to work with four activity stations, but rotate learners through them for two weeks.
- Once GGR groups have been established in Week 5, the **additional GGR lessons** can be used to repeat activities and strengthen skills taught during the week.

GRADE 2 (Minimum HL)					
	Monday	Tuesday	Wednesday	Thursday	Friday
MATHS* 85 min x 4 days + 55 min x 1 day / 96 mins x 5 days for Recovery Timetable					
BEGINNING KNOWLEDGE & PSWB					
15 min	Oral (HL) (Read aloud)	Oral (PSWB) Mindfulness <i>(For Recovery timetable: Omit lesson)</i>	Oral (PSWB) I think I feel <i>(For Recovery timetable: Omit lesson)</i>	Oral (PSWB) Song/poem <i>(For Recovery timetable: Omit lesson)</i>	Oral (HL) (Find out discussion)
15 min	BK (text-based lesson)	BK (activity)	BK (Find Out)	PSWB (activity)	BK activity (Find out writing) <i>(For Recovery timetable: Omit lesson and complete activity during extra GGR)</i>
READING AND WRITING					
15 min	Phonics (New letter-sound)	Phonics (Activity)	Phonics (Letter families)	Phonics (Activity)	Phonics (Dictation/Timed Word Reading)
15 min	Reading (Shared)	Reading (Sentence making)	Reading (Paired and independent)	Reading	
15 min	Writing (News)	Shared Writing	Independent Writing	Edit / Comprehension	Independent writing
10 min	Introduction to Handwriting and Independent work activities				
30 min	GGR / Independent Work Activities	GGR / Independent Work Activities	GGR / Independent Work Activities	GGR / Independent Work Activities	GGR / Independent Work Activities
10 min	Activities from e-classroom	Activities from e-classroom	Activities from e-classroom	Activities from e-classroom	Activities from e-classroom
15 min					Checking and Feedback
25 min	EFAL*	EFAL*	EFAL*	EFAL*	EFAL*
LIFE SKILLS					
30 min	Visual Arts	Visual Arts <i>(For Recovery timetable: replace with extra GGR & independent work from DBE)</i>	Performing Arts	Performing Arts <i>(For Recovery timetable: replace with extra GGR & independent work)</i>	
30 min	Physical Education (Introduction) <i>(For Recovery timetable: replace with extra GGR & independent work from DBE)</i>	Physical Education (Activity stations)	Physical Education (Activity stations) <i>(For Recovery timetable: replace with extra GGR & independent work From DBE)</i>	Physical Education (Activity stations)	Physical Education (Activity stations) <i>(For Recovery timetable: replace with extra GGR & Find Out writing)</i>

*Not included in these lesson plans

Activities for Physical Education: Term 1

Choose four activities per week, focusing on different skills.

Locomotor
<ul style="list-style-type: none">• Play traditional games, e.g. upuca, red rover, tag.• Potato races• Egg-and-spoon races – balance a small ball on a large spoon
Perceptual motor
<ul style="list-style-type: none">• Throw bean bags up in the air and catch them.• Throw and hit balls in pairs.
Rhythm
<ul style="list-style-type: none">• Jump rope, while saying rhyme.• Clap hands in pairs, while saying rhyme.• Hop-scotch• Jump over ropes that are placed parallel to one another – repeat and move ropes further apart.
Laterality
<ul style="list-style-type: none">• Hop on left and right legs (follow the leader).• Throw ball into a bucket with left and right hands.• Dodge and walk in different directions, with instructions given by leader.
Balance
<ul style="list-style-type: none">• Work in pairs, face one another with legs stretched out and feet touching, holding hands, pull and push forwards and backwards, soles of feet together.• Repeat standing up, using hands to push against one another with feet flat on the ground.• Balance a bean bag on different parts of the body while walking on a straight line.
Co-ordination
<ul style="list-style-type: none">• Throw ball at a target with dominant/non-dominant hands. Count your successes.• Kick ball at a target with dominant and non-dominant legs. Count your successes.• Throw/catch bean bag with a partner.• Pass ball under legs with learners standing one behind the other.• Pass ball backwards over head with learners standing one behind the other.
Sport and games
<ul style="list-style-type: none">• Play simple traditional games. Discuss the rules first.• Follow the leader.• Race on tip-toe/backwards/hopping/'wheelbarrow'/'crab walking'.• Movement games – cover the concepts of size, distance, space and quantity.
Spatial orientation
<ul style="list-style-type: none">• Stretch and curl: Make body as tall and as small as possible, as long and as short as possible.• Obstacle course: Jump over/move under obstacles, crawling, climbing, jumping, etc.• Run in different directions without bumping into others using all available space.

WEEK OVERVIEW



I am special

The first week of the year is usually short and often disrupted. Therefore, the workbook and the teacher's guide suggest a few activities which can be done at any stage. These activities revise grade 1 work. Additional activities from the DBE workbooks can be done as well.

SUGGESTED ACTIVITIES FOR WEEK 1

ESTABLISH ROUTINES

Establish routines for classroom management such as moving to the mat, turning and talking with a partner, going to the toilet, lining up, feeding scheme, keeping the room clean and tidy, handing out books, sharpening pencils etc.

LEARNER ACTIVITY BOOK ACTIVITIES

These activities can be done at any stage during the week.

p. 2
15 min

DATE _____

Who am I?

Name _____
Male/Female _____
Date of birth _____
Age _____
Address _____

Colour in your province.

2 • WEEK 1

Who am I?

p. 3
15 min

DATE _____

I know my alphabet

Say and colour. Draw a picture.

Aa Mm

Hh Ss

WEEK 1 • 3

I know my alphabet

p. 4
15 min

DATE _____

I am special

I can dance I can _____

I can _____ I can _____

4 • WEEK 1

I am special

DBE WORKBOOK ACTIVITIES

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



READING AND PHONICS

- Practise rapid letter naming with whole class and individuals. Point at the letters on the alphabet chart or flash cards. Learners must give the sound. Keep the pace up. Notice which learners are struggling to identify which sounds.
- Conduct EGRA tests with individual learners as per departmental instructions. Use this information to group learners into small groups of similar abilities for Guided Reading.
- Allow learners to read books from the reading corner or library.



PHYSICAL EDUCATION

Give learners the opportunity to move and to do outside activities. See page 5 for ideas.



WEEK 2 OVERVIEW

I am special



PREPARATION

Flashcards

clothes

shirt

pants

socks

shoes

Sentence strip

Sipho's granny got him new clothes for Grade 2.

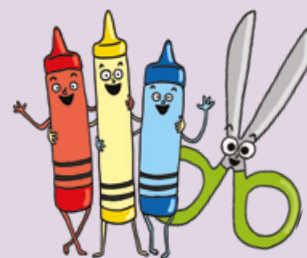
INDEPENDENT WORK

- 1 Paired Reading LAB page 20
- 2 Handwriting 1 Language specific
- 3 Handwriting 2 Language specific
- 4 Handwriting 3 Language specific
- 5 DBE Home Language Page xx
- 6 DBE Home Language Page xx
- 7 DBE Life Skills Page xx
- 8 Dictionary
clothes shirt pants socks shoes

Lang eds, these are the same as for last version, please insert in all weeks

EQUIPMENT FOR ACTIVITIES

- Examples or pictures of people in traditional/cultural dress
- Soft ball/crumpled paper or plastic bags
- Scissors and crayons
- Equipment required for selected Physical Education activities



Sipho goes to school

Sipho went to school in his new clothes. He took his new pencil, his new pen and his lunch in his school bag. Everyone **stared** at him.

Sipho saw Sihle at school. Amos's shirt was too small. His pants were too short. His shoes were too small.

Sipho said, "You look **funny**!"

Sihle said, "You look funny too!"

"Ha ha!" they said, "we don't care. We are friends!"

They played together the whole day.

At break Sipho and Sihle opened their school bags. Sihle had no pen.

A big boy called Jakob saw Sipho's new pen. "I want that pen," said Jakob. He took the pen.

Sipho ran after the big boy. It was difficult to run in his big shoes. Sihle ran with him. "Give back the pen!" they shouted, "Give it back! Give it back!"

Some big girls saw the big boy take the pen. "Jakob!" they said, "Stop being such a bully! Give that pen back!"

Jakob gave the pen back. "Sorry," he said.

Sipho was **relieved**. Granny would be very cross if he lost his new pen on the first day.

The big girls said, "Oh look at this boy! So small in his big shirt! He's so sweet!"

Sipho felt very shy. He tucked in his shirt and tied his shoelaces. "Thank you for helping me," he said.



VOCAB

stare – look directly at something for long time

funny – something that is strange or unusual; can also mean it makes you laugh

relieved – no longer worried

MONDAY



READ-ALoud

Sipho goes to school

Before reading Introduce the idea of bullying.

Reading Read the story aloud and ask the questions.

After reading

- Did Sipho's clothes fit? Why?
- Who did Sipho make friends with?
- Why did Jakob take the pen?
- Who got Sipho's pen back?
- How can you stop bullies from taking your things?

TG
p. 9

15 min



BEGINNING KNOWLEDGE

In the classroom

Prior knowledge Do you play games that have rules? Why do we need rules?

New knowledge

- How do we make sure we have a happy classroom?
- What can we do to show we respect each other?

Read page to and with the learners.

p. 11

15 min



PHONICS

New sound

(Versioners: Language specific)

Introduce the sound

- Listen to and say the sound.
- Notice your mouth.

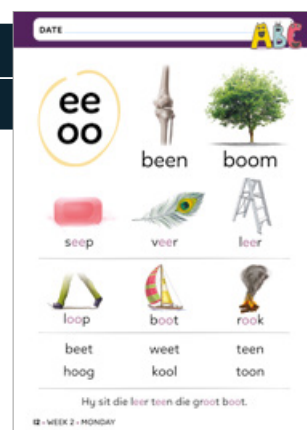
Identify words with the sound Learners can provide more words.

Pairs Read the syllables and words.

Write Write words for the pictures. (*not for Afrikaans*)

p. 12

15 min



READING

Sipho goes to school

Picture walk Who can you see in each picture?

Read the whole story to and with the learners Learners point to the words with their fingers.

Comprehension

- On page 5, point to the word that tells us who bought Sipho's clothes.
- On page 7, point to the word that tells us who Sipho's friend was? What clue helped you to find the word quickly (*capital letter*)?
- What did they say to each other? What clue helped you find the words? (*speech marks*)
- How would you feel if someone took your new things?

pp. 5-10

15 min





WRITING News

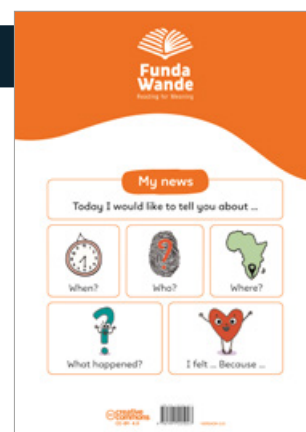
15 min

Provide a topic for the news (news about the holiday, the weekend, a sports team, a TV show)

Pairs Use the My News frame on the back cover of the LAB to briefly tell news.

Learners write news in exercise books.

- Encourage them to use longer sentences and to provide details.



INDEPENDENT WORK AND GROUP GUIDED READING



Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Introduce this week's independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.

GGR: Groups A and B first reading

- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

5 min
+
30 min



VISUAL ARTS Draw hands

30 min

Hand out paper and crayons.

Demonstrate the task on the board.

Draw and colour

- Learners draw around their hands.
- Draw wavy lines to divide the page into six parts.
- Colour the blocks brightly.



PHYSICAL EDUCATION Introduction

30 min

Prepare

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

Introduce activity stations

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

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

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



TUESDAY



WELLBEING

Mindful me

Introduce

- Explain that it is important to take time to relax every day.
- Breathing deeply is a good relaxation technique.

Practice deep breathing

- Learners close their eyes and breath in deeply to a count of five. They then breathe out to a count of five.
- Repeat several times.

Discuss in pairs

Open eyes and tell a partner how you feel.

15 min



BEGINNING KNOWLEDGE

Classroom rules

Link to yesterday's lesson Learners recount the classroom rules.

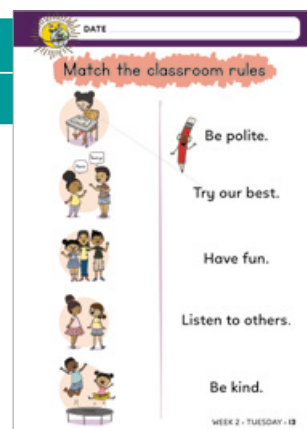
Do activity Match the pictures to the rules.

Pairs: check work

- Did you both match the pictures and rules in the same way?
- Check against LAB page 11.

p. 13

15 min



PHONICS

Practice activity

(Versioners: Language specific)

Letter naming practice

- Point randomly to a letter on the alphabet frieze.
- Learners say sound of the letter.
- Repeat. Keep pace up.

Do the activity Walk around and assist learners where needed.

Check/mark the activity

p. 14

15 min



READING

Sentence making

Cut out Learners cut out the sentence strip on LAB page 111.

Read the sentence together

Ask questions about the sentence structure.

Ask questions about sentence strip

- **Who?** Sipho's granny
- **Did what?** got
- **Who?** him (Sipho)
- **What?** new clothes

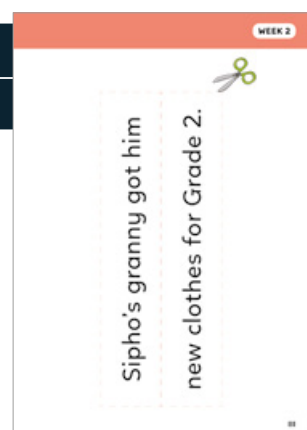
Learners cut off the words/ word groups after answering each question

Jumble and reconstruct the sentence.

Learners stick sentence into exercise books.

p. 111

15 min





SHARED WRITING Re-write the story

Introduction Learners retell the story *Sipho goes to school* in their own words.

Show the writing frame

Brainstorm Learners give ideas for a new story about a child who gets new clothes. Choose:

- A new title
- The name of the child
- Who buys the clothes

- What items were bought
- Did they fit?

Shared writing

Write the new story on the board, using learners' ideas, for example, Auntie bought new clothes for Anele. She bought a skirt, jersey, shoes, T-shirt. They were just right.

Read the story together

15 min

_____ het nuwe
klere vir _____
gekoop. Sy het
_____, _____,
_____ en _____
gekoop. Dit was
_____.



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups C and D first reading

- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

5 min
+
30 min

VISUAL ARTS Draw hands

Complete the scribble pattern begun yesterday.

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

30 min



PHYSICAL EDUCATION Activity stations

Warm up

Activity stations

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

Cool down

30 min



WEDNESDAY

**WELLBEING** I think, I feel ...

Give a sentence starter I feel special when I...

Pairs Each complete the sentence.

Share Select learners to share their answers with the class.

15 min

**BEGINNING KNOWLEDGE** Traditional clothes

Prior knowledge Show learners pictures/examples of traditional clothes and let them say what they know about them.

Read the page Discuss picture and read the text with the learners.

Talk about the question

- How will you find out the answer?
- Learners to bring answer on Friday.

p. 15

15 min

**PHONICS** New sound
(isiXhosa and Sepedi only)

Introduce the sound

- Listen to and say the sound.
- Notice your mouth.

Identify words with the sound Learners can provide more words.

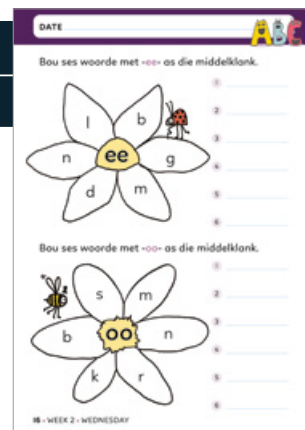
Pairs Read the syllables and words.

Write Write words for the pictures.

Versioners: There is different text to Afrikaans Phonics on a Wednesday

p. 16

15 min

**READING** Sipho goes to school

Read together

Read *Sipho goes to school* to and with the class.

Read in pairs In pairs, take turns to read one page each.

Read alone Whisper-read the first four pages of the story.

pp. 5-10

15 min





WRITING Our class rules

15 min

Discuss What are rules for?

Prepare board

- We must ...
- We mustn't ...

Brainstorm ideas for class rules

- What are some positive rules? (*We must keep our books clean.*)

- What are some negative rules? (*We mustn't run in the classroom.*)

In exercise books

- Learners write two positive and two negative rules for the class.
- Encourage them to have a go at spelling.



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

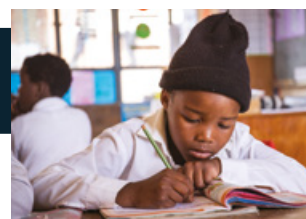
Group E first reading

- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

Group A second reading

- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

5 min
+
30 min



PERFORMING ARTS Prepare a play

30 min

Whole class

- Review the part of *Sipho goes to school* where Sipho is bullied by Jakob.
- Learners name the characters and describe what they do.

Groups of four: Prepare a play about the bully

- Allocate parts.
- Make up dialogue.
- Practice the play.



PHYSICAL EDUCATION Activity stations

30 min

Warm up

Activity stations

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

Cool down

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



THURSDAY



LISTENING AND SPEAKING Sing/recite

15 min

Teach the song with actions. Can be sung to the tune *I hear thunder*.

I am special, I am special (*point to self*)
 Look and see, look and see (*point to eyes*)
 Someone very special, someone very special (*jazz hands*)
 It is me! It is me! (*point to self again*)



BEGINNING KNOWLEDGE Kind or unkind?

p. 17

15 min

Discuss the pictures of kind and unkind children.

Read the stories below

Tick the correct column Count the ticks and answer the questions.

Story 1 Zola is skipping with her friends. She sees Babalwa sitting by herself. She says to her friends, "I'm going to ask Babalwa to play with us." Babalwa is happy. She skips with the others.

Story 2 Zuko is playing soccer with his friends. Themba is a new boy. He asks if he can play too. Zuko says, "No, we have a full team already. Go and play with someone else."

Story 3 Zuko is walking home with his friend. His small sister, Sne, calls him to wait. His friend says, "Pretend you didn't hear her. We don't want a small girl to walk with us." Zuko stops and waits for his sister. "Come, Sne," he says. "You can walk with me."

DATE _____

Kind or unkind?

Listen to the stories. Tick the correct column.

	Kind	Unkind
1		
2		
3		

1 How many stories are about kind children?
 2 How many stories are about unkind children?

WEEK 2 • THURSDAY • 17



PHONICS

as per LAB
 (Versioners: Language specific)

Quick letter naming practice

- Point randomly to letter on the alphabet frieze.
- Learners say sound of letter.
- Repeat. Keep pace up.

Learners do the activity

- Walk around and assist where needed.

Check/mark the activity

p. 18

15 min

DATE _____

Skryf die woord reg oor.

1		kloof	kool
2		bsee	
3		broo	
4		free	
5		poo	
6		btee	
7		tnoo	
8		roo	

18 • WEEK 2 • THURSDAY



READING

Vocabulary and language

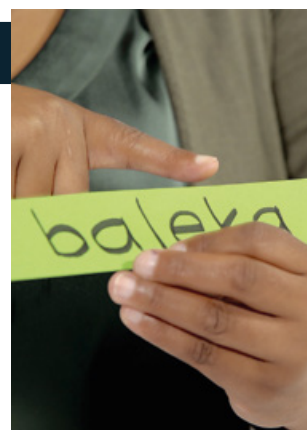
15 min

Flashcards

- Show and read each word.
- Find and point to the words in the LAB.
- Place the flashcards on the word wall and read them again.

Sentence strip

- Read this week's sentence strip again.
- Which word tells us this story happened in the past (*got*)
- What other words could we use instead of *got*? (*bought, made, borrowed*)





WRITING Comprehension

Revision Re-read *Sipho goes to school* together.

Answer the questions Look at the picture. Tick the correct answer

Check/mark

p. 19

15 min

DATE _____

Comprehension

Tick ✓ the correct sentence.

1. <input type="radio"/> The pants are too long. <input type="radio"/> The pants fit.	2. <input type="radio"/> The skirt is too short. <input type="radio"/> The skirt fits.
3. <input type="radio"/> The shoes are too big. <input type="radio"/> The shoes fit.	4. <input type="radio"/> The jersey is too small. <input type="radio"/> The jersey fits.

WEEK 2 • THURSDAY • 19



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups B and C second reading

- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

5 min

+ 30 min



PERFORMING ARTS Present plays

Perform

- Groups present their plays about Sipho and the bully.
- Choose the strongest group to perform first.

Evaluate Praise and applaud each group.

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

30 min



PHYSICAL EDUCATION Activity stations

Warm up

Activity stations

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

Cool down

30 min



FRIDAY


LISTENING AND SPEAKING Traditional clothes

Pairs Tell about traditional clothes in your family.

Share and categorise

- What traditional clothes do we wear for religious events?
- What traditional clothes do we wear on celebration days?
- What traditional clothes do we wear every day?

p. 15

15 min


BEGINNING KNOWLEDGE Traditional clothes

Write and draw about what you found out

- Write one thing you learned.
- Use a full sentence and best handwriting.
- Draw a picture.

For recovery timetable, replace this lesson with Group Guided Reading, while class writes answers in exercise book.

15 min


PHONICS Dictation

Dictate words

- Say each word clearly and slowly.
- Repeat it once only.

Write in exercise book

- Give learners time to write each word.
- They must use their best handwriting.

Check and correct Write the words on the board for learners to mark.

15 min

Five

words

to

be

supplied


WRITING Similes: I am as ...

Discuss good qualities

- Write the words happy, brave, strong on the board.
- Discuss why these are good qualities.

Brainstorm similes Brainstorm ways to describe the qualities using similes, for example, happy as a baby goat, happy as sunshine.

In exercise book Learners write 5 similes about themselves:
I am as ...

15 min





INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups D and E second reading

- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

5 min
+
30 min



CHECKING AND FEEDBACK

Read In pairs, learners read their news to each other.

Mark Independent Work

- Go through the DBE workbook activities together.
- Learners correct or complete.

15 min



PHYSICAL EDUCATION

Activity stations

Warm up

Activity stations

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

Cool down

For recovery timetable, replace this lesson with Group Guided Reading, while class writes answers in exercise book.

30 min



TEACHER'S WEEKLY REVIEW

This week, I have:

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

I have scheduled a time next week for:

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

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

WEEK 3 OVERVIEW

Everyone
is special

PREPARATION

Flashcards

elephant

lion

tortoise

zebra

giraffe

Sentence strip

One year, the rains didn't come.

INDEPENDENT WORK

- 1 Paired Reading LAB page 36
- 2 Handwriting 1 Language specific
- 3 Handwriting 2 Language specific
- 4 Handwriting 3 Language specific
- 5 DBE Home Language Page xx
- 6 DBE Home Language Page xx
- 7 DBE Life Skills Page xx
- 8 Dictionary
elephant lion tortoise zebra giraffe

Lang eds, these are the
same as for last version,
please insert in all weeks

EQUIPMENT FOR ACTIVITIES

- Paint
- Paper to paint on
- Equipment required for selected Physical Education activities



The waterhole

One year the rains didn't come. It was very dry. The **waterhole** was nearly empty. There was only a puddle of water in the middle and, before long, all the animals were thirsty.

Elephant came to the waterhole. He looked at the small puddle. "Hmm" he said. There is not much water for me to splash and drink. What shall I do?"

Then he had an idea. "I will have to chase all the other animals away."

When Impala and Zebra came to drink, Elephant trumpeted loudly and said, "This is my water! Go away!" He stamped his feet and flapped his ears and chased Impala and Zebra away.

Later, when Giraffe and Hyena came to drink, Elephant trumpeted. He stamped his feet. He flapped his ears. "This is my water!" he said. "Go away!"

Giraffe ran away. Hyena stopped laughing. He **slunk** away.

Elephant even chased Lion and Leopard away from the water. "I am the biggest animal," he said. "The water is mine!"

At the end of the day, the animals were very thirsty. They had a meeting under the thorn tree.

"We must stop Elephant," said Impala.

"Yes, he is a bully!" said Hyena.

Tortoise walked into the middle of the circle. "I have a plan," he said. "Elephant is very big and he can chase us if we come to drink one at a time. But if we work together, we can stop him."

He said to Crow, "When I stamp my feet twice, make a loud noise. Fly around Elephant's head and **confuse** him."

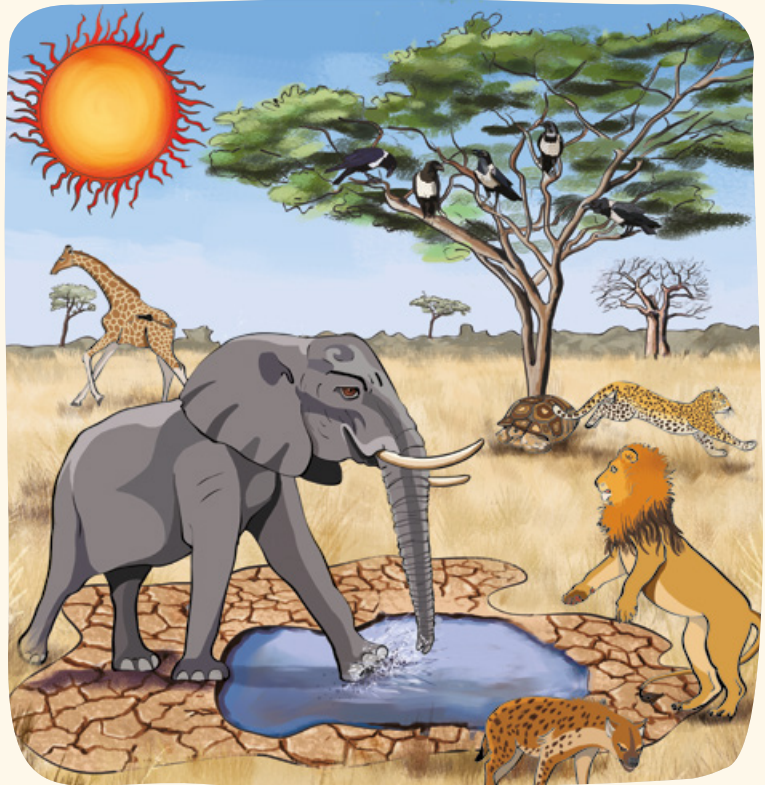
"Then," he said to the others, "we must all run to the waterhole and shout loudly at Elephant that he must share the water."

Tortoise gave the signal. Crow cawed loudly and flew around Elephant's head. He was confused. He did not know what to do.

Then all the animals ran to the waterhole "Stop being a bully!" they shouted, "share the water!"

Elephant looked at all the animals. He listened to what they said. He was ashamed. He stood aside and let the other animals drink.

"Thank you, Tortoise," said Lion. "That was a good plan."



VOCAB

waterhole – a place where animals drink

slink – creep along close to the ground

confused – not able to think clearly

MONDAY



READ-ALOUD

The waterhole

Before reading Ask learners to name wild animals.

Reading Read the story aloud and ask the questions.

After reading

- What happened when the animals worked together?
- How is this the same as in the story about Jakob and the pen?
- What can we learn from this story?

TG
p. 21

15 min



BEGINNING KNOWLEDGE

We are different,
We are the same

Prior knowledge Do you think we are all the same?

Read the page Look at the pictures and read the text.

Discuss the questions

- How are we different? (*read or play? soccer or running? town or country, girl or boy?*)
- How are we the same?

p. 28

15 min



PHONICS

New sound

(Versioners: Language specific)

Introduce the sound

- Listen to and say the sound.
- Notice your mouth.

Identify words with the sound Learners can provide more words.

Pairs Read the syllables and words.

Write Write words for the pictures.

p. 29

15 min



READING

The waterhole

Picture walk Who can you see in each picture?

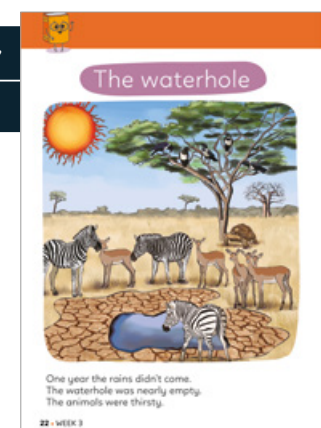
Read the whole story to and with the learners Learners point to the words with their fingers.

Comprehension pages 22–24

- On page 22, point to the words that tell us there was a drought.
- On page 23, point to the words that tell us what elephant says.
- How do you know these are speaking words?
- On page 24, point to the word that tells us what the elephant did.
- How would you feel if an elephant shouted at you?

pp. 22–27

15 min





WRITING

News

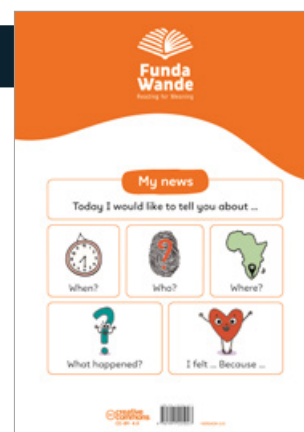
Provide a topic for the news (news about the holiday, the weekend, a sports team, a TV show)

Pairs Use the My News frame on the back cover of the LAB to briefly tell news.

Learners write news in exercise books.

Encourage them to use longer sentences and to provide details.

15 min



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Introduce this week's independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.

GGR: Groups A and B first reading

- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

5 min
+
30 min



VISUAL ARTS

Fingerprint animals

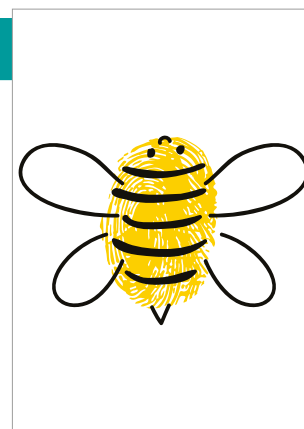
Discuss

- Learners look at their fingers to see their unique fingerprints.
- Compare fingerprints with a partner.

Make fingerprints

- Learners dip fingertips in paint and print several fingerprints on a piece of paper.
- Wait for the paint to dry. Keep the page safe to complete on Tuesday.

30 min



PHYSICAL EDUCATION

Introduction

Prepare

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

Introduce activity stations

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

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

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

30 min



TUESDAY



WELLBEING

Mindful me

15 min

- Learners sit comfortably and close their eyes.
- They breathe in to a count of five and out to a count of five. Repeat.
- They open their eyes and tell each other how they feel.
- In pairs, learners talk about how this activity can help them relax or calm down.



BEGINNING KNOWLEDGE

My friends and me

15 min

Small groups

- Discuss how the learners in the group are the same and different.
- How many similarities and differences can you find?

Whole class

- Ask different learners to give interesting similarities.
- Repeat for differences.

Draw Learners can draw themselves and a friend if there is time.



PHONICS

(Versioners: Language specific)

Quick letter naming practice

- Point randomly to a letter on the alphabet frieze.
- Learners say sound of the letter.
- Repeat. Keep pace up.

Do the activity Walk around and assist learners where needed.

Check/mark the activity

p. 30

15 min

DATE _____	
Kies die regte woord.	
1. Dit is my <input checked="" type="radio"/> haas <input type="radio"/> haan	2. Ek het 'n groot <input type="radio"/> maag <input type="radio"/> haas
3. Hy sit op die <input type="radio"/> vuur <input type="radio"/> muur	4. Die rok is <input type="radio"/> duur <input type="radio"/> suur
5. Jan eet <input type="radio"/> kaas <input type="radio"/> saag	6. Dis 'n <input type="radio"/> haan <input type="radio"/> aap
7. Die lekker is <input type="radio"/> duur <input type="radio"/> suur	8. Hy lees die <input type="radio"/> mus <input type="radio"/> nuut

30 • WEEK 3 • TUESDAY



READING

Sentence making

p. 113

15 min

Cut out the sentence strip on LAB page 113.

Read the sentence together

- Why is there a capital letter at the beginning of the sentence?
- What do we find at the end of the sentence?

Ask questions about sentence strip

- **When?** one year

- **What?** the rains
- **What happened?** didn't come

Learners cut off the words/word groups after answering each question

Jumble and reconstruct the sentence.

Learners stick sentence into exercise books.

WEEK 4	WEEK 3
"Stop being a bully!" Share the water!"	One year, the rains didn't come.

113



SHARED WRITING Write a letter

Introduction What types of letters can we write?
(thank you, invite them to an event, say sorry)

Show the writing frame

- Greeting
- Ending

Brainstorm

- What kind of letter shall we write?
- Who shall we write to?
- What shall we say/ask?

Shared writing Use the correct format and learners' ideas.

15 min

Dear _____

Your friend,



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups C and D first reading

- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

5 min
+
30 min



VISUAL ARTS Fingerprint animals

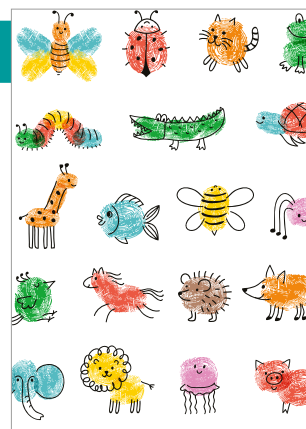
Plan Learners plan how to turn their fingerprints from Monday into animals.

Create Add features like a head, eyes, legs, shell, etc.

Display

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

30 min



PHYSICAL EDUCATION Activity stations

Warm up

Activity stations

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

Cool down

30 min



WEDNESDAY

**WELLBEING** I think, I feel...

Question How does a good friend make you feel?

Pairs Discuss the question.

Share Select two learners to share (give everyone a chance over the term).

15 min

**BEGINNING KNOWLEDGE** Unique you!**Prior knowledge**

Ask learners if they have a passport or if they have seen a family member's passport.

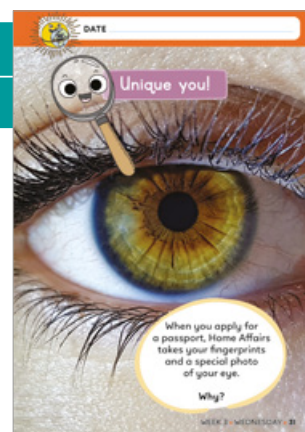
Read the page Discuss picture and read the text with the learners.

Talk about the question

- How will you find out the answer?
- Learners to bring answer on Friday.

p. 31

15 min

**PHONICS****New sound**
(Versioners: Language specific)**Introduce**

- Listen to and say the sound.
- Read the example word.

Build words

- Build some words with the sound and say them.

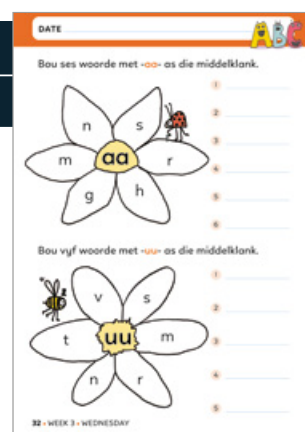
On your own and pairs

- Learners build more rhyming words.
- Learners say all the rhyming words to their partner.
- Learners can provide more words.

Versioners: There is different text to Afrikaans Phonics on a Wednesday

p. 32

15 min

**READING****The waterhole****Read together**

Read the first three pages of *The waterhole* to and with the class.

Read in groups

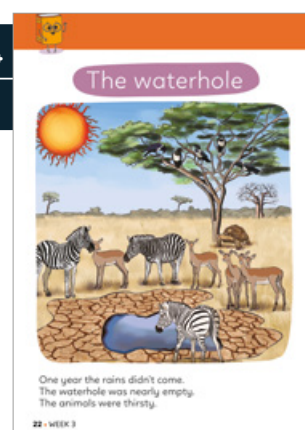
In groups of three, take turns to read one page each.

Read alone

Whisper-read the first three pages of the story.

pp. 22–24

15 min





WRITING A letter

15 min

Review the letter format

- Greeting and ending
- Punctuation

Brainstorm vocabulary Name of school, school subjects, games played at school

Instruction Learners write a letter to a relative telling about their school (include name of school, grade, favourite subject or teacher)



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

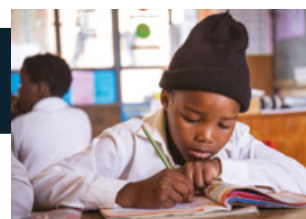
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

Group E first reading

- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

Group A second reading

- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

5 min
+
30 min

PERFORMING ARTS A song about animals

30 min

Warm up

Make the sounds of different wild animals: roar like a lion, caw like a crow, neigh like a zebra, and so on.

Teach a song

Select and teach a well-known song about a wild animal, for example, *Five little elephants*.

Versioners: Add a suitable HL song

Groups

Learners practise the song, adding actions.



PHYSICAL EDUCATION Activity stations

30 min

Warm up

Activity stations

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

Cool down

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



THURSDAY



LISTENING AND SPEAKING

Sing/recite

Where are you from? (*hands extended*)
 Where are you from? (*hands extended*)
 Where are you from? (*hands extended*)

I'm from South Africa! (*point to yourself*)
 I'm a South African. (*point to yourself*)
 I'm from Zimbabwe! (*point to yourself*)
 I'm a Zimbabwean. (*point to yourself*)
 I'm from Malawi! (*point to yourself*)
 I'm a Malawian. (*point to yourself*)

And we are all the same! (*thumbs up*)

15 min



BEGINNING KNOWLEDGE

Friends

Prior knowledge What do friends do?

Read the page

- What does the picture show?
- What are the children doing?
- Who is being kind?

Do the activity

- Read the words.
- Draw a line from the words to the correct part of the picture.

p. 33

15 min



PHONICS

(Versioners: Language specific)

Quick letter naming practice

- Point randomly to letter on the alphabet frieze.
- Learners say sound of letter.
- Repeat. Keep pace up.

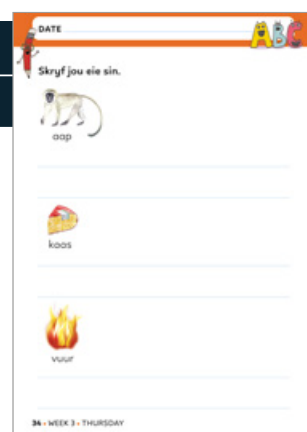
Learners do the activity

- Walk around and assist where needed.

Check/mark the activity

p. 34

15 min



READING

Vocabulary and language

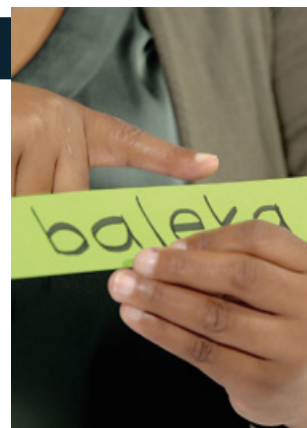
Flashcards

- Show and read each word.
- Find and point to the words in the LAB.
- Place the flashcards on the word wall and read them again.

Sentence strip

- Read this week's sentence strip again.
- Which word shows that this happened long ago? (*didn't*)
- What could we say instead? (*did not*)

15 min





WRITING Improving our writing

15 min

Discuss shared writing

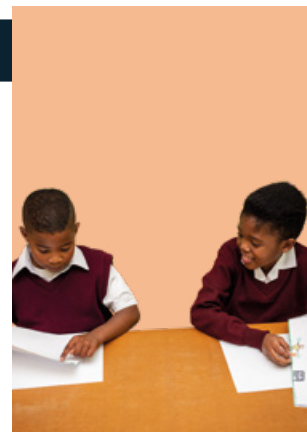
- Read a sentence from Tuesday's shared writing to learners.
- Show how to make the sentence more interesting (*add adjectives or descriptions, use interesting verbs*).

Read Learners read a sentence from their writing from yesterday to a partner.

Check and improve

- Check the spelling and punctuation of the sentence.
- Can you make your sentence more interesting?

Swap and repeat for each partner



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups B and C second reading

- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

5 min
+
30 min

PERFORMING ARTS Concert time

Perform

- Each group performs the song they practised the previous day for the class.
- Choose the strongest group to perform first.

Evaluate Praise and applaud each group.

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

30 min



PHYSICAL EDUCATION Activity stations

Warm up

Activity stations

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

Cool down

30 min



FRIDAY



LISTENING AND SPEAKING

Unique you!

Nobody in the world has eyes or fingerprints like yours. Your fingerprints and your eye are unique. Home Affairs takes your fingerprints and a photo when you apply for a passport, so that they can prove that you are you when you come into or leave the country. We call this biometrics.

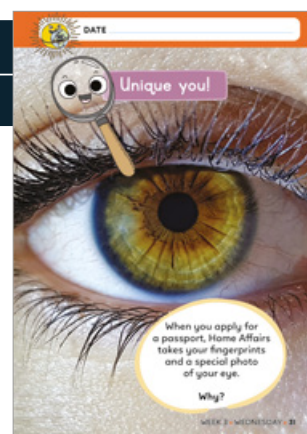
Pairs Tell what you found out.

Share

- Ask a few learners to share with the class.
- Talk about what you found out.

p. 31

15 min



BEGINNING KNOWLEDGE

Unique you!

Write and draw about what you found out

- Write one thing you learned.
- Draw a picture.

For recovery timetable, replace this lesson with Group Guided Reading, while class writes answers in exercise book.

15 min



PHONICS

Timed word reading

Pairs read the words

- Learner reads to partner for 1 minute.
- Circle the last word read and partner counts incorrectly read words.
- Each learner has three turns.

Count the words

- Choose the best attempt. Subtract any incorrectly read words.
- Learners write their best score on the line.
- Point out how you read more words with more practice.

p. 35

15 min



WRITING

What friends do

Brainstorm What are good qualities of a friend? (*kind, listens, shares, helps, laughs, plays*)

Write learner's suggestions on board.

Write Learners choose words from the list and write sentences about how to be a good friend

- in class
- during break
- at lunch time

15 min





INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups D and E second reading

- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

5 min
+
30 min



CHECKING AND FEEDBACK

Read In pairs, learners read their news to each other.

Mark Independent Work

- Go through the DBE workbook activities together.
- Learners correct or complete.

15 min



PHYSICAL EDUCATION

Activity stations

Warm up

Activity stations

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

Cool down

For recovery timetable, replace this lesson with Group Guided Reading, while class writes answers in exercise book.

30 min



TEACHER'S WEEKLY REVIEW

This week, I have:

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

I have scheduled a time next week for:

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

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

WEEK 4 OVERVIEW

Everyone
is special

PREPARATION

Flashcards

rain

dry

thirsty

water

drink

Sentence strip

“Stop being a bully! Share the water!”

INDEPENDENT WORK

- 1 Paired Reading LAB page 44
- 2 Handwriting 1 Language specific
- 3 Handwriting 2 Language specific
- 4 Handwriting 3 Language specific
- 5 DBE Home Language Page xx
- 6 DBE Home Language Page xx
- 7 DBE Life Skills Page xx
- 8 Dictionary
rain dry thirsty water drink

Lang eds, these are the
same as for last version,
please insert in all weeks

EQUIPMENT FOR ACTIVITIES

- Paint
- Paper to paint on
- Equipment required for selected Physical Education activities



The new boy and the bully

Sipho was a new boy in Grade 2. Amos was also a new boy in Grade 2. There were other new boys and girls too.

Thami was a new boy. He was from Durban. Dora was a new girl. She was from Ulundi. Ayanda was a new girl. She was from Qwa Qwa.

Samson was a new boy. He was from Malawi.

Sipho and Amos sat at one desk. Ayanda and Dora sat at one desk. Samson sat alone. The children all did sums.

After school Jakob stopped Samson at the school gate. "Are you from Malawi?" he said.

"Yes," said Samson.

Jakob took Samson's book and flung it in the mud. "Ha ha," said Jakob, "now your book is dirty, just like you. My dad told me that **immigrants** from other countries are dirty. Ha ha ha ha."

Sipho went home. He was sad.

"What's wrong?" said Granny.

Sipho told Granny what had happened after school. He told her what Jakob said.

"Is it true, Granny?" he asked, "Are people from other places dirty?"

"Of-course not," said Granny. "You need to help him, Sipho."

"But how can I help him?" said Sipho. "If I tell Teacher, Jakob will hit me."

"Yes. That is true," said Granny, "we'll have to think of a clever **plan**."

Sipho told Amos about the plan. "That is a good plan," said Amos.

Amos told Ayanda about the plan. "That is a very good plan," said Ayanda.

Ayanda told Dora about the plan. "That is an **excellent** plan," said Dora.

At break Jakob went to Samson. "Your book is dirty!" he said, "You are dirty too! You are just rubbish!"

"Time for Granny's plan!" said Sipho. "Waaaaa!" he shouted, "Waaaaa! Waaaaa! Waaaaa!"

Jakob left Samson. He ran to Sipho.

"Waaaaa!" shouted Amos. "Waaaaa! Waaaaa! Waaaaa!" shouted Sipho and Sihle and Ayanda and Dora. "Waaaaa! Waaaaa! Waaaaa!"

The teacher came out. "What is going on?" she said.

"Nothing," said the children. But they all looked at Jakob.

The teacher looked at Jakob. "What is going on Jakob?" she said.

"Nothing," said Jakob. But he left Samson alone.

"You are okay, Samson," said Sipho. "Let's be friends."



VOCAB

immigrants – people who move to a new country

plan – an idea or proposal about what to do

excellent – extremely good

MONDAY



READ-ALoud

The new boy and the bully

Before reading Discuss what is a bully? Ask for some examples.

Reading Read the story aloud and ask the questions.

After reading

- What did Jakob say about people from other countries?
- What happened when the children made a big noise?
- Is it better to work together or work alone?

TG
p. 33

15 min



BEGINNING KNOWLEDGE

The countries of Southern Africa

Prior knowledge Have you ever met people who come from other countries?

Read the page Look at the map and read the text.

Discuss the map

- Point to different countries on the map.
- Find the names of the capital cities.
- Which countries are the biggest? Which are the smallest?

p. 37

15 min



PHONICS

New sound

(Versioners: Language specific)

Introduce the sound

- Listen to and say the sound.
- Notice your mouth.

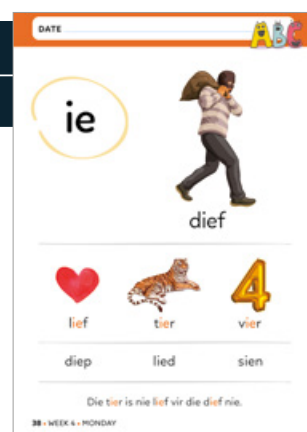
Identify words with the sound Learners can provide more words.

Pairs Read the syllables and words.

Write Write words for the pictures.

p. 38

15 min



READING

The waterhole

Picture walk Who can you see in each picture? What is happening?

Read the whole story to and with the learners

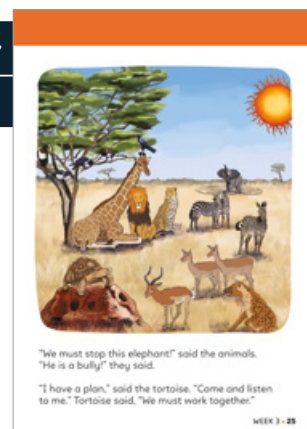
Learners point to the words with their fingers.

Comprehension pages 25–27

- On page 25, point to word that tells us that the tortoise knows what to do.
- On page 26, point to the words that say more than one person is part of the plan.
- On page 27, point to the word that tells us the tortoise made a sign.
- How do you think the elephant's face looked?

pp. 22–27

15 min





WRITING News

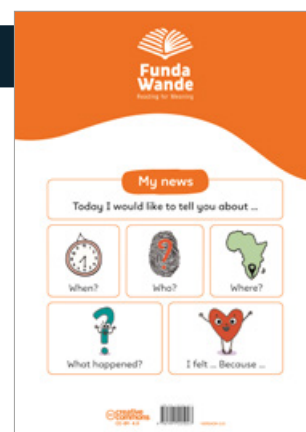
15 min

Provide a topic for the news (news about the holiday, the weekend, a sports team, a TV show)

Pairs Use the My News frame on the back cover of the LAB to briefly tell news.

Learners write news in exercise books.

Encourage them to use longer sentences and to provide details.



INDEPENDENT WORK AND GROUP GUIDED READING



Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Introduce this week's independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.

GGR: Groups A and B first reading

- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

5 min
+
30 min



VISUAL ARTS Make a vehicle from boxes

30 min

Discuss How could Samson have come to South Africa from Malawi (plane, bus, taxi, car)

Plan

- In groups, decide what vehicle to make.
- Learners collect the materials and plan and draw their vehicle.



PHYSICAL EDUCATION Introduction

30 min

Prepare

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

Introduce activity stations

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

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

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



TUESDAY



WELLBEING

Mindful me

15 min

- Pairs sit facing each other.
- Learners take turns to pull funny faces at each other and make their partner laugh.
- Ask one or two learners to show the class their funny face.
- Talk about how laughing can help us to relax.



BEGINNING KNOWLEDGE

Capital cities

p. 37

15 min

Read

- Look at the map on LAB page 37 together.
- Explain that a capital city is where the government meets.
- Find the countries on the map.
- Point to the capital cities

Write In exercise books, learners draw a table showing the names of the countries on the map and their capital cities.



PHONICS

(Versioners: Language specific)

Quick letter naming practice

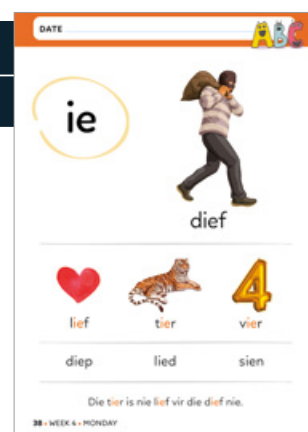
- Point randomly to a letter on the alphabet frieze.
- Learners say sound of the letter.
- Repeat. Keep pace up.

Do the activity Walk around and assist learners where needed.

Check/mark the activity

p. 38

15 min



READING

Sentence making

p. 113

15 min

Cut out Learners cut out the sentence strip on LAB page 113.

Read the sentence together and discuss punctuation.

Ask questions about sentence strip

- **Do what?** Stop!
- **What?** being a bully
- **Do what?** Share
- **What?** the water

Learners cut off the words/ word groups after answering each question

Jumble and reconstruct the sentence.

Learners stick sentence into exercise books.





SHARED WRITING Write a story

Introduction Learners tell the story *The waterhole* in their own words.

Show the writing frame

Brainstorm a new story

- What should the title be?
- Who was the bully and what did he not want to share?
- Who had a clever plan?
- What did the animals do?
- How did the bully feel?

Shared Writing Write the new story on the board, using learners' ideas.

15 min

The animals at _____

The _____ was a bully.
_____ wouldn't share _____.

The _____ had a plan.
_____ told _____,
_____ and _____ what
to do.

The animals _____.
The bully was _____.



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups C and D first reading

- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

5 min
+
30 min

VISUAL ARTS Make a vehicle from boxes

Create Learners make the vehicle they planned on Monday.

Display Groups show and describe their vehicle to the rest of the class.

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

30 min



PHYSICAL EDUCATION Activity stations

Warm up

Activity stations

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

Cool down

30 min



WEDNESDAY



WELLBEING

I think, I feel ...

15 min

Questions

- How are we different and the same in my family?
(e.g. *Who is the oldest/youngest? How do family members look?*)
- How do I feel about my family?

Pairs Discuss the question.**Share** Select two learners to share (give everyone a chance over the term).

BEGINNING KNOWLEDGE

Fynbos

p. 40

15 min

Prior knowledge What flower is on the 2023 R1 coins? (*King Protea*) Where does it grow naturally? (*Western and South Western Cape*)

Read the page In areas where fynbos grows, when is the rainy season?

Talk about the question

- How will you find out the answer?
- Learners to bring answer on Friday.



PHONICS

New sound

(Versioners: Language specific)

p. 41

15 min

Introduce

- Listen to and say the sound.
- Read the example word.

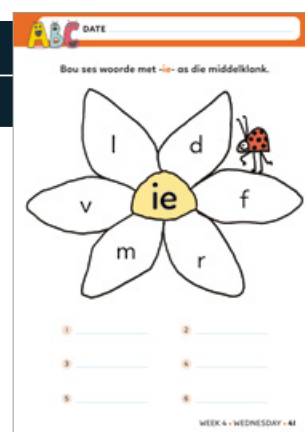
Build words

- Build some words with the sound and say them.

On your own and pairs

- Learners build more rhyming words.
- Learners say all the rhyming words to their partner.
- Learners can provide more words.

Versioners: There is different text to Afrikaans Phonics on a Wednesday



READING

The waterhole

pp. 25–27

15 min

Read together

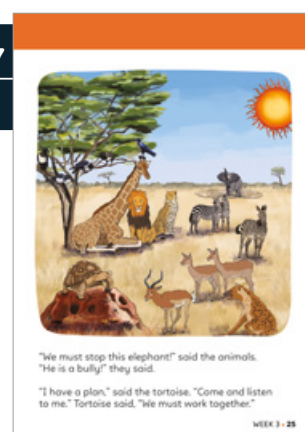
Read the last three pages of *The waterhole* to and with the class.

Read in groups

In groups of three, take turns to read one page each.

Read alone

Whisper-read the first three pages of the story.





WRITING My friend and me

15 min

Discuss Discuss what same and different mean.

- How are you and your friend the same?
- How are you different?

Brainstorm vocabulary Brainstorm words to describe your friend.

Learners write Compare yourself with your friend.

- We are both ... (similarities).
- ... is ... but I am ... (differences).



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

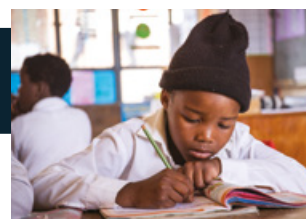
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

Group E first reading

- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

Group A second reading

- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

5 min
+
30 min

PERFORMING ARTS Improvise

30 min

Introduction Recap the story *The new boy and the bully*.

Discuss

- Who were the characters in the story?
- How do you think Jakob looked and talked?
- How do you think Samson looked and talked?
- How do you think Sipho looked and talked?

Groups

- Learners improvise a short scene about a bully and how they are stopped.
- Everyone must have a turn. Remind learners no one can be hurt!



PHYSICAL EDUCATION Activity stations

30 min

Warm up

Activity stations

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

Cool down

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



THURSDAY



LISTENING AND SPEAKING

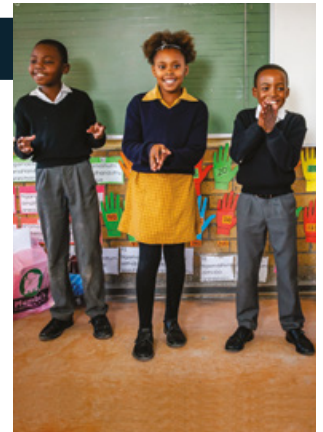
Sing/recite

15 min

Where are you from? (*hands extended*)
 Where are you from? (*hands extended*)
 Where are you from? (*hands extended*)

I'm from South Africa! (*point to yourself*)
 I'm a South African. (*point to yourself*)
 I'm from Zimbabwe! (*point to yourself*)
 I'm a Zimbabwean. (*point to yourself*)
 I'm from Malawi! (*point to yourself*)
 I'm a Malawian. (*point to yourself*)

And we are all the same! (*thumbs up*)



BEGINNING KNOWLEDGE

How to stop a bully

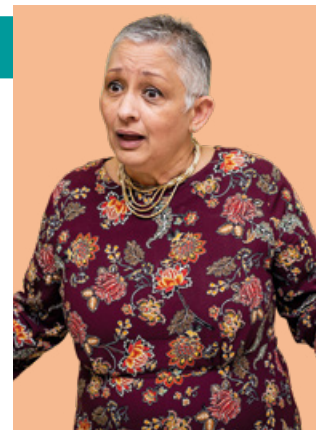
15 min

Prior knowledge How do bullies make us feel?

Recap

- In the story, Sipho and his friends made a big noise when Jakob bullied Samson.
- Did it help?
- Why?

Discuss What else could the children have done to stop him?



PHONICS

(Versioners: Language specific)

p. 42

15 min

Quick letter naming practice

- Point randomly to letter on the alphabet frieze.
- Learners say sound of letter.
- Repeat. Keep pace up.

Learners do the activity Walk around and assist where needed.

Check/mark the activity



READING

Vocabulary and language

15 min

Flashcards

- Show and read each word.
- Find and point to the words in the story in the LAB.
- Place the flashcards on the word wall and read them again.

Sentence strip

- Read this week's sentence strip again.
- Which words tell the elephant what to do? (*stop, share*)
- When must the elephant stop and share? (*now*)
- How do you know? (*exclamation mark suggests this*)





WRITING Comprehension

Revision Re-read the story *The waterhole*.

Answer the questions

p. 43

15 min

DATE _____

Comprehension

Read the story of *The waterhole*. Tick the correct answers.

1 The waterhole was ...
☐ empty ☐ full ☐ thirsty

2 Elephant wanted the water because he was...
☐ the tallest animal
☐ the biggest animal
☐ the cleverest animal

3 Tick the animals who came to the waterhole.
☐ rabbit ☐ hyena ☐ cat
☐ leopard ☐ lion ☐ giraffe

4 Who had a clever plan?
☐ the lion ☐ the zebra ☐ the tortoise

5 What did the animals say to the elephant?

WEEK 4 • THURSDAY • 43



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups B and C second reading

- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

5 min

+
30 min



PERFORMING ARTS A traditional song

Prior knowledge

- Talk about traditional songs from your area.
- Show how you clap and stamp when you sing.

Sing Choose a traditional song and sing it together as a class.

Perform Groups select, practise and perform the song.

Evaluate Praise and applaud each group.

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

30 min



PHYSICAL EDUCATION Activity stations

Warm up

Activity stations

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

Cool down

30 min



FRIDAY



LISTENING AND SPEAKING Fynbos

Fynbos is the smallest of the six floral kingdoms in the world. There are more 9 000 species of flowering fynbos plants including restios that look like reeds and irises that grow from bulbs. Some fynbos plants need fire to grow.

Pairs Tell what you found out.

p. 40

15 min



BEGINNING KNOWLEDGE Fynbos

Write and draw about what you found out

- Write one thing you learned.
- Draw a picture.

15 min



PHONICS Dictation

Dictate words

- Say each word clearly and slowly.
- Repeat it once only.

Write in exercise book

- Give learners time to write each word.
- They must use their best handwriting.

Check and correct Write the words on the board for learners to mark.

15 min

Five

words

to

be

supplied



WRITING The bully

Brainstorm

- Reread the Shared Writing story from Tuesday.
- Learners select their own characters for a new story.

Write Learners write their own story about a bullying animal, using the same text structure.

15 min





INDEPENDENT WORK AND GROUP GUIDED READING

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GGR: Groups D and E second reading

- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

5 min
+
30 min



CHECKING AND FEEDBACK

Read

- In pairs, learners read their independent writing to each other.
- Tell your partner what you liked about their writing.

Mark Independent Work DBE workbook activities done in Independent work.

15 min



PHYSICAL EDUCATION

Activity stations

Warm up

Activity stations

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

Cool down

For recovery timetable, replace this lesson with Group Guided Reading, while class writes answers in exercise book.

30 min



TEACHER'S WEEKLY REVIEW

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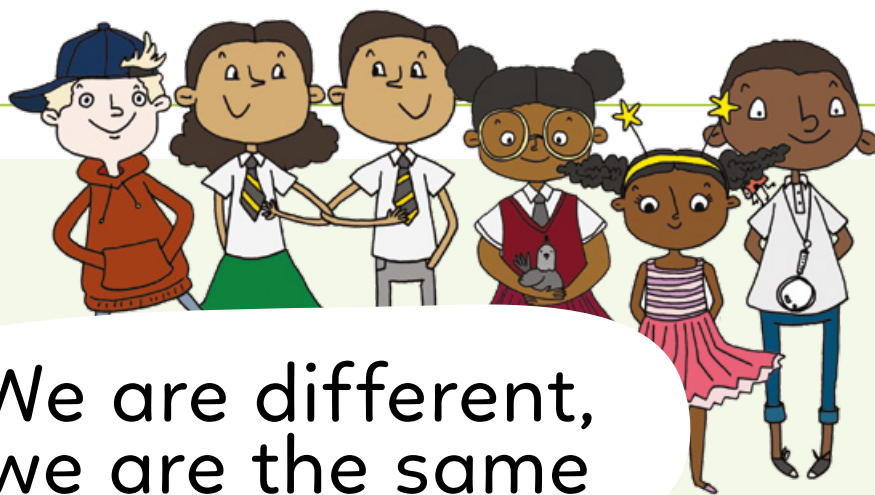
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I have scheduled a time next week for:

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

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

WEEK 5 OVERVIEW



We are different,
we are the same

PREPARATION

Flashcards

read

see

eyes

light

glasses

Sentence strip

Sipho tried to read the numbers on the board.

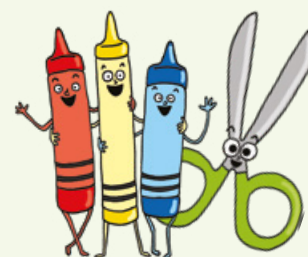
INDEPENDENT WORK

- 1 Paired Reading LAB page 59
 - 2 Handwriting 1 Language specific
 - 3 Handwriting 2 Language specific
 - 4 Handwriting 3 Language specific
 - 5 DBE Home Language Page xx
 - 6 DBE Home Language Page xx
 - 7 DBE Life Skills Page xx
 - 8 Dictionary
- read see eyes light glasses

Lang eds, these are the
same as for last version,
please insert in all weeks

EQUIPMENT FOR ACTIVITIES

- Scissors and glue
- Crayons, kokis or stickers
- For Find Out, make a collection of pictures of famous physically challenged people, e.g. blind singer Ray Charles, physically challenged athletes Ntando Mahlangu, Kgothatso Montjane
- Equipment required for selected Physical Education activities



Sipho's new eyes

Sipho sat with his new friends Amos and Samson at the back of the class. They were doing sums. Sipho tried to read the numbers on the board.

"I see + 2," he thought, "but is it 6 + 2 at the top? Or 5 + 2? Or 8 + 2 ..."

"What is the number at the top?" he asked Amos. "To me it looks like a flying pig!"

The class burst out laughing.

"Okay, Sipho, the **comedian**! That's enough fooling around," said Teacher.

But Sipho was confused. In Grade 1 he could see all the numbers on the board. Something was wrong. "I need to tell Gogo," he thought to himself.

When he got home, he stormed into the kitchen where Gogo was making vetkoek for dinner. "Gogo, Gogo, please help me!" he begged.

"What's going on, Sipho? Why are you so upset?" asked Gogo.

"Oh Gogo, today in class I could not see the numbers properly on the board. I saw what looked like a flying pig!" said Sipho.

"A flying pig?" Gogo laughed but Sipho told her he was serious. His eyes were not seeing properly like they used to.

"Tomorrow is Saturday, I will take you to the eye doctor in town. Happy now?"

Gogo took Sipho to see a doctor who tests eyes. This kind of doctor is called an **optometrist**.

The optometrist shone a bright light into Sipho's eyes. She put pictures and letters in front of him and asked him what he could see. She said, "Oh! This boy really needs glasses!"

In a few days Sipho got his glasses. He put them on.

"Gogo!" he shouted, "I can see the picture on the wall clearly! There's you! There's me!"

He ran outside. "I can see the buses on the road! I can see the cows on the hill!" he shouted.

Sipho went to school with his new glasses. They had blue **frames** and clear lenses. He sat at the back of the classroom and he could see the board and the numbers clearly.

"8+2, 3+2, 4+2. I can read them all, Teacher," Sipho said, with a big smile on his face.

"Well done Sipho! I'm very proud of you! No more flying pigs," said Teacher, and everyone laughed.



VOCAB

comedian – a person who tells jokes

optometrist – a doctor who checks eyes and prescribes glasses

frames – the plastic or metal that goes around the lenses in glasses.

MONDAY

**READ-ALoud** Siphoph's new eyes**Before reading**

- Do you know someone who wears glasses?
- Have you ever tried to look through their glasses?

Reading Read the story aloud and ask the questions.

After reading

- Why couldn't Siphoph see the board?
- What did the teacher ask Siphoph to do?
- How did Siphoph feel when he got his new glasses?

TG
p. 45

15 min

**BEGINNING KNOWLEDGE** Helping our friends**Prior knowledge**

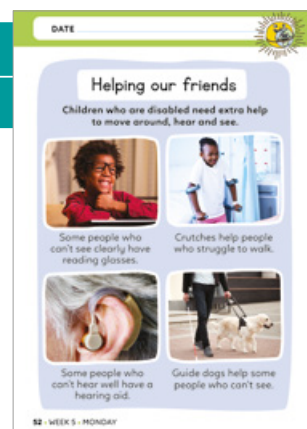
- If people need help to walk, what can they use?
- What other problems may physically challenged people have?

Read the page Look at the pictures and read the text.

Discuss the physical challenges What extra help may people with different physical challenges need?

p. 52

15 min

**PHONICS** New sound
(Versioners: Language specific)**Introduce the sound**

- Listen to and say the sound.
- Notice your mouth.

Identify words with the sound Learners can provide more words.

Pairs Read the syllables and words.

Write Write words for the pictures.

p. 53

15 min

**READING** Siphoph's new eyes

Picture walk Who can you see in each picture?

Read the whole story to and with the learners
Learners point to the words with their fingers.

Comprehension pages 46–48

- On page 46, point to the word that tells us where Siphoph was sitting.
- On page 47, point to the words that tell us where the teacher wanted Siphoph to sit.
- On page 48, find the word that tells us Siphoph's eyes were not working well.
- How do you think Siphoph felt?

pp. 46–51

15 min





WRITING News

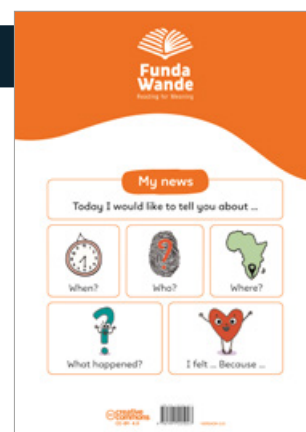
Provide a topic for the news (news about the holiday, the weekend, a sports team, a TV show)

Pairs Use the My News frame on the back cover of the LAB to briefly tell news.

Learners write news in exercise books.

Encourage them to use longer sentences and to provide details.

15 min



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Introduce this week's independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.

GGR: Groups A and B first reading

- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

5 min
+
30 min



VISUAL ARTS Make a pair of glasses

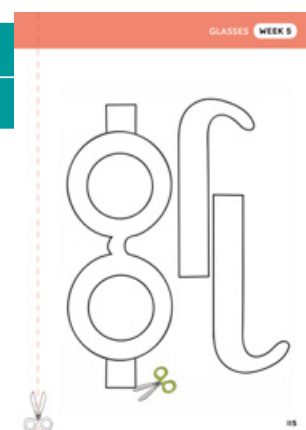
Plan and discuss

- What are the different parts of glasses called? (frames, arms, lens)
- Discuss ways of making glasses like Sipho's.
- Discuss what is needed to make the glasses using the template on LAB page 115.

Make glasses

- Learners cut out the glasses and stick the arms to the frame.
- Leave to dry. Keep the glasses safe to complete on Tuesday.

p. 115
30 min



PHYSICAL EDUCATION Introduction

Prepare

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

Introduce activity stations

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

Whole class activity

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

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

30 min



TUESDAY

WELLBEING

Mindful me

- Learners sit comfortably and close their eyes.
- They breathe in and out slowly to a count of eight. Repeat eight times.
- They open their eyes and tell each other how they feel.

30 min



BEGINNING KNOWLEDGE

Practise the signs

Prior knowledge Have you ever seen someone 'talk' with their hands?

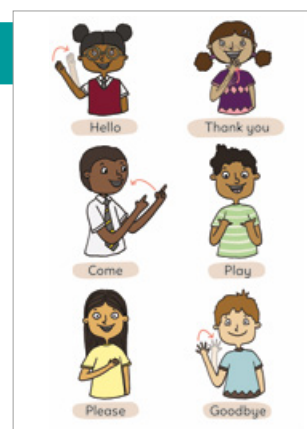
New knowledge

- People who can't hear sometimes make signs with their hands to communicate with others. We call this sign language.
- Sign language is an official language in South Africa.

Demonstrate sign language hand signals for hello, thank you, come, play, please and goodbye. Consult youtube if necessary.

Learners repeat and practise

15 min



PHONICS

(Versioners: Language specific)

Quick letter naming practice

- Point randomly to a letter on the alphabet frieze.
- Learners say sound of the letter.
- Repeat. Keep pace up.

Do the activity Walk around and assist learners where needed.

Check/mark the activity

p. 54

15 min



READING

Sentence making

Cut out the sentence strip on LAB page 117.

Read the sentence together

- Why is there a capital letter at the beginning of the sentence?
- What do we find at the end of the sentence?

Ask questions about sentence strip

- **Who?** Sipho

- **Did what?** tried to read
- **What?** the numbers

Learners cut off the words/word groups after answering each question

Jumble and reconstruct the sentence.

Learners stick sentence into exercise books.

p. 117

15 min



SHARED WRITING

Write a story

15 min

Introduction

- Learners tell the story *Sipho's new eyes* in their own words.
- We are going to write a similar story about someone with a different physical challenge.

Show the writing frame

Brainstorm a new story

- What should the title be?
- Who will the story be about?
- What physical challenge did he or she have, e.g. can't hear, can't walk?

- What aid did he or she need? (*a walking stick, a hearing aid*)
- What did Granny say?
- What medical person did he or she visit?
- How did he or she feel when they had their new aid?

Shared writing

- Write the new story on the board, using learners' ideas.
- Read the story together

___ new ____
 ___ couldn't ___ easily.
 Granny said, "Let's go
 to the ___ doctor."
 The doctor looked at
 _____.
 She gave ___ a ____.
 ___ felt ___ because
 _____.



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups C and D first reading

- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

5 min
+
30 min

VISUAL ARTS

Decorate the glasses

30 min

Plan Learners plan how to decorate the glasses frames they made on Monday.

Decorate Learners draw on their frames or stick stickers, glitter, and so on, onto them.

Display Learners do a fashion show wearing their glasses.

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



PHYSICAL EDUCATION

Activity stations

30 min

Warm up

Activity stations

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

Cool down



WEDNESDAY

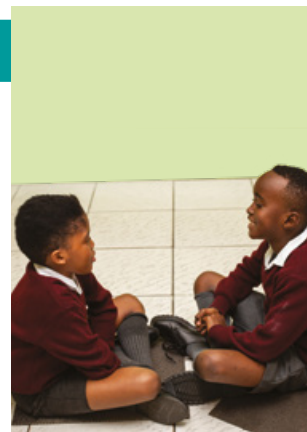
**WELLBEING** Helping others

Question Can I be a hero by helping others?

Pairs Discuss the question.

Share Select two learners to share (give everyone a chance over the term).

15 min

**BEGINNING KNOWLEDGE** Someone with a physical challenge**Prior knowledge**

- Ask learners if they have heard of Helen Keller.
- Ask them to imagine what it would be like to be deaf and blind.

Read the page Discuss picture and read the text with the learners.

Talk about the question

- How will you find out the answer?
- Learners to bring answer on Friday.

p. 55

15 min

**PHONICS** New sound
(Versioners: Language specific)**Introduce**

- Listen to and say the sound.
- Read the example word.

Build words

- Build some words with the sound and say them.

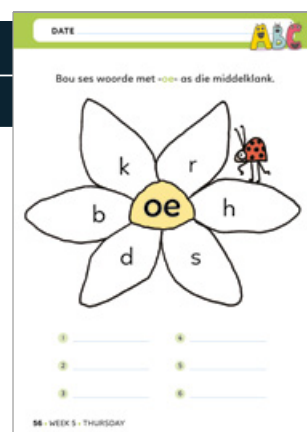
On your own and pairs

- Learners build more rhyming words.
- Learners say all the rhyming words to their partner.
- Learners can provide more words.

Versioners: There is different text to Afrikaans Phonics on a Wednesday

p. 56

15 min

**READING** Sipho's new eyes

Read together Read the first three pages of *Sipho's new eyes* to and with the class.

Read in groups In groups of three, take turns to read one page each.

Read alone Whisper-read the first three pages of the story.

pp. 46–48

15 min





WRITING Helping others

15 min

Instruction Explain that the learners will write four sentences that each start with the words: I can help people by...

Brainstorm ideas How can we help people who are physically challenged?

Write Learners write in exercise books.



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

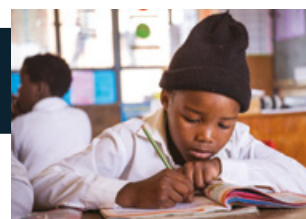
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

Group E first reading

- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

Group A second reading

- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

5 min
+
30 min

PERFORMING ARTS

A story about feelings

30 min

Discuss

- What are feelings?
- Learners use their faces to display different feelings. (frustrated, embarrassed, lonely.)

Groups

- Make up a short story about feelings.
- Act it out.

Listen and discuss feelings

Dora was sad. She had hurt her leg. She had to walk on crutches. Her friends went to play netball. They left her on her own. Dora felt lonely.

Phiwe sat next to Dora. She said, "Let's sing together!" Dora felt happy. Phiwe felt happy. They sang all afternoon.



PHYSICAL EDUCATION

Activity stations

30 min

Warm up

Activity stations

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

Cool down

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



THURSDAY



LISTENING AND SPEAKING

Sing/recite

We are the same!
 We are the same!
 We are all the same.
 I can't see, you can see (*hands on/off eyes*)
 But we are still the same.

... I can't hear, you can hear (*hands on/off ears*)
 ... I can't walk, you can walk (*hands on/off legs*)
 ... I can't speak, you can speak (*hands on/off lips*)

15 min



BEGINNING KNOWLEDGE

Helping people

Prior knowledge How can we help blind people?

Read the page

- Who can you see in the picture?
- Why is the little girl helping the lady with the stick and glasses?
- Do you think the lady can hear the taxi coming? What other things are making a noise?

Discussion What other things can you do to care for physically challenged people?

p. 57

15 min



PHONICS

(*Versioners: Language specific*)**Quick letter naming practice**

- Point randomly to letter on the alphabet frieze.
- Learners say sound of letter.
- Repeat. Keep pace up.

Learners do the activity Walk around and assist where needed.

Check/mark the activity

p. 58

15 min



READING

Vocabulary and language

Flashcards

- Show and read each word.
- Find and point to the words in the story in the LAB.
- Place the flashcards on the word wall and read them again.

Sentence strip

- Read this week's sentence strip again.
- Which word tells you that he couldn't read the numbers easily? (*tried*)
- Which letters in the word tried tell us that it happened in the past? (*ed*)
- What would we say if it was happening now? (*try*)

[Versioners: These questions are language specific and would need to be written about the sentence in each language. Focus on the past tense.]

15 min





WRITING

Improving our writing

15 min

Discuss shared writing

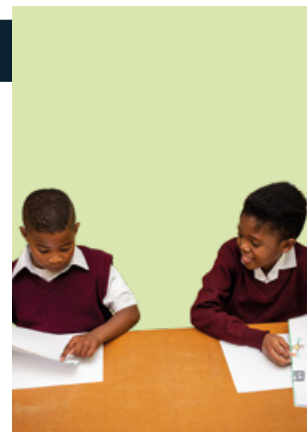
- Read a sentence from Tuesday's Shared Writing to learners.
- Show how to make the sentence more interesting.
(add adjectives or descriptions, use interesting verbs)

Read Learners read a sentence from yesterday's writing to a partner.

Check and improve

- Check the spelling and punctuation of the sentence.
- Can you make your sentence more interesting?

Swap and repeat for each partner



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups B and C second reading

- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

5 min
+
30 min



PERFORMING ARTS

Mime

30 min

Warm up

- Tell learners they will listen with their eyes.
- **Mime:** come to me, hold hands, make a circle, sit down.

Miming Give learners actions to mime: open a book, write, clean the board, pour a cup of water, drink.

Cool down Learners make up their own actions and ask others to guess what they are doing.

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



PHYSICAL EDUCATION

Activity stations

30 min

Warm up

Activity stations

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

Cool down



FRIDAY



LISTENING AND SPEAKING

Someone with a physical challenge

Learners might have found out about blind singer Ray Charles, or disabled athlete Ntando Mahlangu, or tennis player Kgothatso Montjane. Be prepared to share what you found out.

Pairs Tell each other what you found out about a famous person with physical challenges.

Share

- Ask some learners to share what they found out.
- Talk about how they found this information.

p. 55

15 min



BEGINNING KNOWLEDGE

Someone with a physical challenge

Write and draw about what you found out

- Write one thing you learned.
- Use a full sentence and best handwriting.
- Draw a picture.

For recovery timetable, replace this lesson with Group Guided Reading, while class writes answers in exercise book.

15 min



PHONICS

Timed word reading

Pairs read the words

- Teacher times 1 minute.
- Learner reads to partner for 1 minute.
- Circle the last word read and partner counts incorrectly read words.
- Each learner has three turns.

Count the words

- Choose the best attempt. Subtract any incorrectly read words.
- Learners write their best score on the line.
- Point out how you read more words with more practice.

p. 59

15 min



WRITING

Creative writing

Introduction

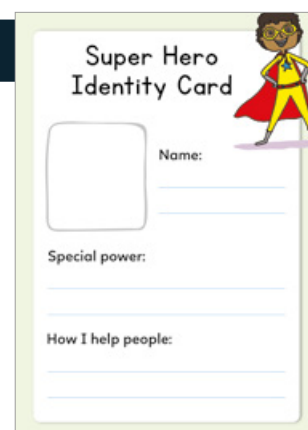
- Name some superheroes on TV (*Superman, Black Panther, Wonderwoman.*)
- What do they do? (*they save people from baddies.*)
- How? (*they have special powers: Superman can fly and is super-strong.*)

Guide learners to create a superhero

- Copy the Superhero Identity card onto the board
- What is the name of your superhero?
- What does your superhero look like?
- What special power does your superhero have?
- How does your superhero help people?

Learners draw an ID card for their superhero, in their exercise books

15 min





INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups D and E second reading

- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

5 min
+
30 min



CHECKING AND FEEDBACK

Read In pairs, learners read their news to each other.

Mark Independent Work

- Go through the DBE workbook activities together.
- Learners correct or complete.

15 min



PHYSICAL EDUCATION

Activity stations

Warm up

Activity stations

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

Cool down

For recovery timetable, replace this lesson with Group Guided Reading, while class writes answers in exercise book.

30 min



TEACHER'S WEEKLY REVIEW

This week, I have:

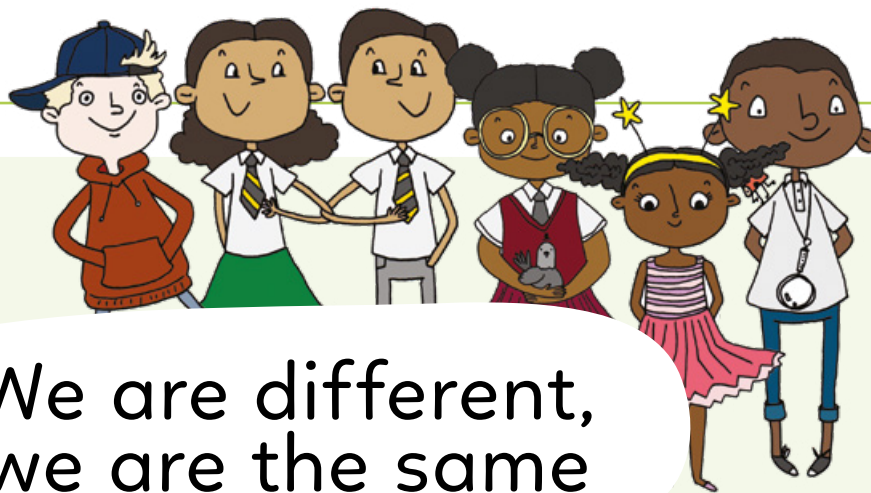
- **taken in the LABs** and commented on the Writing
- **checked and corrected the other LAB pages** and identified areas of concern or specific learners needing more assistance
- **referred back to the Week Overview** and identified any lesson I was not able to complete
- **scanned my lap book** and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

I have scheduled a time next week for:

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

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

WEEK 6 OVERVIEW



We are different,
we are the same

PREPARATION

Flashcards

read

see

eyes

light

glasses

Sentence strip

In a few days Sipho got his glasses.

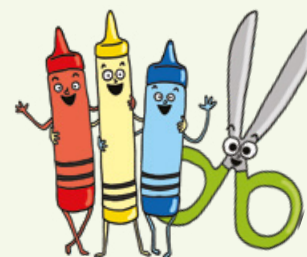
INDEPENDENT WORK

- 1 Paired Reading LAB page 69
 - 2 Handwriting 1 Language specific
 - 3 Handwriting 2 Language specific
 - 4 Handwriting 3 Language specific
 - 5 DBE Home Language Page xx
 - 6 DBE Home Language Page xx
 - 7 DBE Life Skills Page xx
 - 8 Dictionary
- read see eyes light glasses

Lang eds, these are the
same as for last version,
please insert in all weeks

EQUIPMENT FOR ACTIVITIES

- Collect clear 2-litre plastic bottles for Monday – ask learners to bring bottles from home
- Scissors, kokis/crayons
- Blank paper for drawing
- Equipment required for selected Physical Education activities



I can't find my glasses

Put your glasses or sunglasses on top of your head.

Pick up a book. Good morning learners! Today I want to read you a story.

Touch your face, look puzzled. Now, where did I put my glasses?

Look on table. Ignore learners when they tell you where the glasses are. Did I put them on the table?

Shake head. No, they aren't on the table!

Look under books. Did I leave them under my books?

Shake head. No, they aren't under my books!

Look inside the cupboard. Did I place them inside the cupboard?

Shake head. No, they aren't inside the cupboard!

*Look between papers. Did I hide them **between** my piles of paper?*

Shake head. No, they aren't between my piles of paper!

*Stand up and look behind chair. Did I **stow** them behind my chair?*

Shake head. No, they aren't behind my chair!

*Look next to bag. Did I drop them **beside** my bag?*

Shake head. No, they aren't beside my bag!

*Pat ground or desk in front of learner. Did I lay them in front of **. (Use the name of a learner near the front)*

*Shake head. No, they aren't in front of **.*

Look on the chalk shelf. Did I prop them next to the board?

Shake head. No, they aren't next to the board!

Ask learners to tell you. Touch the top of your head. Look surprised. Put glasses on. Where do you think I could have put them?

Oh my goodness, here they are! I should have asked you to tell me where they were!



VOCAB

between – describes position. If something is between two things, it has one of the things on one side of it and the other thing on the other side of it.

beside – describes position: next to or very close to the side of something

next to – Describes position: another word for beside

MONDAY



READ-ALOUD

I can't find my glasses

Before reading

- **Ask:** Have you ever had to help your granny (or another family member) find something?
- What was it? Where did you find it?

Reading Read the story aloud or tell it with actions.

After reading

- What places did I look for my glasses?
- Show me what between means. Repeat for other prepositions.

TG
p. 57

15 min



BEGINNING KNOWLEDGE

Lenses help us see

Prior knowledge

- Sipho got glasses to help him see more clearly. What is the see-through part of his glasses called?
- What other kinds of lenses do you know about?

Look at the photographs Can you name any of the objects that have lenses?

Read the text to and with the learners Repeat the words: glasses, telescope, magnifying glass, microscope

p. 61

15 min

DATE _____

Lenses help us see

When we look through a lens, the things we see look bigger or smaller than they really are.

Glasses help people see clearly. They can help us see things that are far away or to read the words in a book.

A telescope helps us to see things that are very far away, like the stars. It makes them seem bigger and brighter.

A magnifying glass makes things look bigger. You can hold a magnifying glass in your hand.

Microscopes help us see very small things. It makes them look bigger.

WEEK 6 - MONDAY • 61



PHONICS

New sound

(Versioners: Language specific)

Introduce the sound

- Listen to and say the sound.
- Notice your mouth.

Identify words with the sound Learners can provide more words.

Pairs Read the syllables and words.

Write Write words for the pictures.

p. 62

15 min

DATE _____

ou

kous

mou

pou

hout

koud

fout

vou

Oupa kap gou hout, want dit is koud.

62 - WEEK 6 - MONDAY



READING

Sipho's new eyes

Picture walk Who can you see in each picture? What is happening?

Read the whole story to and with the learners

Learners point to the words with their fingers.

Comprehension pages 49–51

- On page 49, describe all the things you can see in the doctor's office.
- On page 50, point to the words that tell us what Sipho got to help him see.
- On page 51, find the word that tells us the teacher was pleased.
- On page 50, how do you think Sipho felt. How would you feel?

pp. 46–51

15 min

DATE _____

Sipho's new eyes

Sipho sat with his friends at the back of the class. Sipho tried to read the numbers on the board. "I can't see all the numbers," he thought.

46 - WEEK 5



WRITING ASSESSMENT 1 My news

15 min

Provide a topic for the news.

Pairs Use the My News frame on the back cover of the LAB to tell news briefly.

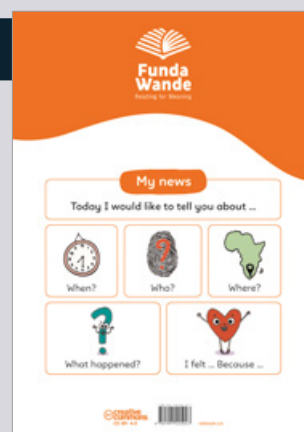
Learners write their own news

- Tell learners this is an assessment and will be marked.

Remind them to:

- Check their punctuation and spelling.
- Write interesting ideas.
- Check their writing before they hand it in.

Marking:
See page 111
Marks: 5



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Introduce this week's independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.

GGR: Groups A and B first reading

- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

5 min
+
30 min



VISUAL ARTS Make a magnifying glass

30 min

Experiment Show learners a magnifying glass – allow them to experiment briefly.

Make a magnifying glass

Learners work in pairs to follow instructions and make a magnifying glass.

Materials:

- A clear plastic 2-litre bottle
- A crayon or koki
- Scissors

Method:

1. Draw a circle on the curved part of the bottle.
2. Cut out the circle.
3. Pour some water into the disc. This is now a lens.
4. Carefully hold the lens over some writing to make the letters look bigger.



PHYSICAL EDUCATION Introduction

30 min

Prepare

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

Introduce activity stations

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

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

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



TUESDAY



LISTENING & SPEAKING ASSESSMENT 1

Sipho's new eyes

30 min

Draw and write

- Give learners a piece of blank A4 paper.
- Ask them to draw a picture of the **first** part of the *Sipho's new eyes* story and write a sentence.

Listen and speak

- Call learners to your desk in groups of four to five to talk about the story Sipho's new eyes.
- Call one third of the class during the period.
- Ask two to three questions. Use both lower and higher order questions.

Examples:

1. Retell the story of Sipho's new eyes in sequence.
2. Who helped Sipho to see better? How?
3. Do you know anyone who wears glasses, a hearing aid, etc. How can you help them?

Complete on Wednesday and Thursday.

Marking:

See page 107

Marks: 5



BEGINNING KNOWLEDGE/PSWB ASSESSMENT 1

Lenses that we use

Read

- Tell the learners that this is an assessment.
- Hand out photocopies of assessment page.
- Read the words in the box.

Learners use picture and word clues to answer questions

- Match the words in the box with the pictures.
- Complete the sentences using the correct word.

Answers

1. lens; 2. glasses; 3. telescope; 4. magnifying glass; 5. microscope

TG
p. 116
15 min

NAME _____ DATE _____

Lenses that we use

Fill in the correct words from the box.

microscope	lens	glasses
telescope	magnifying glass	

1. A _____ helps us to see things better.
2. We wear _____ to help us see more clearly.
3. We can look through a _____ to see things that are far away.
4. If we hold a _____ over something, it will look bigger.
5. We use a _____ to look at very small things.

Week 6 - Tuesday BEGINNING KNOWLEDGE/PSWB ASSESSMENT 1

Marking:

See page 112

Marks: 5



PHONICS

(Versioners: Language specific)

Quick letter naming practice

- Point randomly to a letter on the alphabet frieze.
- Learners say sound of the letter.
- Repeat. Keep pace up.

Do the activity Walk around and assist learners where needed.**Check/mark the activity**p. 63
15 min

NAME _____ DATE _____

Vul die middelklank -oo- of -ou- in.

h o u t	k _ d
v _ t	h _ d
b _ d	g _ d
W _ d	s _ t

Week 6 - TUESDAY - 63



READING

Sentence making

Cut out the sentence strip on LAB page 117.

Read the sentence together

- Why is there a capital letter at the beginning of Sipho's name?
- What other words have capital letters? Give examples.

Ask questions about sentence strip

- **When?** In a few days
- **Who?** Sipho

- **Did what?** got
- **What?** his glasses

Learners cut off the words/word groups after answering each question

Jumble and reconstruct the sentence

Learners stick sentence into exercise books.

p. 117
15 min

WEEK 6 WEEK 5

In a few days
Sipho got his glasses.

Sipho tried to read
the numbers.

107



SHARED WRITING Write a story

15 min

Introduction Sipho went to the eye doctor. What health workers have the learners visited?

Show the writing frame

Brainstorm

- What kind of health worker did we visit?
- How did the health worker help?
- What happened at the visit?
- How did you feel?

Shared writing Complete the writing frame using learners' ideas.

I went to the visit the _____ because _____.
He/She looked at my _____.
He/She gave me _____.
I felt _____.



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups C and D first reading

- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

5 min
+
30 min



VISUAL ARTS Different but the same

30 min

If learners did not finish making their magnifying glasses on Tuesday, continue with that. Alternatively, do the following activity.

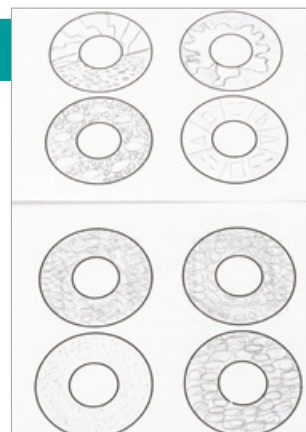
Introduce

- People are like donuts, we are basically the same, but each of us is different.
- Using chalk on the board, demonstrate briefly how shading, pattern and pressure produces different visual effects.

Decorate and colour

- Learners draw 4 'donuts'
- Using a pencil only, learners decorate the donuts so that each one looks different. They use shading, pattern and different pressures on the pencil.

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



PHYSICAL EDUCATION Activity stations

30 min

Warm up

Activity stations

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

Cool down



WEDNESDAY



LISTENING & SPEAKING ASSESSMENT 1

Sipho's new eyes

15 min

Draw and write

- Give learners a piece of blank A4 paper.
- Ask them to draw a picture of the **second** part of the *Sipho's new eyes* story and write a sentence.

Listen and speak

- Call learners to your desk in groups of four to five to talk about the story Sipho's new eyes.
- Call the second third of the class during the period.
- Ask two to three questions. Use both lower and higher order questions.

Examples:

1. Retell the story of Sipho's new eyes in sequence.
2. Who helped Sipho to see better? How?
3. Do you know anyone who wears glasses, a hearing aid, etc. How can you help them?

Complete on Thursday.

Marking:
See page 107
Marks: 5



BEGINNING KNOWLEDGE

Telescopes

Prior knowledge Ask learners if they have ever seen or used a telescope.

Read the page Discuss picture and read the text with the learners.

Talk about the question

- How will you find out the answer?
- Learners to bring answer on Friday.



PHONICS

New sound

(Versioners: Language specific)

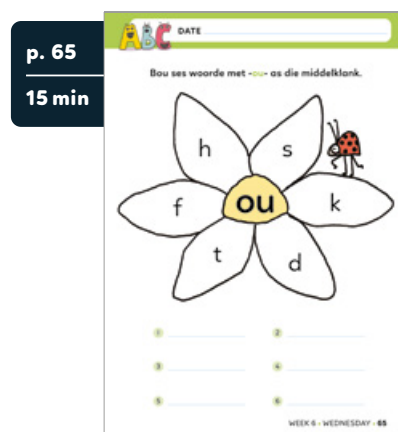
Introduce the sound

- Listen to and say the sound.
- Notice your mouth.

Identify words with the sound Learners can provide more words.

Pairs Read the syllables and words.

Write Write words for the pictures.



READING

Sipho's new eyes

Read together Read pages 49–51 of *Sipho's new eyes* to and with the class.

Read in groups In groups of three, take turns to read one page each.

Read alone Whisper-read the last three pages of the story.



**WRITING****Make sentences about lenses**

15 min

Discuss and read Copy the substitution table onto the board and read the words in each column.

Make sentences

- Explain how to make a sentence using words from each column, *for example, The lenses in glasses make things look clearer.*
- Learners make sentences orally.

Write Learners write sentences in their exercise books.

The lenses in	glasses	make things look	closer
	a magnifying glass		bigger
	a telescope		clearer
	a microscope		smaller

**INDEPENDENT WORK AND GROUP GUIDED READING****Handwriting**

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

5 min
+
30 min**Independent work**

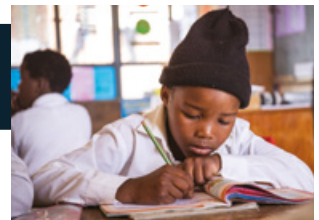
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

Group E first reading

- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

Group A second reading

- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

**PERFORMING ARTS****Perform a song**

30 min

Introduction Discuss that music can be loud or soft, and that this gives feeling and expression to music.

Discuss a well-known song, for example, *I hear thunder*

- Write the words on the board.
- Which lines are loud? (*the ones about thunder*)
- Which are soft? (*the ones about rain*)
- What actions go with each part? (*clap hands, move fingers like rain*)

Sing the song with actions

- Sing loudly when singing about thunder.
- Sing softly when singing about rain.

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

30 min

Warm up**Activity stations**

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

Cool down

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



THURSDAY



LISTENING & SPEAKING ASSESSMENT 1

Sipho's new eyes

15 min

Draw and write

- Give learners a piece of blank A4 paper.
- Ask them to draw a picture of the **third** part of the *Sipho's new eyes* story and write a sentence.

Listen and speak

- Call learners to your desk in groups of four to five to talk about the story Sipho's new eyes.
- Call the last third of the class during the period.
- Ask two to three questions. Use both lower and higher order questions.

Examples:

1. Retell the story of Sipho's new eyes in sequence.
2. Who helped Sipho to see better? How?
3. Do you know anyone who wears glasses, a hearing aid, etc. How can you help them?

Complete assessment today.

Marking:

See page 107

Marks: 5



BEGINNING KNOWLEDGE

Guide dogs

Prior knowledge Remind learners that some people who cannot see have guide dogs to help them.

Read the page

- Look at and discuss the picture of the guide dog.
- Read the sentences.

Discuss guide dogs

- Guide dogs help people who are blind to live independently.
- Guide dogs are working dogs so children should not pet one without permission.
- We should not be scared of guide dogs.
- It is very expensive to train a guide dog.

p. 66

15 min



PHONICS

(Versioners: Language specific)

Quick letter naming practice

- Point randomly to letter on the alphabet frieze.
- Learners say sound of letter.
- Repeat. Keep pace up.

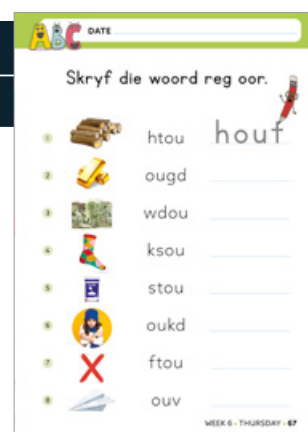
Learners do the activity

- Walk around and assist where needed.

Check/mark the activity

p. 67

15 min



READING

Vocabulary and language

15 min

Flashcards

- Show and read each word.
- Find and point to the words in the LAB.
- Place the flashcards on the word wall and read them again.
- Orally, make new sentences with the words.

Sentence strip

- Read this week's sentence strip again.
- Which word tells us this word happened in the past? (got)
- What word would we use if it was happening now? (get)
- Make another sentence with got.

[Versioners: These questions are language specific and would need to be written about the sentence in each language. Focus on tense]





WRITING Comprehension

Revision Re-read the story Sipho's new eyes.

Learners answer the questions Encourage them to look back at the story to find the answers.

p. 68

15 min

DATE _____

Comprehension

Read *Sipho's new eyes*. Answer the questions.

- What did Sipho think the numbers on the board looked like?
☐ a dog ☐ a cow ☐ a pig
- Tick the correct answer.
☐ The teacher told Sipho to move to the front.
☐ The teacher told Sipho to go outside.
- What did Sipho's doctor shine the light at?
☐ his eyes ☐ his ears ☐ his throat
- Write Yes or No.
 Sipho was excited when he got his glasses. _____
 Sipho was sad when he got his glasses. _____
- Was Sipho's teacher happy? _____

68 • WEEK 6 • THURSDAY



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups B and C second reading

- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

5 min
+
30 min

PERFORMING ARTS Perform a song

Introduction Remind learners about the song they sang yesterday, singing loud and soft to create feeling and expression.

Groups

- Choose a different song that the group knows well.
- Decide which parts need to be sung loudly and which need to be sung softly.
- Practise outside.

Perform Call one group at a time to perform for you.

Evaluate Praise and applaud each group.

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

30 min



PHYSICAL EDUCATION Activity stations

Warm up

Activity stations

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

Cool down

30 min



FRIDAY



LISTENING AND SPEAKING

Telescopes

Telescopes use lenses and mirrors to make things that are far away seem closer. Telescopes are often used to look at the stars.

About 500 years ago, an Italian called Galileo Galilei made a telescope to look at the planets. He discovered that the planets move around the sun.

South Africa has a big telescope called SALT (South African Large

Telescope) in a town called Sutherland in the Northern Cape. It is in the middle of the Karoo. The air is very clear so it is easy to see the stars through the telescopes.

Pairs Tell what you found out.

Share

- Ask a few learners to share with the class.
- Talk about what you found out.

p. 64

15 min



BEGINNING KNOWLEDGE

Telescopes

Write and draw about what you found out

- Write one thing you learned.
- Draw a picture.

15 min



PHONICS

Dictation

Dictate words

- Say each word clearly and slowly.
- Repeat it once only.

Write in exercise books

- Give learners time to write each word.
- They must use their best handwriting.

Check and correct Write the words on the board for learners to mark.

15 min

Five

words

to

be

supplied



WRITING ASSESSMENT 2 A visit to the doctor

- Tell learners this is an assessment and will be marked. Remind them to use their best writing and check spelling and punctuation.

Brainstorm

- Reread the Shared Writing story from Tuesday.
- Learners select their own characters for a new story.

Write

- Learners complete the writing frame with their own story.

TG
p. 117

15 min

NAME _____ DATE _____

A visit to the doctor

I went to the visit the doctor because _____

He/She looked at my _____

He/She gave me _____

I felt _____

WRITING ASSESSMENT 2

Marking:
See page 111
Marks: 10



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups D and E second reading

- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

5 min
+
30 min



CHECKING AND FEEDBACK

Read

- In pairs, learners read their independent writing to each other.
- Tell your partner what you liked about their writing.

Mark Independent Work

- Go through the DBE workbook activities together.
- Learners correct or complete.

15 min



PHYSICAL EDUCATION

Activity stations

Warm up

Activity stations

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

Cool down

For recovery timetable, replace this lesson with Group Guided Reading, while class writes answers in exercise book.

30 min



TEACHER'S WEEKLY REVIEW

This week, I have:

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

I have scheduled a time next week for:

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

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

WEEK 7 OVERVIEW

What we need to live



PREPARATION

Flashcards

healthy

food

energy

strong

vitamins

Sentence strip

Healthy food helps us to grow.

INDEPENDENT WORK

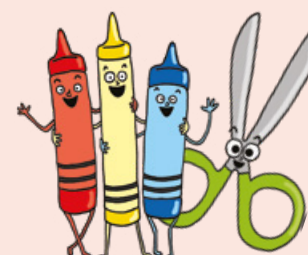
- 1 Paired Reading LAB page 85
- 2 Handwriting 1 Language specific
- 3 Handwriting 2 Language specific
- 4 Handwriting 3 Language specific
- 5 DBE Home Language Page xx
- 6 DBE Home Language Page xx
- 7 DBE Life Skills Page xx
- 8 Dictionary

healthy food energy strong vitamins

Lang eds, these are the same as for last version, please insert in all weeks

EQUIPMENT FOR ACTIVITIES

- Paper plates or circles of scrap cardboard
- Glue
- A4 sheets of paper
- Paints, crayons or kokis
- A3 sheets of paper
- Paper or flour and water glue/ glue stick
- Old magazines/posters/ supermarket food advertisements
- Equipment required for selected Physical Education activities



What do we need to be healthy?

What do we need to live healthy lives? We need to eat **healthy** food, drink fresh water, breathe clean air and exercise outside in the sunshine.

Healthy food helps us to grow. It gives us energy and stops us from getting sick. We must eat a **balanced diet** every day.

There are different kinds of food. We call these food groups. Proteins like meat, fish, chicken, beans, eggs and dairy products help our bones and muscles to grow strong. Starch, like pap, rice, potatoes and bread, gives us energy to run around. Fruit and vegetables give us vitamins to keep us healthy.

Water is a very important part of a healthy diet. We need to drink about 1 litre of water every day. Without water, our bodies will stop working properly. It helps the body to digest the food we eat. Water keeps us cool.

You must drink only clean water or you will get sick. Water from taps and tanks is safe. Water from rivers or dams must be cleaned or **sterilised** before you drink it. There are different ways to sterilise water. You can boil it or use a water filter. Adults can also add a small amount of bleach like Jik to the water.

We should spend time outside every day. Our bodies need sunlight. The sun helps our bodies make a vitamin to keep our bones strong. We need to breathe fresh air and exercise our bodies. It is not healthy to sit inside and watch TV all day.



VOCAB

healthy – strong and well, not sick

balanced diet – eating different types of food to keep your body healthy

sterilise – make something germ-free

MONDAY



READ-ALoud

What do we need to be healthy?

Before reading Explain this is a factual text about the things we need to keep healthy.

Reading

- Read the text aloud.
- While you read, learners listen to find 4 four things we must do to keep healthy.

After reading

What four things does the text say we must do to keep healthy?

TG
p. 71

15 min



BEGINNING KNOWLEDGE

The food we eat

Prior knowledge What food do like eating the most? Is it a healthy food?

New knowledge

- Some foods help us keep healthy – these are foods we should eat every day.
- There are other foods that we like but that do not make us strong. These are foods we should only eat sometimes.

Read the page Read the text to and with the learners. Look at the pictures.

p. 77

15 min



PHONICS

New sound

(Versioners: Language specific)

Introduce the sound

- Listen to and say the sound.
- Notice your mouth.

Identify words with the sound Learners can provide more words.

Pairs Read the syllables and words.

Write Write words for the pictures.

p. 78

15 min



READING

What do we need to be healthy?

Picture walk Who can you see in each picture?

Read the whole story to and with the learners

Learners point to the words with their fingers.

Comprehension pages 71–73

- On page 71, point to the last sentence. Count the number of things we need to do to be healthy.
- On page 72, there are three things that healthy food does. Point to the three ideas (*grow, energy, keep us healthy*.)
- On page 73, point to the names of three groups of healthy food (*protein, starch, fruit and vegetables*.)
- Which food group do you like the most?

pp. 71–76

15 min





HANDWRITING ASSESSMENT 1 My news

15 min

Provide a topic for the news.

Pairs Use the My News frame on the back cover of the LAB to tell news briefly.

Individuals

- Learners write their news in exercise books.
- Tell them to use their best handwriting as this will be assessed.

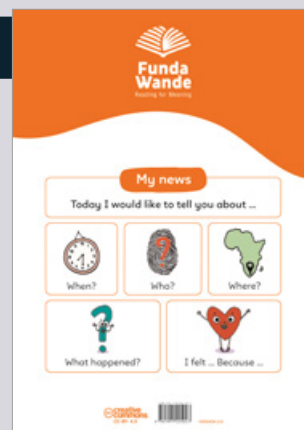
Remind them to:

- Use capital letters and full stops
- Use correct spacing between the letters and words
- Write the words on the lines.

Marking:

See page 110

Marks: 5



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Introduce this week's independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.

GGR: Groups A and B first reading

- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

5 min
+
30 min



VISUAL ARTS Decorate a paper plate

30 min

Plan

- Learners select brightly coloured pages from magazines and tear them into strips about 2 cm wide.
- Sort the paper according to the colours they wish to use.

Decorate plates

- Learners paste strips of magazine paper onto their plate to cover one side completely.
- The strips should be in a design they like.
- Leave the plate to dry.

Display



PHYSICAL EDUCATION Introduction

30 min

Prepare

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

Introduce activity stations

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

Whole class activity

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

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



TUESDAY



WELLBEING

Mindful me

- Remind learners that laughing is a great way to relax and keep our minds healthy.
- In pairs, learners tell each other something funny that happened to them.
- Ask one or two learners to tell the class their funny story.

15 min



BEGINNING KNOWLEDGE / PSWB ASSESSMENT 2

Daily foods and sometimes foods

Explain

- This activity is an assessment and will be marked.
- Learners work individually with no talking.

Task

- Sort the pictures into Daily foods and Sometimes foods.
- Draw a line to link each picture to the correct label.

TG
p. 118
15 minMarking:
See page 112
Marks: 10

PHONICS

(Versioners: Language specific)

Quick letter naming practice

- Point randomly to a letter on the alphabet frieze.
- Learners say sound of the letter.
- Repeat. Keep pace up.

Do the activity Walk around and assist learners where needed.**Check/mark the activity**p. 79
15 min

READING

Sentence making

Cut out Learners cut out the sentence strip on LAB page 119.**Read the sentence together**
What punctuation does this sentence have?**Ask questions about sentence strip**

- **What?** Healthy food
- **Does what?** helps
- **Who?** us
- **To do what?** grow

Learners cut off the words/ word groups after answering each question

Jumble and reconstruct the sentence.

Learners stick sentence into exercise books.p. 119
15 min



SHARED WRITING **List in paragraph format**

15 min

Brainstorm

- What are your favourite foods?
- Which are daily foods?
- Which are sometimes foods?

Writing a list in paragraph format

- In Grade 1 we wrote lists with each item on a new line. Another way to write a list is in paragraph format.
- Use a comma between each word in a list.

- Use the word **and** between the last two words in the list, for example, bread, pasta, pizza and pap.

Shared Writing

- Write a short paragraph on the board together using the frame as an example.
- Use the correct punctuation.

Our favourite foods

The daily foods we

like are _____.

The sometimes foods

we like are _____.

Our best food is

_____.



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups C and D first reading

- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

5 min
+
30 min

VISUAL ARTS ASSESSMENT 1

30 min

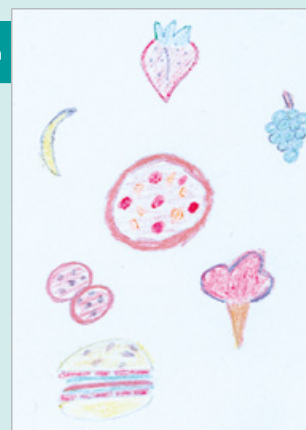
A picture of favourite foods

Preparation

- Hand out sheets of A4 paper and paints, crayons or kokis.
- Tell learners this is an assessment.
- Write their names on the top of the paper.

Draw a picture Learners paint or draw a picture of their favourite foods, filling the whole page.

Marking:
See page 113
Marks: 5



PHYSICAL EDUCATION

Activity stations

30 min

Warm up

Activity stations

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

Cool down



WEDNESDAY

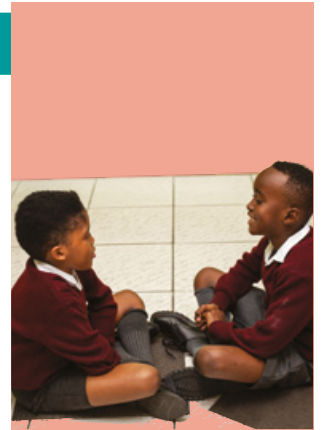
**WELLBEING** I think, I feel ...

Question Why do you like feeling healthy?

Pairs Discuss the question.

Share Select two learners to share (give everyone a chance over the term).

30 min

**BEGINNING KNOWLEDGE** The sun

Prior knowledge Ask learners what they can see in the sky in the day? At night?

Read the page Discuss picture and read the text with the learners.

Talk about the question

- How will you find out the answer?
- Learners to bring answer on Friday.

p. 80

15 min

**PHONICS** New sound
(Versioners: Language specific)

Introduce

- Listen to and say the sound.
- Read the example word.

Build words

- Build some words with the sound and say them.

On your own and pairs

- Learners build more rhyming words.
- Learners say all the rhyming words to their partner.
- Learners can provide more words.

Versioners: There is different text to Afrikaans Phonics on a Wednesday

p. 81

15 min

**READING** What do we need to be healthy?

Read together Read pages 71–73 of *What do we need to be healthy?* to and with the class.

Read in groups In groups of three, take turns to read one page each.

Read alone Whisper-read the first three pages of the story.

pp. 71–73

15 min





WRITING **My daily food**

15 min

Review how to write lists

- Use a comma between each word.
- Use the word **and** between the last two words.

Brainstorm vocabulary Which foods are most often eaten at breakfast, at lunch, at supper?

Write and draw

- Learners write three sentences about what they like to eat for breakfast, lunch and supper.
- Each sentence lists at least three items.



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

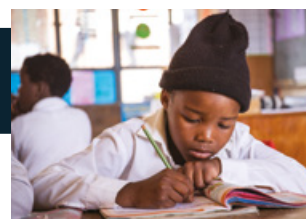
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

Group E first reading

- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

Group A second reading

- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

5 min
+
30 min

PERFORMING ARTS **Singing fast and slow**

30 min

Introduction

- Ask learners to think of a song that they know that is slow.
- Think of a song that is fast.

Prepare a song

- Choose a well-known song,
- Decide which verses to sing quickly and which to sing slowly.

Sing Sing the song together.



PHYSICAL EDUCATION **Activity stations**

30 min

Warm up

Activity stations

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

Cool down

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



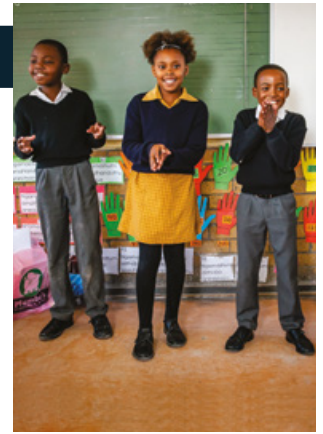
THURSDAY

LISTENING AND SPEAKING **Sing/recite**

This song could be adapted to fit a well-known tune, e.g. *The wheels on the bus*.

The hands on the clock go round and round
To tell us the time
The clock says it's time to get up
At 6 o'clock
The clock says it's time for school
At 8 o'clock
The clock says it's time for lunch
At 12 o'clock
Add actions and verses as desired.

15 min

BEGINNING KNOWLEDGE **Playing outside**

Prior knowledge Remind the learners that we need sunlight to stay healthy but we must not let the sun burn our skin.

Read the page

- What does the picture show?
- What are the children doing?
- What are they wearing?

Discuss the picture and the sentences

- Find the part of the picture that matches each sentence.

p. 82

15 min

PHONICS **(Versioners: Language specific)****Quick letter naming practice**

- Point randomly to letter on the alphabet frieze.
- Learners say sound of letter.
- Repeat. Keep pace up.

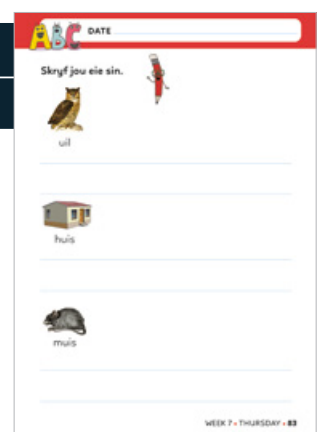
Learners do the activity

- Walk around and assist where needed.

Check/mark the activity

p. 83

15 min

READING **Vocabulary and language****Flashcards**

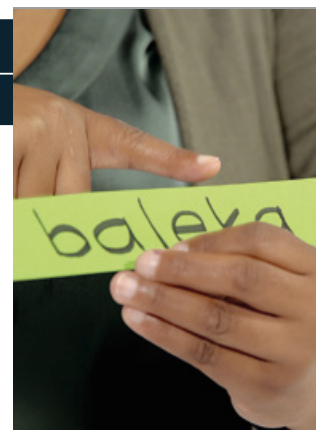
- Show and read each word.
- Find and point to the words in the LAB.
- Place the flashcards on the word wall and read them again.

Sentence strip

- Read this week's sentence strip again.
- Which word shows that this happened long ago? (*didn't*)
- What could we say instead? (*did not*)

p. 119

15 min





WRITING Improving our writing

15 min

Discuss shared writing

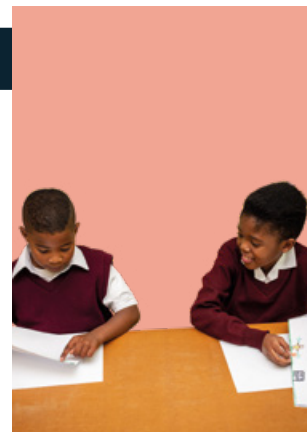
- Read a sentence from Tuesday's shared writing to learners.
- Show how to make the sentence more interesting
(Example: add adjectives or descriptions; use interesting verbs).

Read Learners read a sentence from their writing from yesterday to a partner.

Check and improve

- Check the spelling and punctuation of the sentence.
- Can you make your sentence more interesting?

Swap and repeat for each partner



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups B and C second reading

- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

5 min
+
30 min

PERFORMING ARTS ASSESSMENT 1

15 min

Singing loudly and softly

Introduction Remind learners about the song they sang the previous day.

Groups

- In groups of four or five, learners choose a different song they know well.
- They decide which parts need to be sung loudly and which need to be sung softly.
- Send the groups outside to practice.

Perform Call one group at a time to perform for you.

Marking:
See page 114
Marks: 5



PHYSICAL EDUCATION ASSESSMENT 1

30 min

Using equipment

Explain the activity

- Tell learners they will work in pairs. Stand facing each other about 1.5 m apart.
- Give each pair a ball. One partner will throw the ball and the other will hit it back using their hands, a piece of cardboard or a bat.

- They must throw underarm and hit gently, using their dominant hand.

Model the activity with a learner.

Do the activity

- Learners take turns throwing and hitting in pairs.
- Walk around and observe each pair.

Marking:
See page 115
Marks: 10



FRIDAY

**LISTENING AND SPEAKING** **The sun**

The solar system is the name we give to the sun and the planets that orbit/go around it. The sun is in the centre of the solar system. It is a star. Our planet is called Earth. It takes 365 days to go around the sun. The sun gives everything on earth energy.

Pairs Tell what you found out.

Share

- Ask a few learners to share with the class.
- Talk about what you found out.

p. 80

15 min

**BEGINNING KNOWLEDGE** **The sun**

Write and draw about what they found out

- Write one thing you learned.
- Draw a picture.

15 min

**PHONICS** **Timed word reading****Pairs read the words**

- Learner reads to partner for 1 minute.
- Circle the last word read and partner counts incorrectly read words.
- Each learner has three turns.

Count the words

- Choose the best attempt. Subtract any incorrectly read words.
- Learners write their best score on the line.
- Point out how you read more words with more practice.

p. 84

15 min

**WRITING ASSESSMENT 3** **My favourite foods****Revise**

- Reread the Shared Writing text from Tuesday.
- Remind learners about daily foods and sometimes foods.
- Remind learners to use commas when they write a list.

Write

- Tell learners this is an assessment.
- They write at least three items for daily and sometimes foods.
- Give your favourite food and write a sentence about why you like it.

TG

p. 119

15 min

NAME _____ DATE _____

My favourite foods

Write about your favourite foods. Draw a picture.

My best daily foods are _____

My best sometimes foods are _____

My favourite food is _____ because _____

WRITING ASSESSMENT 3 Week 7 - Friday 119

Marking:
See page 111
Marks: 10



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups D and E second reading

- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

5 min
+
30 min



CHECKING AND FEEDBACK

Read In pairs, learners read their menus to each other.

Mark Independent Work

- Go through the DBE workbook activities together.
- Learners correct or complete.

15 min



PHYSICAL EDUCATION ASSESSMENT 2

Movement

Explain the activity

- Divide learners into 6 small groups. Explain you will call one group at a time for assessment.
- Choose an activity for groups that are not being assessed to do, for example, run around the field, play follow the leader.

Instructions

Give the instructions to one group at a time. Allow 30 seconds

for each movement (5 min per group).

- Stand arm's length apart. Do what I say.
- Jump, legs together.
- Hop on one leg; hop on the other leg.
- Stand still on one leg; stand still on the other leg.
- Skip on the spot.
- Jump, legs wide out then in.

30 min



Marking:
See page 115
Marks: 10

TEACHER'S WEEKLY REVIEW

This week, I have:

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

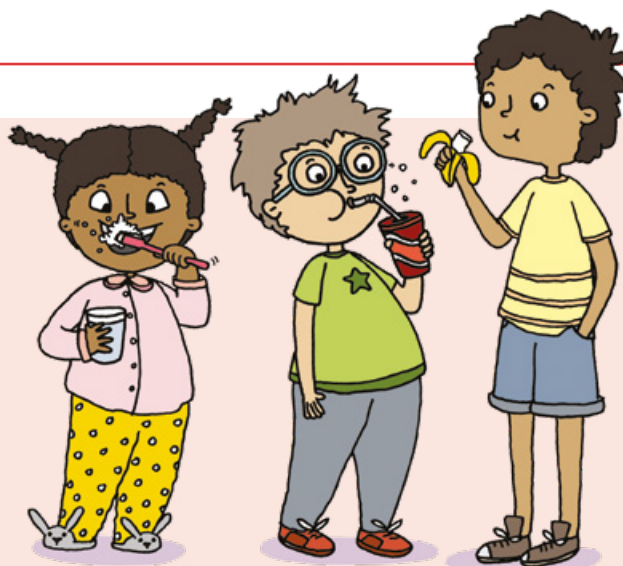
I have scheduled a time next week for:

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

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

WEEK 8 OVERVIEW

What we need to live



PREPARATION

Flashcards

water

cool

clean

sunlight

breathe

Sentence strip

Our bodies need sunlight to make them strong.

INDEPENDENT WORK

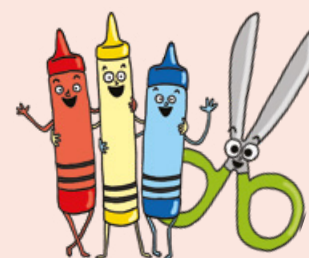
- 1 Paired Reading LAB page 92
- 2 Handwriting 1 Language specific
- 3 Handwriting 2 Language specific
- 4 Handwriting 3 Language specific
- 5 DBE Home Language Page xx
- 6 DBE Home Language Page xx
- 7 DBE Life Skills Page xx
- 8 Dictionary

water cool clean sunlight breathe

Lang eds, these are the same as for last version, please insert in all weeks

EQUIPMENT FOR ACTIVITIES

- Fabric that doesn't fray, such as T-shirt fabric or interfacing
- Elastic or ribbon
- Fabric glue
- Sequins, lace, ribbon or other decorative items, or fabric markers
- Scissors
- Equipment required for selected Physical Education activities



Dora's healthy day

Early in the morning, Dora's sister Ayanda, wakes Dora and her small brother Thami. She says, "It's six o'clock! Time to get up and get ready for school!"

Ayanda has a watch so she knows what the time is.

Dora runs to the basin to wash – she likes to get there first. Thami looks for his clothes. He didn't put them away the night before and they are under the bed. Ayanda brushes her teeth.

Mum calls, "It's half past six! Hurry and eat your pap before it gets cold!"

"Please may I have a banana," asks Ayanda. Dora and Thami eat apples and drink their tea.

"Thank you for our healthy breakfast," say the children.

Ayanda has to catch a taxi to school but Dora and Thami walk. "Be careful when you cross the road," says Mum.

At school, Dora does Maths, Reading and Writing. At 11 o'clock, the bell rings and the aunties bring a big bucket of chicken, rice and vegetables. Chicken is Dora's **favourite** meal. She washes her plate and spoon carefully before going back to class.

After school, Dora plays outside with her friends. At half past two, Thami comes to fetch her. "It's time to go home," he says. "Have you got all your things?"

Mum is still at work when they get home. "Can I watch TV?" Dora asks.

"It's only 3 o'clock," says Ayanda. "No TV till later! Do you have any homework I can help you with?" Dora colours a picture in her workbook and then she reads a story. Thami has Maths homework. Ayanda is trying to write a story in English. She reads it to the others.

"Yippee! TV time!" shouts Dora at 4 o'clock. She watches cartoons and laughs and laughs.

At 5 o'clock, Mum walks down the road with two bags of **groceries**. Dora helps her to carry one of the bags.

After supper, Dora, Thami and Ayanda prepare for bed. They brush their teeth and wash at 7 o'clock.

Dora goes to bed first because she is the youngest. She is fast asleep by 8 o'clock. Sleep tight, Dora.



VOCAB

early – in the first part of the day

favourite – something you like the most

groceries – food you buy at the shop

MONDAY



READ-ALoud

Dora's healthy day

Before reading Ask what learners do first thing in the morning, during the day, at night.

Reading

- Read the story aloud and ask the questions.
- Learners point to each picture on LAB page 91 as you read about it.

After reading

- How many children are in Dora's family? Who is the oldest?
- What things does Dora do in the morning before school? At night?
- Why do Dora and Thami walk to school?
- Why does Ayanda tell Dora not to watch TV?

TG

p. 81

15 min



BEGINNING KNOWLEDGE

Healthy living habits

Prior knowledge What is a habit?

Read the page

- Read the words in the middle of the star.
- Look at the pictures.

Discuss

- What things can you see that keep us healthy?
- How can these six habits keep us healthy?
- What habits are unhealthy? (*eating sweets every day, going to bed too late, watching too much TV*)

p. 86

15 min



PHONICS

New sound

(Versioners: Language specific)

Introduce the sound

- Listen to and say the sound.
- Notice your mouth.

Identify words with the sound Learners can provide more words.

Pairs Read the syllables and words.

Write Write words for the pictures.

p. 87

15 min



READING

What do we need to be healthy?

Picture walk What can you see in each picture?

Read the whole story to and with the learners

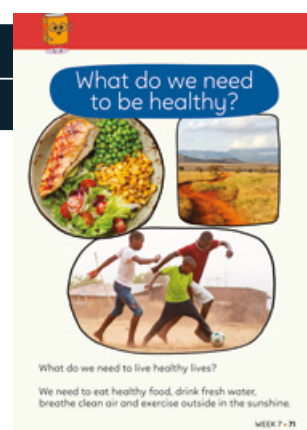
- Learners point to the words with their fingers.

Comprehension pages 74–76

- On page 74, find two words that tell us how water helps us. (*cool, digest*)
- On page 75, find the words that tell us what water is safe. (*taps, tanks*) Find the words that tell us which water is not safe. (*rivers, dams*)
- On page 76, which words tell us when we should play outside? (*every day*)
- Do you like to play in the sun? Why or why not?

pp. 71–76

15 min





WRITING

My news

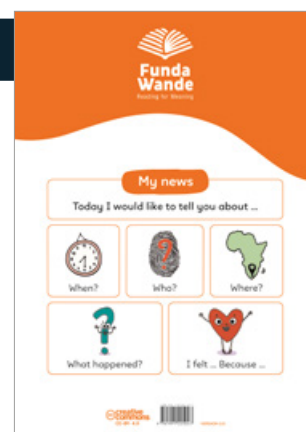
15 min

Provide a topic for the news (news about the holiday, the weekend, a sports team, a TV show)

Pairs Use the My News frame on the back cover of the LAB to briefly tell news.

Learners write news in exercise books.

Encourage them to use longer sentences and to provide details.



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting and Independent work

- Introduce this week's independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.
- Call one GGR group a day for Reading and Comprehension Assessment.

5 min
+
30 min



READING AND COMPREHENSION ASSESSMENT 1

Group A

- Learners whisper-read a story from their anthology.
- Call them one at a time to listen to them read.
- Listen to each child read for one to two minutes.
- Ask questions to check understanding.

Marking:
See page 109
Marks: 10



VISUAL ARTS

Make a facemask

p. 121
30 min

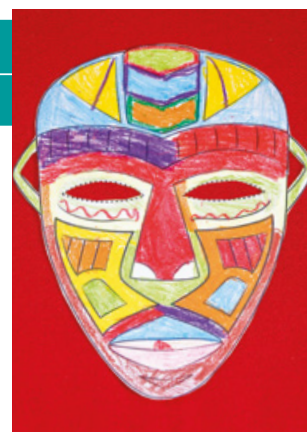
Plan

- Turn to page 121.
- Plan how to decorate the facemask.

Make

- Cut the shape out carefully. If fabric is available, teachers should use the paper pattern and cut out a mask from fabric for each learner.

- Decorate the mask with sequins, lace and ribbon or draw on it with a fabric marker.
- Cut pieces of elastic/ribbon to hold the mask on, or cut two strips of paper to make the earpieces. Attach.



PHYSICAL EDUCATION

Introduction

30 min

Prepare

- Choose four different activities from pages 18 to 19 for the week.
- Prepare the equipment.
- Divide the class into four groups for the week.

Introduce activity stations

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

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

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



TUESDAY

**WELLBEING** Mindful me

15 min

- Learners sit in a circle. They smile at the learner on their right.
- They 'pass' the smile to the learner next to them, by looking at them and smiling. The learners pass the smile all the way around the circle.
- You can also pass a frown, a wink, a nod or some other facial expression.
- Talk about feelings and what our faces do when we are feeling different ways.
- This game helps develop eye contact, turn-taking and thinking about feelings.

**BEGINNING KNOWLEDGE /PSWB ASSESSMENT 3****Healthy or unhealthy?****Individuals**

- Explain that this activity is an assessment and will be marked.
- Learners work individually with no talking.

Instructions

- Learners listen carefully as the teacher reads each sentence.
- Is it healthy or unhealthy?

Colour the healthy habit green.
Colour the unhealthy habit red.

Read while learners listen

- Read each sentence slowly. Repeat if necessary. Make sure you give the number of the block to aid comprehension.
- Learners colour the blocks in either red or green.

TG
p. 120
15 min

Marking:
See page 112
Marks: 5

NAME _____ DATE _____

Healthy or unhealthy?
Colour the blocks green or red.

	Eat fruit and vegetables.
	Eat lots of sweets.
	Brush your teeth.
	Drink fizzy drinks.
	Wash your hands after the toilet.

Week 8 - Tuesday BEGINNING KNOWLEDGE/PSWB ASSESSMENT 3

**PHONICS ASSESSMENT 1****Fill in sounds****Write sounds in Blocks 1-5**

- Tell learners that this is a test.
- Dictate these sounds one at a time:
(versioners, provide 5 sounds taught this term, numbered 1-5)
- Learners write the sounds in the blocks.

Complete the words Learners complete the words by writing the missing sounds.

TG
p. 121
15 min

Marking:
See page 110
Marks: 10

NAME _____ DATE _____

Vul die middelklank -ei- of -ie- in.

	*kl e i n		*dr _ n
	*st _ l		*m _ r
	*tr _ n		*l _
	*v _ r		*br _

PHONICS ASSESSMENT 1 Week 8 - Tuesday

**READING AND COMPREHENSION ASSESSMENT 2****Sentence making**

Cut out Learners cut out the sentence strip on LAB page 119.

Ask questions about sentence strip

- **What?** Our bodies
- **Do what?** need
- **What?** sunlight
- **Do what?** to make
- **Word that stands for our bodies** them

- **What?** strong

Learners cut off the words/ word groups after answering each question

Jumble and reconstruct the sentence.

Learners stick sentence into exercise books. Take in to mark.

p. 119
15 min

Marking:
See page 109
Marks: 5

WEEK 8 WEEK 7

Our bodies need sunlight
to make them strong.

Healthy food helps
us grow.

**SHARED WRITING****Write about being healthy**

15 min

Introduction Talk about the habits for healthy living.

Show the sentence starter We will write sentences that start with these words.

Brainstorm ideas about being healthy.

Shared writing

- Use the sentence starter to write some of the learners' ideas in full sentences, e.g.
I can be healthy by eating fruit and vegetables every day.
I can be healthy by going to bed early.

I can be
healthy by ...

**INDEPENDENT WORK AND GROUP GUIDED READING****Handwriting and Independent work**

- Introduce this week's independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.
- Call one GGR group a day for Reading and Comprehension Assessment.

5 min
+
30 min**READING AND COMPREHENSION ASSESSMENT 1****Group B**

- Learners whisper-read a story from their anthology.
- Call them one at a time to listen to them read.
- Listen to each child read for one to two minutes.
- Ask questions to check understanding.

Marking:
See page 109
Marks: 10

**VISUAL ARTS****Complete a facemask**

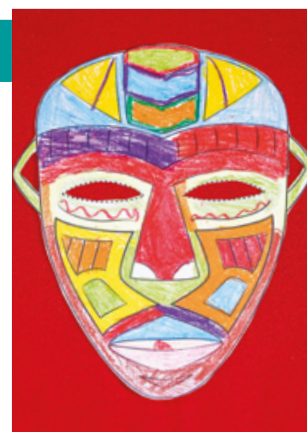
30 min

Make Learners complete the facemasks started on Monday.

Model or display

- Model the facemasks or do a gallery walk.
- Comment on each other's work.

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

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

30 min

Warm up**Activity stations**

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

Cool down

WEDNESDAY



WELLBEING

I think, I feel ...

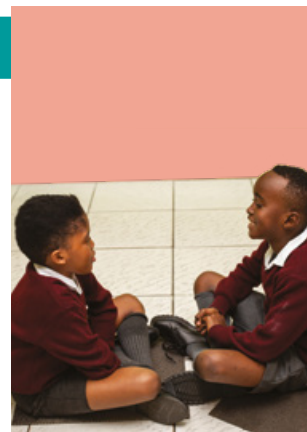
15 min

Topic

My favourite time of the day is _____ because _____.

Pairs Respond to the statement

Share Select two learners to share (give everyone a chance over the term).



BEGINNING KNOWLEDGE

Pollution

p. 88

15 min

Prior knowledge Ask learners what happens to the rubbish from their homes.

Read the page Discuss picture and read the text with the learners.

Talk about the question

- How will you find out the answer?
- Learners to bring answer on Friday.



PHONICS

New sound

(Versioners: Language specific)

p. 89

15 min

Introduce

- Listen to and say the sound.
- Read the example word.

Build words

- Build some words with the sound and say them.

On your own and pairs

- Learners build more rhyming words.
- Learners say all the rhyming words to their partner.
- Learners can provide more words.

Versioners: There is different text to Afrikaans Phonics on a Wednesday



READING

What do we need to be healthy?

pp. 71-73

15 min

Read together Read pages 71-73 of *What do we need to be healthy?* to and with the class.

Read in groups In groups of three, take turns to read one page each.

Read alone Whisper-read the first three pages of the story.





WRITING Keeping healthy

15 min

Prepare

- Show the sentence starter.

Read

- Read the sentence starter with the learners.
- Reread the Shared Writing from Tuesday.

Write On their own, learners write three sentences using sentence starter.

I can be healthy by ...

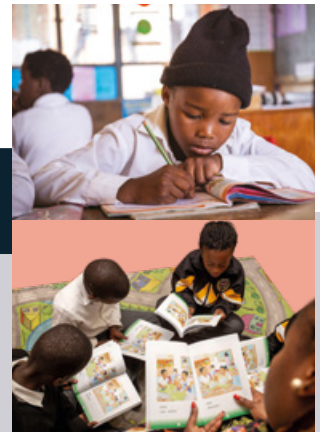


INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting and Independent work

- Introduce this week's independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.
- Call one GGR group a day for Reading and Comprehension Assessment.

5 min
+
30 min



READING AND COMPREHENSION ASSESSMENT 1

Group C

- Learners whisper-read a story from their anthology.
- Call them one at a time to listen to them read.
- Listen to each child read for one to two minutes.
- Ask questions to check understanding.

Marking:
See page 109
Marks: 10



PERFORMING ARTS Group story

30 min

Warm up – breathe in fresh air

- Practise breathing deeply, using the tummy muscles to control the breath.
- Hold for 10 seconds and exhale. Repeat.

Groups of 6–8

- Start a story: *I went to the market and I bought a banana.*
- The next learner repeats the first item and adds another item:

I went to the market and bought a banana and a chicken.

- Do the actions: peel the banana and flap arms like wings.
- Continue, adding items and actions.

Cool down Lie down and repeat the breathing exercise.



PHYSICAL EDUCATION Activity stations

30 min

Warm up

Activity stations

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

Cool down

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



THURSDAY



LISTENING AND SPEAKING

Sing/recite

15 min

This song could be adapted to fit a well-known tune, such as *I hear thunder*. Add actions and additional verses about healthy habits as desired.

I am healthy, I am healthy
So are you, so are you
I eat lots of healthy food, I eat lots
of healthy food
So do you, so do you.

I am healthy, I am healthy
So are you, so are you

I go to bed early, I go to bed early
So do you, so do you.

I am healthy, I am healthy
So are you, so are you
I keep cool in the sun, I keep cool
in the sun
So do you, so do you.



BEGINNING KNOWLEDGE

Dora's healthy day

p. 90

15 min

Prior knowledge What things do you do every school day?

Read the page Look at and discuss the picture with the learners.

Talk about time

- Ask learners what time they think Dora does each of the activities in the picture: get ready for school; start school; have break; play games; do homework; go to bed.
- Ask what time they do each of the activities.



PHONICS

(Versioners: Language specific)

Quick letter naming practice

- Point randomly to letter on the alphabet frieze.
- Learners say sound of letter.
- Repeat. Keep pace up.

Learners do the activity

- Walk around and assist where needed.

Check/mark the activity

p. 91

15 min



READING

Vocabulary and language

15 min

Flashcards

- Show and read each word.
- Find and point to the words in the story in the LAB.
- Place the flashcards on the word wall and read them again.

Sentence strip

- Look at the word sunlight. Can you find small words hiding in the big word?
- Say the two parts of the word: sun and light. Put them together to make one word.
- Can you think of any other words that have two parts? (football, rainbow, pancake)

[Versioners: These questions are language specific and would need to be written about the sentence in each language. Focus on the imperative]





READING AND COMPREHENSION ASSESSMENT 3

Comprehension

Introduction Tell the learners this is an assessment.

Revision Re-read the story *What do we need to be healthy?*

Answer the questions

- Learners work individually to answer the comprehension questions based on the text.

Marking:

See page 109

Marks: 10

TG
p. 122
15 min

NAME _____ DATE _____

Comprehension

Read the story *What do we need to be healthy?*. Tick the correct answers.

1. What do we need for a healthy life?
☐ junk food ☐ clean water ☐ healthy food
☐ exercise ☐ sunshine ☐ clean air

2. Why must we eat fruit and vegetables?
☐ They make our bones and muscles grow strong.
☐ They give our bodies vitamins.
☐ They give us energy.

3. Where do we get safe drinking water?
☐ dams ☐ taps ☐ rivers

4. Why do we need sunlight?
☐ It makes us thirsty.
☐ It makes us hungry.
☐ It makes our bodies strong.

5. Are you healthy?

Week 8 - Thursday READING AND COMPREHENSION ASSESSMENT 3



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting and Independent work

- Introduce this week's independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.
- Call one GGR group a day for Reading and Comprehension Assessment.

5 min
+
30 min



READING AND COMPREHENSION ASSESSMENT 1

Group D

- Learners whisper-read a story from their anthology.
- Call them one at a time to listen to them read.
- Listen to each child read for one to two minutes.
- Ask questions to check understanding.

Marking:

See page 109

Marks: 10



PERFORMING ARTS Dance time

Warm up

- Learners sit in a circle, legs stretched out in front.
- Circle ankles clockwise and anti-clockwise. Flex feet and knees

Dance

- Select a well-known song that can be danced with a partner, such as *Jan Pierewiet*.

- Learners form two concentric circles and dance with different partners, while singing.

Relax Learners breathe slowly in and out and think about fresh air entering their bodies to make them strong and healthy.

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

30 min



Versioners add the name of a traditional dance that is done with a partner.



PHYSICAL EDUCATION

Activity stations

Warm up

Activity stations

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

Cool down

30 min





LISTENING AND SPEAKING

Pollution is when things like gases, trash, plastics, smoke and chemicals start to harm animals, plants and people. There are different kinds of pollution.

Land pollution is when rubbish is left lying around. Some rubbish brings harmful germs. Sometimes chemicals leak from the rubbish into our water and make us sick.

Water pollution is when water becomes dangerous to drink

Pollution

because of the germs and chemicals in it.

Air pollution is when gases from cars, taxis, buses and factories make the air poisonous to breathe.

Pairs Tell what you found out.

Share

- Ask a few learners to share with the class.
- Talk about what you found out.

p. 88

15 min



BEGINNING KNOWLEDGE

Pollution

15 min

Write and draw about what you found out

- Write one thing about what you found out.
- Draw a picture.



PHONICS ASSESSMENT 2

Dictation

15 min

Dictate words

- Tell learners this is a test.
- Say each word clearly and slowly.
- Repeat it once only.

Write in exercise books

- Give learners time to write each word.
- They must use their best handwriting.

Marking:

See page 108

Marks: 5

five

words

to

be

supplied



WRITING

My healthy day

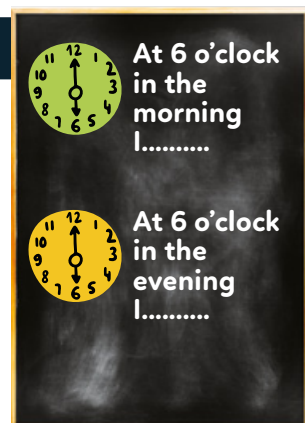
15 min

Prepare Draw the clocks and sentence starters on the board.

Discuss Discuss what learners do at different times of the day.

Write and draw

- Learners use vocabulary from the chapter and their personal dictionaries to write what healthy things they do at these times.
- They draw a picture if there is time.





INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting and Independent work

- Introduce this week's independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.
- Call one GGR group a day for Reading and Comprehension Assessment.

5 min
+
30 min



READING AND COMPREHENSION ASSESSMENT 1

Group E

- Learners whisper-read a story from their anthology.
- Call them one at a time to listen to them read.
- Listen to each child read for one to two minutes.
- Ask questions to check understanding.

Marking:
See page 109
Marks: 10



CHECKING AND FEEDBACK

Read In pairs, learners read their menus to each other.

Mark Independent Work

- Go through the DBE workbook activities together.
- Learners correct or complete.

15 min



PHYSICAL EDUCATION

Activity stations

Warm up

Activity stations

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

Cool down

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

30 min



TEACHER'S WEEKLY REVIEW

This week, I have:

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

I have scheduled a time next week for:

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

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

WEEK OVERVIEW

Healthy living



PREPARATION

Flashcards

party

concert

school

pot

stew

Sentence strip

They made a stew in a very big pot.

INDEPENDENT WORK

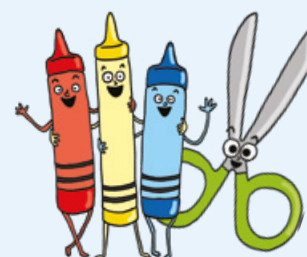
- 1 Paired Reading LAB page 110
- 2 Handwriting 1 Language specific
- 3 Handwriting 2 Language specific
- 4 Handwriting 3 Language specific
- 5 DBE Home Language Page xx
- 6 DBE Home Language Page xx
- 7 DBE Life Skills Page xx
- 8 Dictionary

party concert school pot stew

Lang eds, these are the same as for last version, please insert in all weeks

EQUIPMENT FOR ACTIVITIES

- Paint
- Straws/casings of pens
- Kokis/stickers
- Paper to paint on
- Equipment required for selected Physical Education activities



A party at school

It was a big day for Sipho and Amos's school. The school was 100 years old.

The teachers said they would have a party. They planned a concert. The boys and girls practised things for the concert. They sang songs and **recited** poems. Amos, Sipho, Thami and Samson acted out a story from the Bible.

The teachers and parents got a lot of meat and two very big pots, one for stew and one for pap. They started cooking early on the day of the party.

It was a very hot day. The children's parents and grannies came to school. The children put on their concert.

Then there were speeches. The principal made a speech. Someone from the governing body made a speech. A very old lady who taught at the school long ago made a speech. A man from the Education Department made a speech. Everyone was sweating because it was so hot.

Finally, everyone went outside to eat the stew. There was plenty of food for everyone. As soon as they finished eating, the children played games.

But then Ayanda said she had a sore tummy.

Thami said he also felt sick. More children started feeling sick. They had sore tummies. They vomited. They cried. Even the man from the Education Department got sick.

The principal was worried. She called the **emergency** medical number on her cell phone. Two **ambulances** came to the school.

The paramedics said that the food at the party had made the people sick. They gave everyone special water to drink. This water helped their bodies to not dry out.

The children were sad. The teachers were sad. The aunties who cooked the stew were sad. The party was **ruined**.

A week later there was a big surprise. The shops in town had heard what happened. They felt sorry for the children. Some of them gave food to the school for another party. One shop gave chicken pieces. Another shop gave lots of wors. The school was given packets of chips, lots of bread rolls and boxes of fresh fruit.

Everyone got together again. They braaied the meat and ate it straight away. This time no-one got sick. It was the best party ever.



VOCAB

emergency – something dangerous that needs to be dealt with straight away

ambulance – vehicle that takes people to hospital

ruined – spoiled

MONDAY



READ-ALoud

A party at school

Before reading Talk about events that happen at school, e.g. concert, sports day, party, prizegiving.

Reading Read the story aloud and ask the questions.

After reading

- Where was the party?
- What was the weather like?
- What happened to some of the people after they ate the food?
- Who came to the school to help the sick people?
- What happened the next day?

TG
p. 93
15 min



BEGINNING KNOWLEDGE

Keeping food and water safe and clean

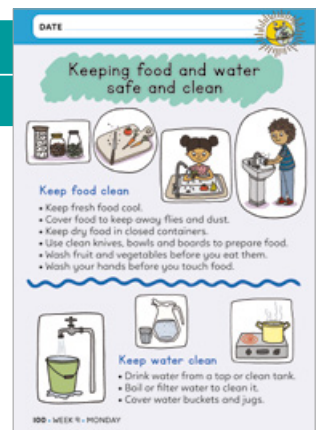
Prior knowledge Have you ever had a very sore tummy? How did it feel?

New knowledge

- Food and water that is contaminated/poisoned can make people sick.
- We need to keep food and water clean and healthy.

Read the page Look at the pictures and read the text.

p. 100
15 min



PHONICS

New sound

(Versioners: Language specific)

Introduce the sound

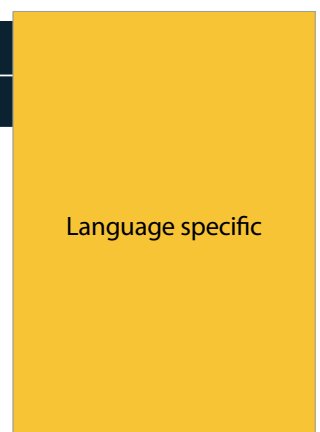
- Listen to and say the sound.
- Notice your mouth.

Identify words with the sound Learners can provide more words.

Pairs Read the syllables and words.

Write Write words for the pictures.

p. 101
15 min



READING

A party at school

Picture walk Who can you see in each picture? What is happening?

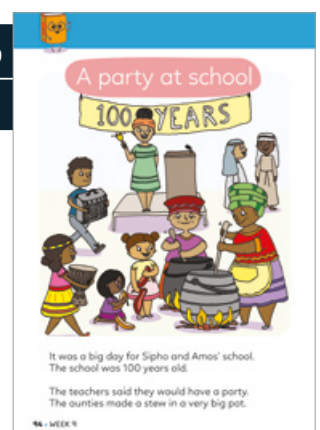
Read the whole story to and with the learners

Learners point to the words with their fingers.

Comprehension pages 94–96

- On page 94, point to where it tells us how old the school was.
- Why do you think the teachers want to have a party?
- On page 95, point to the words that tell us who came to school.
- How do you know it was a hot day?
- On page 96, what two words tell us people were sick.
- How do you think the teachers felt when everyone got sick?

pp. 94–99
15 min





WRITING

My news

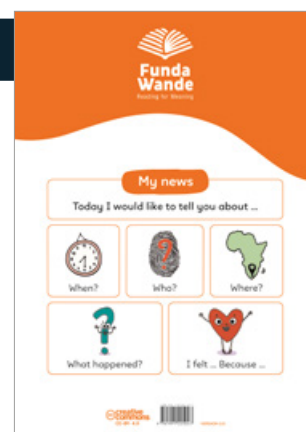
15 min

Provide a topic for the news (news about the holiday, the weekend, a sports team, a TV show)

Pairs Use the My News frame on the back cover of the LAB to briefly tell news.

Learners write news in exercise books.

Encourage them to use longer sentences and to provide details.



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Introduce this week's independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.

GGR: Groups A and B first reading

- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

5 min
+
30 min



VISUAL ARTS

Make pictures of germs

30 min

Discuss

- Recap information about germs.
- What do you think germs look like?
- Can we see them? Or do we need to use a microscope?

Make pictures

- Learners place dots of paint on A4 paper.
- They use a straw/pen casing to blow the paint to make germ shapes.
- Leave the paint to dry overnight.



PHYSICAL EDUCATION

Introduction

30 min

Prepare

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

Introduce activity stations

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

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

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



TUESDAY



WELLBEING Mindful me

- Learners place the tip of the tongue loosely between their teeth, with lips open. It should stick out a little bit.
- They breathe in and suck the air over their tongue. Breathe out slowly through their nose. Repeat.
- Ask learners if their throats feel cool and relaxed.

15 min



BEGINNING KNOWLEDGE

Keeping food and water safe and clean

Recap Remind learners about how we should keep food and water clean and safe.

Read Read the two halves of the sentences with learners.

Match

- Match the two halves.
- Colour the pictures.

p. 102

15 min

DATE _____

Match and colour

 Cover food	 after going to the toilet and before eating
 Wash your hands	 to stop it going bad
 Keep food cool	 to keep away flies

102 • WEEK 9 • TUESDAY



PHONICS (Versioners: Language specific)

Quick letter naming practice

- Point randomly to a letter on the alphabet frieze.
- Learners say sound of the letter.
- Repeat. Keep pace up.

Do the activity Walk around and assist learners where needed.

Check/mark the activity

p. 103

15 min

DATE _____

Kies die regte woord.

Ek stop <input type="radio"/> geur <input checked="" type="radio"/> deur	 <input type="radio"/> Dis 'n lekker <input type="radio"/> geut <input type="radio"/> geur
Hy eet 'n <input type="radio"/> neut <input type="radio"/> seun	Jan is 'n <input type="radio"/> neus <input type="radio"/> seun
Dis 'n groot <input type="radio"/> neus <input type="radio"/> neus	Hy verf dit 'n blou <input type="radio"/> neut <input type="radio"/> kleur
Die reën loop in die <input type="radio"/> geut <input type="radio"/> geur	Die stoel <input type="radio"/> kreun <input type="radio"/> reën

WEEK 9 • TUESDAY • 103



READING Sentence making

Cut out Learners cut out the sentence strip on LAB page 123.

Read the sentence together

Is this action happening now or in the past? Which word shows this? (*made*)

Ask questions about sentence strip

- **Who?** They
- **Did what?** made

- **What?** a stew
- **Where?** in
- **What size was it?** a very big
- **What?** pot

Learners cut off the words/word groups after answering each question

Jumble and reconstruct the sentence.

Learners stick sentence into exercise books.

p. 123

15 min

WEEK 9

They made a stew
in a very big pot.

123



SHARED WRITING

A party at school

Introduction What happened in the story we read?

Brainstorm

- What kind of party could we have at school?
- What things could happen at a party?

Shared writing

- Complete the writing frame using learners' ideas.
- Read the new story together.

15 min

A party at school
We had a party for _____.

The _____ cooked
_____ and _____.

The weather was very _____.

The children held a _____.

After lunch some
people _____.



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups C and D first reading

- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

5 min
+
30 min



VISUAL ARTS

Make pictures of germs

Complete pictures Learners use kokis or stickers to add eyes and feelers to their pictures from Monday.

Display

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

30 min



PHYSICAL EDUCATION

Activity stations

Warm up

Activity stations

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

Cool down

30 min



WEDNESDAY

**WELLBEING** I think, I feel ...

Question How do we keep our food from going off at home?

Pairs Discuss the question.

Share Select some learners to share (give everyone a chance over the term).

15 min

**BEGINNING KNOWLEDGE** Human Rights Day**Prior knowledge**

- What public holidays do learners know?
- What holiday is on 21 March?

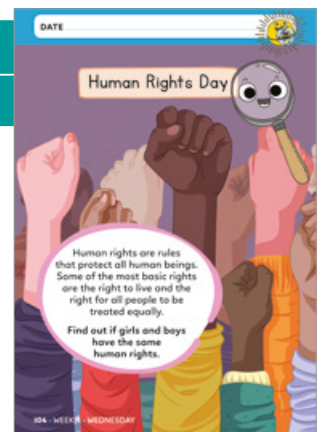
Read the page Discuss picture and read the text with the learners.

Talk about the question

- How will you find out the answer?
- Learners to bring answer on Friday.

p. 104

15 min

**PHONICS** New sound
(Versioners: Language specific)**Introduce the sound**

- Listen to and say the sound.
- Notice your mouth.

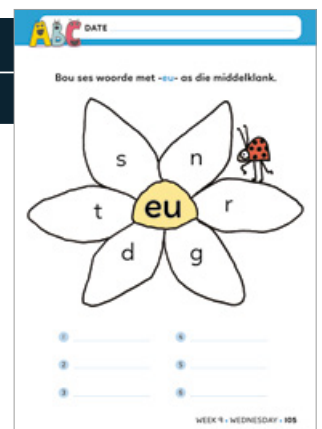
Identify words with the sound Learners can provide more words.

Pairs Read the syllables and words.

Write Write words for the pictures.

p. 105

15 min

**READING** A party at school

Read together Read the first three pages of *A party at school* to and with the class.

Read in groups In groups of three, take turns to read one page each.

Read alone Whisper-read the first three pages of the story.

pp. 94–96

15 min





SHARED WRITING *An invitation*

15 min

Talk about invitations

- How do people get to know about a party? (*we ask them, send a message, write an invitation*)
- Have you ever received a written invitation to a party?

Brainstorm ideas

- Age of school
- What entertainment
- Who to reply to (why do we need to reply?)

Write an invitation together, using the learner's ideas.

'n Uitnodiging
Ons skool is hierdie
jaar oud.
Kom vir saam met ons!
Waar:
Wanneer:
Antwoord asseblief
(RSVP):
Wat op die dag gaan
gebeur:



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

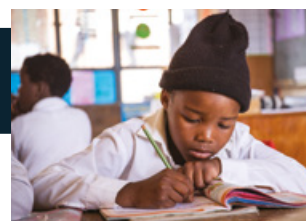
- Settle the class to do Independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

Group E first reading

- Introduce/scaffold the story as needed.
- Learners whisper-read the story to themselves.
- They stop at the end of each page and teacher asks comprehension questions.

Group A second reading

- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

5 min
+
30 min

PERFORMING ARTS *Thoughts and feelings*

Recap the story Talk about three parts of story: the concert, everyone gets sick, the surprise party the next day

Groups (allocate a part of the story to each group)

- Who are the characters in your part of the story?
- What does each character think?
- How does each character feel?
- Choose a part to play.

Prepare a play Each group practises a short play about their part of the story.

30 min



PHYSICAL EDUCATION *Activity stations*

Warm up

Activity stations

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

Cool down

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

30 min



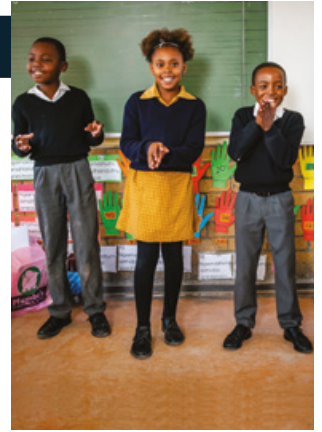
THURSDAY

LISTENING AND SPEAKING **Sing/recite**

Sing to the tune of *Row, row, row your boat*.

Scrub, scrub, scrub your hands
 Soap will make them clean (*hold hands up, palms out*)
 Scrub the bottom (*washing palms together*)
 Scrub the top (*washing back of hands*)
 Scrub them in between (*washing between fingers*)
 Rinse, rinse, rinse your hands (*mime turning on a tap*)
 Water makes them clean (*hold up hands*)
 Send the germs
 Down the drain (*point downwards with one finger*)
 Now they're clean, clean, clean (*shaking hands palms out*)

15 min

BEGINNING KNOWLEDGE **Colour the picture**

Prior knowledge What can happen if we drink water that is not clean?

Discuss the picture

- Is the river in the picture clean?
- How do people make the river dirty?
- Should we drink water from a polluted river?

Colour in

p. 106

15 min

PHONICS (*Versioners: Language specific*)**Quick letter naming practice**

- Point randomly to letter on the alphabet frieze.
- Learners say sound of letter.
- Repeat. Keep pace up.

Learners do the activity

- Walk around and assist where needed.

Check/mark the activity

p. 107

15 min

READING **Vocabulary and language****Flashcards**

- Show and read each word.
- Find and point to the words in the LAB.
- Place the flashcards on the word wall and read them again.

Sentence strip

- Read this week's sentence strip again.
- Which word shows that this happened in the past? (*made*)
- What words tell us how the pot looked? (*very big*)
- What other words could we use to describe a pot?

[Versioners: These questions are language specific and would need to be written about the sentence in each language.]

15 min





WRITING Comprehension

Revision Re-read the story *A party at school*.

Answer the questions

Check answers

1. the teachers
2. They put on a concert
3. chips, chicken, bread rolls

p. 108

15 min

DATE _____

Comprehension

Read *A party at school*. Tick the correct answers.

1. Read page 96. Who decided to have a party?
☐ the teachers ☐ Sipho and Amos ☐ the aunts

2. Read page 98. What did the learners do?
☐ They made speeches.
☐ They put on a concert.
☐ They cooked the food.

3. Look at the picture on page 99. What food did they eat at the surprise party?
☐ meat ☐ stew
☐ ice-cream ☐ bread rolls
☐ chips ☐ cold drinks
☐ chicken
☐ fruit

108 • WEEK 9 • THURSDAY



INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups B and C second reading

- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

5 min
+
30 min



PERFORMING ARTS Perform your play

Practise Give learners 10 minutes to practise their part of the story.

Perform for the class

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

30 min



PHYSICAL EDUCATION Activity stations

Warm up

Activity stations

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

Cool down

30 min



FRIDAY



LISTENING AND SPEAKING

Human Rights Day

p. 104

15 min

Human Rights are things everybody deserves to have, like freedom, peace, a place to live, clean water and food and education.

Human rights are part of South Africa's constitution. The constitution says we have rights, but also responsibilities. Sometimes people in a community hurt other people's human rights. Sometimes governments don't care about the

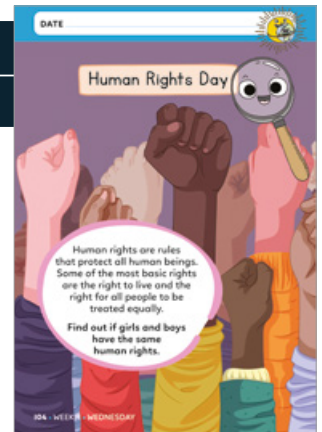
people's human rights and treat their citizens badly.

Human Rights day reminds us to remember that everyone has the same rights.

Pairs Tell what you found out.

Share

- Ask a few learners to share with the class.
- Talk about what you found out.



BEGINNING KNOWLEDGE

Human Rights Day

15 min

Write and draw about what you found out

- Write one thing you learned.
- Draw a picture.



PHONICS

Timed word reading

p. 109

15 min

Pairs read the words

- Learner reads to partner for 1 minute.
- Circle the last word read and partner counts incorrectly read words.
- Each learner has three turns.

Count the words

- Choose the best attempt. Subtract any incorrectly read words.
- Learners write their best score on the line.
- Point out how you read more words with more practice.



WRITING

A party

15 min

Brainstorm

- Reread the Shared Writing story from Tuesday.
- Learners select their own characters for a new story.

Write Learners write their own story about a party, mentioning what the party was for, what food was cooked, what the weather was like, what they did, and so on.





INDEPENDENT WORK AND GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, position on the line and slant and to identify their best letter.

Independent work

- Settle the class to do independent tasks written on board.
- Learners do two tasks a day unless they have GGR.

GGR: Groups D and E second reading

- Re-read the story together, aloud.
- Learners read the story with a partner.
- Teacher listens to learners reading.

5 min
+
30 min



CHECKING AND FEEDBACK

Read In pairs, learners read their story about the Party at school to each other.

Mark Independent Work

- Go through the DBE workbook activities together.
- Learners correct or complete.

15 min



PHYSICAL EDUCATION

Activity stations

Warm up

Activity stations

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

Cool down

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

30 min



TEACHER'S WEEKLY REVIEW

This week, I have:

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

I have scheduled a time next week for:

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

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

WEEK 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.
- Afterwards, ask one or two learners to retell another story.
- Pairs: tell a favourite story to their partner.
- Recite rhymes or poems individually or in small groups.



READING

- Reread stories in the LAB that the learners have particularly enjoyed this term.
- Swap roles with learners who can be the 'teachers' for different stories.
- Pairs: read the sentence strips from each week.
- Pairs: read the paired reading texts from each week.
- Individuals: Read books from the reading corner/library.



PHONICS

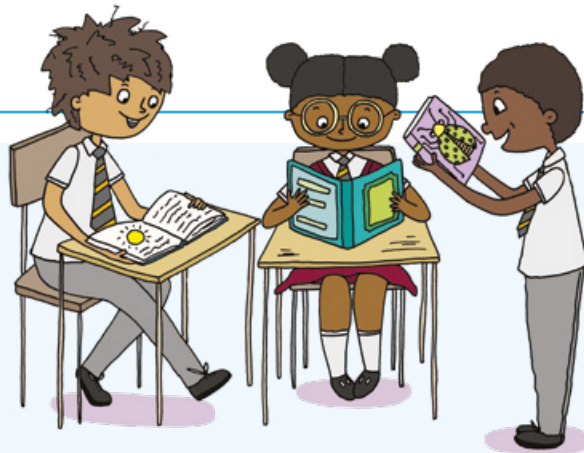
- Pairs reread the words on phonics pages.
- Team competition to read flashcards correctly.
- Repeat timed word reading and dictation activities and try to improve your score.
- Ensure that all Independent Work pages have been completed in the LAB. Check they have been done correctly.
- DBE workbook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



WRITING

- Provide lined paper for learners to write a story of their choice.
- Tell them to try to sound out unknown words or use the Word Wall words.





BEGINNING KNOWLEDGE AND PSWB

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 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 show their work to the group or class and explain what they chose to draw.



PHYSICAL EDUCATION

- Play traditional games.
- Have a sports day, where teams compete against each other. Do activities from the term.



ASSESSMENTS

ASSESSMENT PLAN, TERM 1

- Suggested written tasks for formal assessment are in the Learner's Activity Book, mostly in weeks 6–8.
- Oral tasks for formal assessment are in the Teacher's Guide mostly in weeks 6–8.
- Informal assessment of the learner's performance takes place throughout the term.
- Both formal and informal assessment is taken into account in the final mark.
- Assessment procedures, marking criteria and a mark sheet for the formal assessments are at the back of this Teacher's Guide.
- Checklists for both weekly continuous and formal assessment are at the back of this Teacher's Guide. The columns are numbered to indicate weeks in the term when learning objectives are covered.

Formal Assessment Activities, Term 1				
Week 6	Monday	Writing Assessment 1: Write news		TG p. 58
	Tuesday–Thursday	Listening and Speaking Assessment 1: Story sequence and comprehension		TG pp. 60, 62, 64
	Tuesday	BK/PSWB Assessment 1: Match words and pictures	TG p. 116	TG p. 60
	Friday	Writing Assessment 2: Write a story	TG p. 117	TG p. 66
Week 7	Monday	Handwriting Assessment 1		TG p. 71
	Tuesday	BK/PSWB Assessment 2: Classify foods	TG p. 118	TG p. 72
	Tuesday	Visual Arts Assessment 1: 2D		TG p. 73
	Thursday	Performing Arts Assessment 1: Singing		TG p. 77
	Thursday	Physical Education Assessment 1: Use equipment		TG p. 77
	Friday	Writing Assessment 3: Paragraph with commas	TG p. 119	TG p. 78
	Friday	Physical Education Assessment 2: Movement		TG p. 79
Week 8	Monday–Friday	Reading and Comprehension Assessment 1: Oral reading		TG pp. 83, 85, 87, 89, 91
	Tuesday	BK/PSWB Assessment 3: Classify healthy habits	TG p. 120	TG p. 84
	Tuesday	Phonics Assessment 1: Write sounds	TG p. 121	TG p. 84
	Tuesday	Reading and Comprehension Assessment 2: Completion of sentence		TG p. 84
	Thursday	Reading and Comprehension Assessment 3: Written comprehension activity	TG p. 122	TG p. 89
	Friday	Phonics Assessment 2: Dictation		TG p. 90

MARK SHEETS TERM 1

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



Funda Wande mark sheet

LISTENING AND SPEAKING Assessment rubrics and checklists

LISTENING AND SPEAKING Formal Assessment Activity 1: Story sequence and comprehension (Week 6 Tuesday/Wednesday/Thursday) TG pages 84, 86, 88					5 marks
The learner:	1	2	3	4	5
<ul style="list-style-type: none"> Retells the story of <i>Sipho's new eyes</i> in sequence with beginning, middle and end Answers lower order questions correctly Answers higher order questions with reasons 	Struggles to retell the story in sequence and struggles to answer lower order questions correctly	Retells the beginning of the story and answers one or two of the questions	Retells the beginning and middle of the story in sequence and answers all lower order questions	Retells the beginning, middle and ending of the story and answers all lower order and some higher order questions	Retells the whole story in sequence with beginning, middle and end and answers both lower and higher order questions confidently
CLASSROOM OBSERVATION (Weeks 1–9)					15 marks
The learner:	1	2	3	4	5
1. Listens to stories with enjoyment 2. Retells stories that are read or told 3. Tells own stories confidently and in sequence 4. Participates and contributes actively in story lessons 5. Answers questions about the story that is read or told	Fulfil 1 or 0 criteria	Fulfil 2 criteria	Fulfil 3 criteria	Fulfil 4 criteria	Fulfil all 5 criteria
1. Participates actively in class discussions 2. Answers questions related to a story or topic 3. Takes turns 4. Comments on others' contributions 5. Uses appropriate vocabulary	Fulfil 1 or 0 criteria	Fulfil 2 criteria	Fulfil 3 criteria	Fulfil 4 criteria	Fulfil all 5 criteria
1. Listens attentively to multipart instructions 2. Asks for clarification if s/he doesn't understand 3. Checks that s/he has all the pages/equipment necessary 4. Follows instructions accurately 5. Completes tasks independently	Fulfil 1 or 0 criteria	Fulfil 2 criteria	Fulfil 3 criteria	Fulfil 4 criteria	Fulfil all 5 criteria
Total					20 marks

ASSESSMENTS

PHONICS Assessment rubrics and checklists

PHONICS Formal Assessment Activity 1: Write sounds (Week 8 Tuesday) TG page 112, photocopiable page TG page 121					10 marks
1 mark for each correct answer: [Instruction to versioners: Insert the 5 sounds and the 5 completed words numbered 1-10]					
PHONICS Formal Assessment Activity 2: Dictation (Week 8 Friday) TG page 118					5 marks
1 mark for each correct word: [Instruction to versioners: Insert the 5 words you will test numbered 1-5]					
CLASSROOM OBSERVATION (Weeks 1-9)					5 marks
The learner:	1	2	3	4	5
1. Builds words using phonics taught (LAB activities)	Fulfil 1 or 0 criteria	Fulfil 2 criteria	Fulfil 3 criteria	Fulfil 4 criteria	Fulfil all 5 criteria
2. Reads words using phonics taught					
3. Uses invented spelling in writing					
4. Spells words correctly in dictation activities					
5. Shows increasing fluency (accuracy and speed) in timed word reading					
Total					20 marks

READING AND COMPREHENSION Assessment rubrics and checklists

READING AND COMPREHENSION Formal Assessment Activity 1: Oral reading (Week 8 Monday to Friday) TG pages 111, 113, 115, 117, 119					10 marks
The learner:	2	4	6	8	10
<ul style="list-style-type: none"> Reads aloud to teacher for 1–2 minutes Uses visual cues for prediction Recognises sight words and decodes words using phonics and contextual analysis Reads fluently and with expression Responds to at least 3 questions (both lower and higher order questions) 	Unable to predict the story from visual cues. Reads from own book a text of 1–2 lines with support from the teacher. Is unable to answer any questions	Partially predicts the story from visual cues. Reads word by word a text of 3–4 lines and responds correctly to 1–2 lower order questions	Can predict most of the story from visual cues. Reads aloud from own book a text of 5–6 lines and responds correctly to 3 lower order questions	Can predict the story from visual cues. Reads fluently from own book a text of 7–8 lines and responds correctly to 3 questions, both lower and higher order	Can predict the story from visual cues. Reads fluently and with expression from own book a text of more than 10 lines and responds correctly to 3 questions, both lower and higher order
READING AND COMPREHENSION Formal Assessment Activity 2: Completion of sentence (Week 8 Tuesday) TG page 112					5 marks
The learner:	1	2	3	4	5
<ul style="list-style-type: none"> Cuts all words/word groups out correctly Pastes all words in the correct order Sentence should read: Our bodies need sunlight to make them strong. [Versioners, replace sentence with the sentence from week 8; check number of words] 	Only 1–2 words are in the correct order	3–4 words are in the correct order	4–5 words are in the correct order	6–7 words are in the correct order	All 8 words are in the correct order
READING AND COMPREHENSION Formal Assessment Activity 3: Written comprehension activity (Week 8 Thursday) TG page 117, photocopiable page TG page 122					10 marks
1. Clean water, healthy food, exercise, sunshine, clean air (5 marks) 2. To give our bodies vitamins (1 mark) 3. Taps, tanks (2 marks) 4. To make our bodies healthy (1 mark) 5. Learners' own answer (1 mark)					
Total					25 marks

ASSESSMENTS

HANDWRITING Assessment rubrics and checklists

HANDWRITING Formal Assessment Activity 1 (Week 7 Monday) TG page 97					5 marks
The learner:	1	2	3	4	5
<ul style="list-style-type: none"> Writes 2–3 short sentences paying attention to directionality, correct letter formation of both upper and lower case letters, size and spacing within lines Uses punctuation marks, e.g. full stops, question marks, exclamation marks correctly Writes the words on the lines 	Needs support to write 1 short sentence with punctuation	Writes 1 short sentence with punctuation but correct letter formation, spacing between words and size of letters are not observed	Writes 1 short sentence with punctuation paying attention to letter formation but spacing between words is not observed	Writes 2 short sentences with punctuation paying careful attention to correct letter formation and observing spacing between words	Writes 3 and more short sentences with punctuation paying careful attention to correct letter formation, size and observing spacing between words
CLASSROOM OBSERVATION (Weeks 1–9)					5 marks
The learner:	1	2	3	4	5
<ol style="list-style-type: none"> Holds pencil and positions writing materials correctly Forms 26 lower and upper case letters correctly Writes and uses punctuation marks: full stops, question marks. Writes words with correct spacing between letters and words Copies and writes two or more sentences legibly 	Fulfils 0 or 1 criteria	Fulfils 2 criteria	Fulfils 3 criteria	Fulfils 4 criteria	Fulfils all 5 criteria
Total					10 marks

WRITING Assessment rubrics and checklists

WRITING Formal Assessment Activity 1: Write news (Week 6 Monday) TG page 83					5 marks
The learner:	1	2	3	4	5
<ul style="list-style-type: none"> Writes one paragraph (at least five sentences) on personal experiences or an event Uses capital letters (at the beginning of a sentence and for proper names) and correct punctuation (full stops, commas, apostrophe) 	Struggles to write 1 sentence of own news and does not use any punctuation	Attempts to write 2 sentences of own news but uses capital letters incorrectly	Writes 3 sentences of own news using capital letters and full stops	Writes 4 sentences of own news in paragraph format using capital letters, full stops and correct grammar and spelling	Writes 5 sentences of own news in a paragraph format using capital letters, full stops and correct grammar and spelling
WRITING Formal Assessment Activity 2: Write a story (Week 6 Friday) TG page 90, photocopiable page TG page 117					10 marks
The learner:	2	4	6	8	10
<ul style="list-style-type: none"> Writes an original story (writing frame) using the theme vocabulary Uses correct punctuation 	Struggles to complete the writing frame and does not use the theme vocabulary. Does not use punctuation correctly.	Attempts to complete the writing frame but does not use original ideas or vocabulary. Uses some punctuation correctly.	Completes the writing frame but vocabulary is limited. Uses some punctuation correctly.	Completes the writing frame adequately, but vocabulary is limited. Uses most punctuation correctly.	Completes the writing frame using original ideas and rich vocabulary. Uses correct punctuation.
WRITING Formal Assessment Activity 3: Write a paragraph list with commas (Week 7 Friday) TG page 104, photocopiable page TG page 119					10 marks
The learner:	2	4	6	8	10
<ul style="list-style-type: none"> Writes a paragraph about favourite foods using the writing frame Uses commas in the list of foods Gives a personal opinion Illustrates the paragraph with an appropriate drawing 	Struggles to complete the writing frame independently. Does not use commas in the list. Drawing is not related to the topic.	Attempts to complete the writing frame. Uses some commas correctly. Drawing relates partially to the topic.	Completes the writing frame but vocabulary is limited. Uses commas correctly. Drawing relates partially to the topic.	Completes the writing frame adequately, using interesting vocabulary. Uses commas correctly. Drawing relates to the topic.	Completes the writing frame using original ideas and rich vocabulary, correct punctuation and an appropriate drawing.
Total					25 marks

ASSESSMENTS

BK AND PSWB Assessment rubrics and checklists

BK/PSWB Formal Assessment Activity 1: Match words and pictures (Week 6 Tuesday) TG page 84, photocopiable page TG page 116					5 marks
1 mark for each correct answer: 1. lens 2. glasses 3. telescope 4. magnifying glass 5. microscope					
BK/PSWB Formal Assessment Activity 2: Classify foods (Week 7 Tuesday) TG page 98, photocopiable page TG page 118					10 marks
1 mark for each correct answer: Daily foods: banana, fish, pap, milk, apple Sometimes foods: chips/crisps, can of fizzy drink, lollipop, doughnut, ice cream					
BK/PSWB Formal Assessment Activity 3: Classify healthy habits (Week 8 Tuesday) TG page 112, photocopiable page TG page 120					5 marks
1 mark for each correct answer: Red: Drink fizzy drinks, Eat lots of sweets Green: Eat fruit and vegetables, Brush your teeth, Wash your hands after the toilet					
CLASSROOM OBSERVATION: PSWB (Weeks 1–9)					10 marks
The learner	2	4	6	8	10
1. Listens attentively during lessons 2. Participates in discussions 3. Takes turns and shares 4. Discusses own feelings and thoughts 5. Is considerate of other learners	Fulfil 1 criteria	Fulfil 2 criteria	Fulfil 3 criteria	Fulfil 4 criteria	Fulfil 5 criteria
CLASSROOM OBSERVATION: BK (Weeks 1–9)					5 marks
The learner is able to:	1	2	3	4	5
1. Follows instructions 2. Uses initiative when completing activities 3. Contributes own ideas to discussions 4. Gives an opinion on the theme topics, e.g. Why are class rules important? 5. Shows evidence of research in the Find Out activities	Fulfil 1 criteria	Fulfil 2 criteria	Fulfil 3 criteria	Fulfil 4 criteria	Fulfil 5 criteria
Completion of LAB activities (Weeks 1–8)					5 marks
The learner:	1	2	3	4	5
<ul style="list-style-type: none"> Completed all PSWB/BK pages in the LAB All answers are correct All colouring-in and writing is completed 	Completes less than 10% of the pages correctly	Completes 25% of the pages completely	Completes 50% of the pages correctly	Completes 75% of the pages	Completes all the pages correctly
Total					40 marks

VISUAL ARTS Assessment rubrics and checklists

VISUAL ARTS Formal Assessment Activity 1: Draw/Paint a picture of favourite foods (Week 7 Tuesday) TG page 99					5 marks
The learner is able to:	1	2	3	4	5
<ul style="list-style-type: none"> Use space – fill the page Use colour – appropriate colours of foods Interpret the topic Manipulate tools (brushes, crayons) 	Small drawing using one colour. Drawing is not relevant to the topic. Struggles to use the tools.	Limited use of space and colour in some aspects of the picture. Drawing has little relevance to the topic. Poor manipulation of the tools.	Adequate use of space and colour. Drawing is relevant to the topic. Adequate use of the tools.	Good use of the space and good combination of colours. Drawing is a good interpretation of the topic. Good manipulation of tools.	Uses the full page and blends colours. Interpretation of topic is excellent. Uses the tools efficiently and confidently.
Classroom observation (Weeks 1–9)					10 marks
The learner is able to:	2	4	6	8	10
<ol style="list-style-type: none"> All activities completed Show evidence of planning before executing the activities Successfully use tools – scissors, paintbrushes, crayons, kokis, glue, etc. Follow instructions Show evidence of enjoyment and creativity 	1 criterion fulfilled successfully	2 criteria fulfilled successfully	3 criteria fulfilled successfully	4 criteria fulfilled successfully	All 5 criteria fulfilled successfully
Total					15 marks

ASSESSMENTS

PERFORMING ARTS Assessment rubrics and checklists

Performing Arts Formal Assessment Activity 1: Sing loudly and softly (Week 7 Thursday) TG page 103					5 marks
The learner is able to:	1	2	3	4	5
<ul style="list-style-type: none"> Work with a group to select a song Interpret the dynamics of the song – loud and soft Perform the song confidently with appropriate dynamics 	Does not contribute any ideas to the group. Does not use dynamics in appropriate places.	Contributes little to the group. Sings with dynamics but not always in the appropriate places.	Contributes adequately to the group to select and interpret the song. Performs adequately with mostly correct dynamics.	Works with the group to select and interpret the song. Performs well with correct dynamics.	Works well in the group to select and interpret the song. Performs confidently with correct dynamics.
CLASSROOM OBSERVATION (Weeks 1–9)					10 marks
The learner is able to:	2	4	6	8	10
<ol style="list-style-type: none"> Participate in all lessons Work in a group – taking turns, sharing ideas Perform songs and rhymes with actions Participate confidently in role play and storytelling Move and dance with co-ordination and confidence 	1 criterion fulfilled successfully	2 criteria fulfilled successfully	3 criteria fulfilled successfully	4 criteria fulfilled successfully	All 5 criteria fulfilled successfully
Total					15 marks

PHYSICAL EDUCATION Assessment rubrics and checklists

Physical Education Formal Assessment Activity 1: Use equipment (Week 7 Thursday) TG page 103					10 marks
The learner demonstrates:	2	4	6	8	10
<ul style="list-style-type: none"> Perceptual-motor skills Co-ordination Team work 	Unable to throw or hit the ball. Does not work well with partner	Only throws and hits the ball successfully once or twice. Limited communication with partner.	Able to throw the ball and hit it back confidently about half of the time. Communicates with partner.	Able to throw the ball and hit it back confidently most times. Communicates well with partner	Able to throw the ball and hit it back confidently every time. Communicates well with partner
Physical Education Formal Assessment Activity 2: Movement (Week 7 Friday) TG page 105					10 marks
The learner demonstrates:	2	4	6	8	10
<ul style="list-style-type: none"> Following of instructions Locomotor skills Co-ordination Balance Laterality 	Is unable to follow the instructions. Co-ordination and balance are poor. Is unable to use the non-dominant leg.	Follows some of the instructions and performs some of the tasks. Co-ordination and balance are not perfect.	Follows most of the instructions and can perform most of the tasks. Is able to balance on the dominant leg but less well on the non-dominant leg.	Follows all instructions. Is able to perform all the tasks and balance on both dominant and non-dominant legs.	Follows all instructions and is able to perform all the tasks well. Balances on both dominant and non-dominant legs.
CLASSROOM OBSERVATION (Weeks 1–9)					10 marks
1 mark = 1 criterion 1. Follow instructions 2. Take turns 3. Work in a team 4. Move rhythmically 5. Jump and skip over ropes 6. Throw and catch a ball or beanbag 7. Stretch and curl the body 8. Balance on one foot and on equipment 9. Play an indigenous game 10. Warm up and cool down					
Total					30 marks

Lenses that we use

Fill in the correct words from the box.

microscope

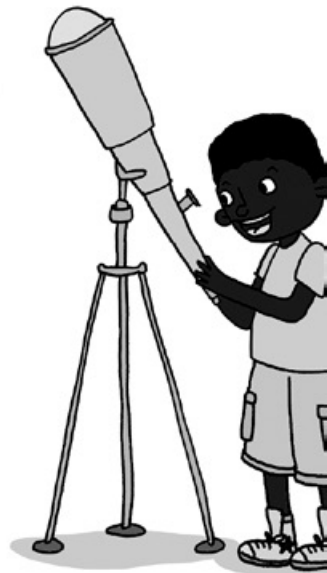
lens

glasses

telescope

magnifying glass

- 1 A _____ helps us to see things better.
- 2 We wear _____ to help us see more clearly.
- 3 We can look through a _____
to see things that are far away.
- 4 If we hold a _____
over something, it will look bigger.
- 5 We use a _____ to look at very small things.



A visit to the doctor



I went to the visit the doctor because _____

_____.

He/She looked at my _____

_____.

He/She gave me _____.

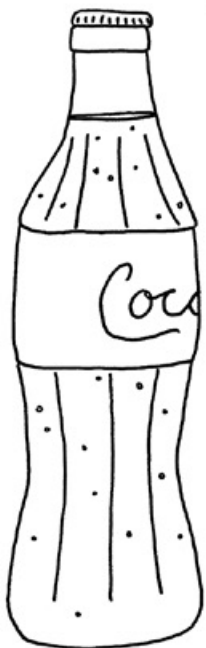
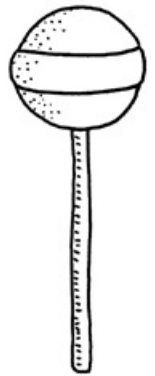
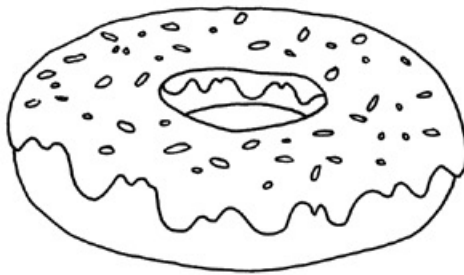
I felt _____.

NAME _____

DATE _____

Daily foods + sometimes foods

Sort and colour the pictures.



My favourite foods

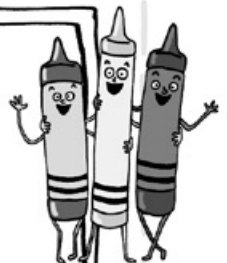
Write about your favourite foods. Draw a picture.

My best daily foods are _____

My best sometimes foods are _____

My favourite food is _____

because _____



Healthy or unhealthy?

Colour the blocks green or red.



Eat fruit
and vegetables.



Eat lots of sweets.



Brush your teeth.



Drink fizzy drinks.



Wash your hands
after the toilet.

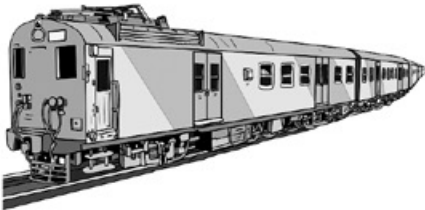
Vul die middelklank -ei- of -ie- in.



1 kl ei n



2 st _____ l



3 tr _____ n



4 v _____ r



5 dr _____ n



6 m _____ r



7 l _____



8 br _____

Comprehension

Read the story **What do we need to be healthy?**.
Tick the correct answers.



1 What do we need for a healthy life?

- ☐ junk food ☐ clean water ☐ healthy food
☐ exercise ☐ sunshine ☐ clean air

2 Why must we eat fruit and vegetables?

- ☐ They make our bones and muscles grow strong.
☐ They give our bodies vitamins.
☐ They give us energy.

3 Where do we get safe drinking water?

- ☐ dams ☐ taps ☐ rivers

4 Why do we need sunlight?

- ☐ It makes us thirsty.
☐ It makes us hungry.
☐ It makes our bodies strong.

5 Are you healthy? _____





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Reading for Meaning