

English

Home Language and Life Skills

2

Term 4



Teacher's Guide

2

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Teacher's Guide



Acknowledgements

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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			
	Checking and feedback (HL and LS)	Write	Colour in or draw	Cut out

Methodology Guide – MG

Teacher’s Guide – TG

Learner’s Activity Book – LAB

Group Guided Reading – GGR

Personal and Social Wellbeing – PSWB

Beginning Knowledge – BK

Home Language – HL

Life Skills – 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
 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. **In the TG, we flag specific pages in the MG that support teaching the lessons of the week.**

For each type of lesson, the MG explains:

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



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

Learner's Activity Books 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 4 Plan

Week	Theme	Read-aloud story	Shared Reading story	Phonics	Comprehension	
1	South Africa, our special home	<i>All around the country</i>	<i>All around the country</i>	A: S: X:		
2	South Africa, our special home	<i>The story of South Africa's National Anthem</i>		A: S: X:	Multiple choice and text questions – <i>All around the country</i>	
3	Keeping in touch with one another	<i>The history of writing</i>	<i>The history of writing</i>	A: S: X:		
4	Keeping in touch with one another	<i>Jennilee and Zane, secret heroes</i>		A: S: X:	Multiple choice and cloze procedure questions – <i>Give directions</i>	
5	What happens at night	<i>Sipho's dream</i>	<i>Sipho's dream</i>	A: S: X:		
6	What happens at night	<i>Ngalindi the Moon Man</i>		A: S: X:	Multiple choice and text questions – <i>Sipho's dream</i>	
7	Night animals	<i>The owl story</i>	<i>The owl story</i>	A: S: X:		
8	Night animals	<i>How porcupines got quills</i>		A: S: X:	Multiple choice and text questions – <i>Facts about porcupines</i>	
9	Special times with family	<i>Dora the flower girl</i>	<i>Dora the flower girl</i>	A: S: X:	Multiple-choice questions – <i>Dora the flower girl</i>	
10	Revision and consolidation					

	Language structure	Writing	Life Skills info text	BK and PSWB	Creative Arts	Physical Education
	See Methodology Guide pp. 20–21 for language structures to be taught this term. Teach during Shared Reading and Writing lessons.	SW: and IW: Information report News	<i>Let's learn about South Africa</i>	<i>South Africa is special</i> <i>Find Out: Compasses</i> <i>My country (poem)</i>	VA: Rainbow Nation map; draw and colour a picture PA: Traditional dancing	Teacher chooses 4 activities for the week
		SW and IW: Advertisement News	<i>Visit South Africa</i>	<i>Compare the flags</i> <i>Find Out: The Union Buildings</i> <i>Our national anthem</i>	VA: A class flag PA: Sing the national anthem	Teacher chooses 4 activities for the week
		SW and IW: A letter News	<i>Write like an Ancient Egyptian</i>	<i>Secret messages</i> <i>How writing has changed</i> <i>Talking drums</i>	VA: Make a Chinese fan PA: Mime – communicate without words	Teacher chooses 4 activities for the week
		SW and IW: Acrostic poem News	<i>Giving clear directions</i>	<i>Understanding without words</i> <i>Maps</i> <i>Directions</i>	VA: A mood picture PA: Role play Shared Reading story	Teacher chooses 4 activities for the week
		SW and IW: A recipe News	<i>Making bread</i>	<i>Yeast experiment</i> <i>The sky above us</i> <i>My hopes and dreams</i>	VA: Make a dream jar PA: Sing a lullaby with dynamics	Teacher chooses 4 activities for the week
		SW and IW: Story News	<i>The night sky</i>	<i>What's in the night sky?</i> <i>Look at the Moon</i> <i>Going to bed</i>	VA: Contrasts – black and white picture PA: Singing with dynamics	Teacher chooses 4 activities for the week
		SW and IW: Paragraphs News	<i>Night creatures</i>	<i>More about night creatures</i> <i>Owls</i> <i>Day or night?</i>	VA: Scratch art with crayons PA: Move to music	Teacher chooses 4 activities for the week
		SW and IW: Animal fable News	<i>Seeing in the dark</i>	<i>Eyes</i> <i>Starry night</i> <i>Facts about porcupines</i>	VA: Make a model of a porcupine PA: Recite a poem	Teacher chooses 4 activities for the week
		SW and IW: A future celebration News	<i>Find out about festivals</i>	<i>Special festivals</i> <i>Wedding traditions</i> <i>Review of the year's topics</i>	VA: Puppets PA: Puppet show – weddings	Teacher chooses 4 activities for the week
	Revision and consolidation					

Weekly timetable

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

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

GRADE 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	Read Aloud (HL)	Wellbeing Oral (PSWB) Mindfulness <i>(for Recovery timetable: Omit lesson)</i>	Wellbeing I think I feel <i>(for Recovery timetable: Omit lesson)</i>	Listening and Speaking Song/poem <i>(for Recovery timetable: Omit lesson)</i>	Listening and Speaking (Find Out discussion)
15 min	BK (Text-based lesson)	BK (Activity)	BK (Find Out)	PSWB (Activity)	BK activity (Writing) <i>(for Recovery timetable: Omit lesson and complete activity during extra GGR)</i>
READING AND WRITING <i>African lang: remove row</i>					
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 (vocabulary and language)	
15 min	Handwriting (demonstration)	Shared Writing	Writing	Edit/ Comprehension	Writing (news)
10 min	Handwriting check and introduction to 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 (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 & 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

30 min <i>(35 mins for Recovery)</i>	EFAL*	EFAL*	EFAL*	EFAL*	EFAL*
15 min	2 nd AL*	2 nd AL*	2 nd AL*	2 nd AL*	

Sepedi and isiXhosa version: this row is replaced by the below

Activities for Physical Education: Term 4

Choose four activities per week, focusing on different skills.

NOTE: Swimming activities are included in this term. While your school may not have access to a swimming pool, it is still possible to simulate these activities using buckets of water or getting learners to do swimming-type movements with their bodies. Always keep safety in mind. Developing water safety is a vital life skill.

Locomotor
<ul style="list-style-type: none">• Jump high; walk with big steps; walk with small steps; skip; hop• Athletics – sprinting• Athletics – relay running
Perceptual motor
<ul style="list-style-type: none">• Free play and time to experiment with different ways of using a bean bag• Perception games following a pattern – placing items in the correct order, i.e. running and place markers on predetermined places, using the correct order• Flashcards with different action words on them – jump, run, skip, hop, sit, walk, stand.• Tennis and cricket activities or other bat and ball games
Rhythm
<ul style="list-style-type: none">• Layout swing on a jungle gym using over-grasp• Using over-grasp, swing on a horizontal bar of a jungle gym• Step up and down on steps or balancing forms – 10 times• Swimming, breathing exercises using buckets of water
Laterality
<ul style="list-style-type: none">• In circle formation throw a ball clockwise and anti-clockwise• Lateral trunk movements such as throw a ball sideways L/R like in rugby• Stretching, up and sideways
Balance
<ul style="list-style-type: none">• Balancing on one leg• Balancing moves along ropes, planks, balancing beams (balance on one leg; arms horizontal)• Athletics – long jump build-up activities• Athletics – high jump build-up activities
Co-ordination
<ul style="list-style-type: none">• Circle formation running clock wise and anti-clock wise• Swimming exercises – lie on back and kick legs• Swimming exercises – lie on stomach• Swimming exercises – kick legs and move arms in a swimming action
Sport and games
<ul style="list-style-type: none">• Play various games• Mini cricket• Swimming exercises – breathing exercises. Practise blowing bubbles through a straw in water.• Learners put faces into water and blow bubbles
Spatial orientation
<ul style="list-style-type: none">• Following verbal directions, e.g. 'Walk 6 steps forward, 10 steps backward and 3 steps to the left', etc.• Skipping around play area alone and with a partner

WEEK 1 OVERVIEW

South Africa, our special home



PREPARATION

Flashcards

pretend

interesting

natural beauty

ancient


museum

Sentence strip

Shall we pretend we are going on a road trip around South Africa?

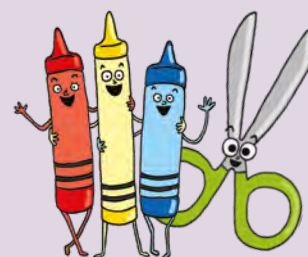
INDEPENDENT TASKS

[versioners to provide details]

- 1 Paired Reading LAB page 16
- 2 Handwriting 1 
- 3 Handwriting 2 [Versioners to provide sentence]
- 4 Handwriting 3 Western Cape, Free State, Gauteng, Mpumalanga, North-West
- 5 DBE Home Language Page ??
- 6 DBE Home Language Page ??
- 7 DBE Life Skills Page ??
- 8 Dictionary
pretend interesting natural beauty museum ancient

EQUIPMENT FOR ACTIVITIES

- Map of South Africa for Read Aloud
- Paint, crayons, paper
- Equipment required for selected Physical Education activities



All around the country

If we visited each province in South Africa, what interesting things could we see?

The Western Cape is in the south of the country and has a long coastline. It is well known for its natural beauty and for the large number of different plants that grow there. One of the most popular attractions is Table Mountain in Cape Town.

The Northern Cape is very big, as is the Big Hole in Kimberley. 150 years ago, they discovered diamonds there. Now all that is left is a huge hole in the ground with a **museum** round it.

The North West Province is known as the platinum province but it also produces gold, granite and diamonds. At the Hartbeespoort Dam in the Magaliesberg you can do all kinds of water sports or go hot air ballooning.

Limpopo is home to the ruins of the ancient city of Mapungubwe. It was the largest kingdom in Africa until it was abandoned in about 1300. The name Mapungubwe means 'hill of the jackal'. **Archaeologists** found many ancient objects at Mapungubwe including a golden rhinoceros.

The Kruger National Park, the biggest game reserve in South Africa, is in Mpumalanga. The park has 147 different kinds of animals, including the Big Five (lion, leopard, elephant, buffalo, rhino).

Gauteng is the smallest province but it has the most people and industries. The Orlando Towers in Soweto used to be cooling towers for a power station. They are now painted with brightly coloured murals and are used for extreme sports like **bungee jumping**.

The Free State is a landlocked province. The mountains in the Golden Gate National Park are made from a yellowish rock called sandstone. They shine like gold in the sun.

KwaZulu-Natal is in the east has beautiful beaches on the Indian Ocean. Near Howick, there is a sculpture of our first president, Nelson Mandela. It is made from big metal posts and you can see Madiba's face if you stand in the right place.

Many famous South Africans were born in Eastern Cape including Steve Biko and Siya Kolisi. The Addo Elephant Park is home to the Big Five as well as great white sharks and southern right whales.



VOCAB

museum – a place where interesting objects (like art, or things found in nature or from the past) are collected and shown to the public

archaeologists – people who study how people lived in the past by examining the remains of objects they left in the ground.

bungee jump – jump from a high place with a long elastic rope tied around your waist or legs so the rope pulls you back before you hit the ground

MONDAY



READ ALOUD

All around the country

Before reading

- Ask learners to name provinces in South Africa.
- Show the provinces in the story on a map.

Read the story aloud, with expression

- Do not interrupt reading to explain or ask questions. The point is for learners to hear what good reading sounds like and to enjoy the story.

After reading

- Allow learners to respond to the story and say what they enjoyed about it or wondered about.
- Briefly explain highlighted vocabulary.

TG
p. 7

15 min



BEGINNING KNOWLEDGE

Let's learn about South Africa

Prior knowledge

- Ask learners to share some facts about South Africa.

Read page to and with the learners

Discuss

- The poster about South Africa gives information in short points and pictures.
- It gives information about provinces, capitals and other important cities, languages, what we produce, climate.
- Discuss the eleven official languages of South Africa. Let learners help you list them.
- Read about the national coat of arms in the DBE Life Skills workbook, page 39.

p. 8

15 min



PHONICS

[Heading] XXXX

(Versioners: Language specific)

Revise the sounds

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

Identify words with the sound

- Learners provide more words.

Pairs

- Read the syllables and words

Write

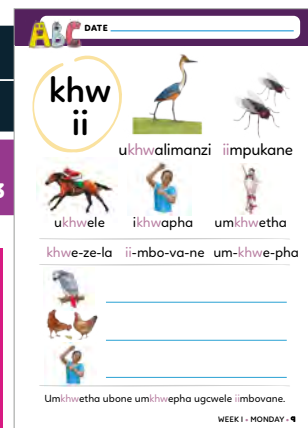
- Write words for the pictures.

Read the sentence

Versioner: Check in order of teaching phonics doc if this is new sounds or revision in specific. Also please check that the same words are not used as were used when the sound was first taught.

p. 9

15 min

MG
pp. 8–13

READING

All around the country

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

- On page 3 point to the word that tells us that people know about Table Mountain.

- On page 4 point to the words that tell us that people lived in Mapungubwe very, very long ago.
- Which words tell how long ago it happened?
- On page 5 point to the words that tell us the water towers in Soweto are no longer used to make electricity.

pp. 2–7

15 min





HANDWRITING Model and practice

30 min

MG
pp. 31–37

Model on board

- Provide a pattern to practise this week.
- Demonstrate the 3 handwriting tasks for the week on the board.
- Describe the letter formations.

Guided practice

- Learners copy the pattern and the first activity in exercise books.
- Walk around, correcting posture and pencil grip.

Independent practice

- Learners will practise further during Independent Work time.



GROUP GUIDED READING

Handwriting check

- 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.

MG
pp. 31–37

5 min
+
30 min

MG
pp. 24–27



VISUAL ARTS Rainbow Nation map

Discuss

- Name the colours of the rainbow in order: violet (purple), indigo (dark blue), blue, green, yellow, orange, red.
- Talk about how Archbishop Desmond Tutu called South Africa the Rainbow Nation because there are so many different kinds of people but we all love our country.

Make fingerprints

- Distribute copies of the map on TG page 132 or provide paper for learners to draw a rainbow.
- Provide paint in the seven colours of the rainbow.
- Learners dip fingertips in the paint and make fingerprints of different colours in each stripe on the map or rainbow.
- Display.

TG
p. 132

30 min



PHYSICAL EDUCATION Activity stations

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.
- Ask confident learners to demonstrate.

Whole class activity

- If you have time, play a game such as catches, red rover, hide and seek

30 min

MG
pp. 51–52

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 practise breathing to make themselves calm.
- 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.
- Ask if any of them have tried this when they are feeling upset.



BEGINNING KNOWLEDGE

South Africa is special

p. 10

15 min

Link to yesterday's lesson

- Talk about what learners learnt about South Africa.
- Read all statements to and with learners and look at the pictures

Do activity

- Match the pictures and the sentences.
- Complete the sentence at the bottom of the page.

Pairs: check work

- Check answers.

DATE _____

South Africa is special

Match the pictures and sentences.

We have so many different cultures.

We believe that girls and boys can do any job.

We have 11 different languages.

We can vote for our leaders.

I think South Africa is special because _____

10 • WEEK 1 • MONDAY



PHONICS

[Heading]

(Phonics activity heading from LAB)

Sound practice

- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Do the activity

- Walk around and assist learners where needed.

Check/mark the activity

p. 11

15 min

MG
pp. 8–13

DATE _____

Khetha igama elichanekileyo ukugqibezela isivakalisi.

wakhwela iimpukane Isikhwenene
umkhwetha iinkuhu Ukhwalimanzi

1. Iinkukhu zizalele amaqanda amaninzi.
2. _____ sakhe siyathanda ukumlinganisa xa efunda iincwadi.
3. Andigithandi indawo emdaka ngoba igqwala _____.
4. Uye _____ ibashe ukuya edolophini.
5. _____ ubamba iintlanzi emlanjeni.
6. Uyabuya ngomso _____ wasekhaya, siza kuba nomgidi.

WEEK 1 • TUESDAY • 11



READING

Sentence making

p. 115

15 min

MG
pp. 19–20

Cut out

- Learners cut out the sentence strip.

Read together

- Why is there a question mark at the end of the sentence?

Ask questions and cut off the words/word groups

- **Do what?** Shall we pretend
- **Who?** we
- **Do what?** are going
- **Where?** on a road trip
- **Where?** around South Africa?

Jumble and reconstruct the sentence

We can learn more about South Africa's history by visiting Robben Island.

Shall we pretend we are going on a road trip around South Africa?

WEEK 2 WEEK 1 115

**SHARED WRITING****Information report**

15 min

Prepare

- Ask: What is a fact? (a statement that we know is true)
- An information report gives facts and details about a topic. It instructs readers, it doesn't try to persuade them.
- When we write an information report, we first group information, then we write a paragraph for each topic.
- Look at LAB page 8 as an example of facts grouped under headings

Show the writing frame

- Heading: add the name of a province here.
- Topics of paragraphs in this report: add facts about each topic.

Brainstorm

- Choose a province to research and write about.
- What facts do we know?

Shared Writing

- Use the writing frame and learners' ideas to write a paragraph about each heading.

MG
pp. 38–41**All about _____**

Important towns: _____

Most common languages: _____

What we produce: _____

Our weather: _____

Tammin writes: delete if necessary**GROUP GUIDED READING****Handwriting check**

- 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 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

MG
pp. 31–375 min
+
30 minMG
pp. 24–26**VISUAL ARTS****Drawing**

30 min

Prepare

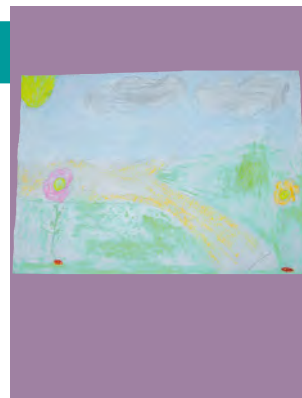
- Learners think about a place in South Africa they would like to visit. They can select from the pictures in the Shared Reading text.

Create

- Learners draw and colour a picture of this place.

Display

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 downMG
pp. 51–52

WEDNESDAY



WELLBEING

I think, I feel ...

15 min

Question

- How do I feel about my country?

Pairs

- Discuss the question.
- Note that some learners may talk about a different country.

Share

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



BEGINNING KNOWLEDGE

Compasses

p. 12

15 min

MG

p. 45

Make a KWL chart about compass directions

- Complete the *What we know* and *What we want to know* sections.
- Leave the chart on the board to complete on Friday.

Read the page

- Discuss the 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

[Heading] XXX

p. 13

15 min

MG

pp. 8–13

Introduce the sound

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

Identify words with the sound

- Learners provide more words.

Pairs

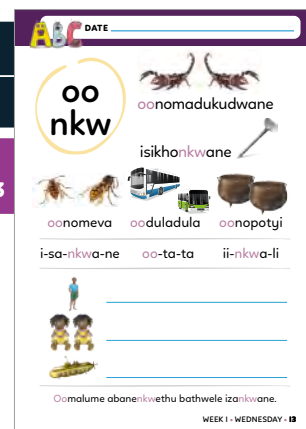
- Read the syllables and words.

Write

- Write words for the pictures.

Read the sentence

*[Note to writers/editors:
where 2 sounds are covered
in a day we need to pluralise.
Identify if any changes are
needed to the instructions
per week.]*



READING

All around the country

pp. 2–4

15 min

Read together

- Read the first three pages of *All around the country* 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 province

15 min

Prepare

- Review the format of an information report:
 - Facts are grouped together.
 - There is a paragraph about each group.
 - Report does not contain opinions.
- Re-read the Shared Writing text.

Write

- Learners write a factual report about their own province.
- Brainstorm facts for paragraphs about towns, languages, products, weather.



GROUP GUIDED READING

MG
pp. 31–37

5 min
+
30 min

Handwriting check

- 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: 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.

GGR: Group A second reading

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



PERFORMING ARTS Let's dance

30 min

Warm up

- Play *Freeze!* with the class.

Teach a dance

- Teach a traditional South African dance – select steps that your class can do.
- Help learners to learn the movements.

Groups

- Learners practise a set of movements for the dance you have selected.



PHYSICAL EDUCATION Activity stations

30 min

MG
pp. 51–52

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

I love my country!

I love my country!

It's like our flag.

Blue like the oceans and the sky.

Green like the crops and forests.

Yellow like the minerals from our mines.

Red, black and white like the courage of our people,

Moving forward in unity



BEGINNING KNOWLEDGE

My country

p. 14

15 min

Prior knowledge

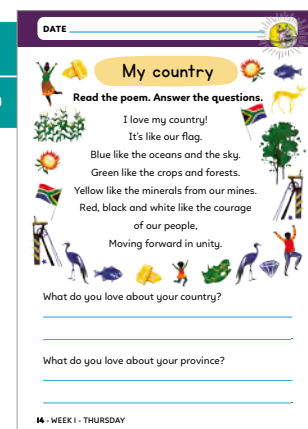
- Repeat the poem from the Listening and Speaking lesson.

Read the page

- Read and point to the words as you say the poem.

Do the activity

- Answer the questions in writing.



PHONICS

[Heading]*[Phonics activity heading from LAB]*

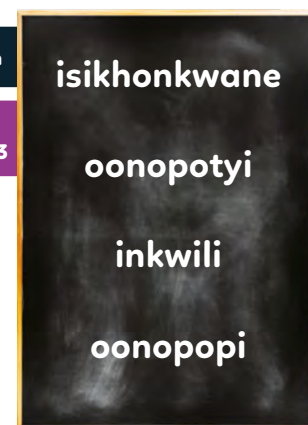
15 min

Sound practice

- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Write sentences

- Write the 4 words on the board.
- For each word, 2-3 learners give oral sentences.
- In exercise books, learners write their own sentences using these words.
- Walk around and assist where needed.

Check/mark the activityMG
pp. 8-13*Versioner. Provide
the 4 words from
V1 LAB p18*

READING

Vocabulary and language

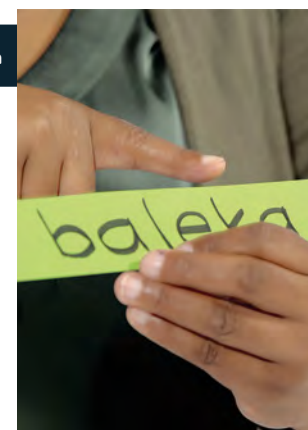
15 min

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 the sentence strip reconstructed on Tuesday.
- Which words shows that this is happening now? (*are going*)
- Look at the word *pretend*. What verb could we use instead? (*say, imagine, play, act*)





WRITING Improving our writing

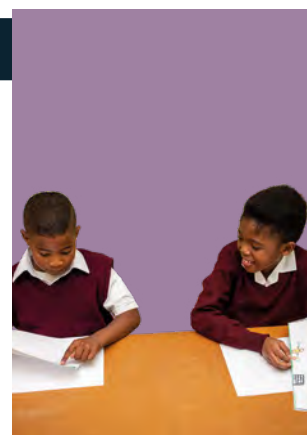
15 min

Discuss Shared Writing

- Read a sentence from Tuesday's shared writing to learners.
- Choose a word from the sentence and show how to replace it with a more interesting synonym (for example: *sunny* can be replaced with *bright, clear skies*).

Pairs: read, check and improve

- Learners read a sentence from their writing from yesterday to a partner.
- Check the spelling and punctuation of the sentence together.
- Can you make your sentence more interesting by using a synonym for one word?



GROUP GUIDED READING

Handwriting check

- 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 B and C second reading

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

MG
pp. 31–375 min
+
30 minMG
pp. 24–26

PERFORMING ARTS Perform

30 min

Group work

- Groups practise the dance they developed yesterday.

Perform

- Groups perform their dance for the class.
- Affirm and comment.

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



PHYSICAL EDUCATION Activity stations

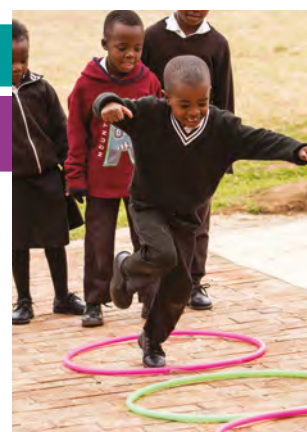
30 min

Warm up

Activity stations

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

Cool down

MG
pp. 51–52



LISTENING AND SPEAKING

Compasses

Some province names include compass directions. Eastern Cape, Western Cape, Northern Cape and North-West. Explain that the direction North West is in between North and West.

The sun always rises in the East and always sets in the West no matter where you are in the world.

Pairs

- Tell what you found out.

Share

- Ask a few learners to share with the class. Write in the KWL chart.
- Discuss and give more information.

p. 12

15 min



BEGINNING KNOWLEDGE

Compasses

15 min

Write and draw what you found out

- Write something you learned.
- Draw a picture.

For Recovery timetable, replace this lesson with maths and complete activity during extra GGR.



PHONICS

Timed word reading

Pairs read the words

- Learner reads to partner for 1 minute.
- Teacher times the 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. 15

15 min

MG
pp. 16-17

WEEK 1 • FRIDAY • 15



WRITING

My news

Provide a topic for the news

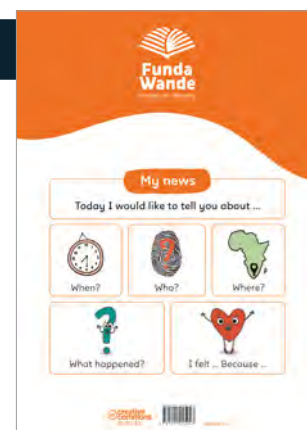
Pairs

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

Learners write news in exercise books

- Write *at least* one paragraph with three sentences.
- Encourage them to use longer sentences and to provide details.

15 min





GROUP GUIDED READING

Handwriting check

- 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 D and E second reading

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

MG
pp. 31–37

5 min
+
30 min

MG
pp. 24–26



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

30 min

MG
pp. 51–52



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

TEACHER'S WEEKLY REVIEW

This week, I have:

- **taken in the LABs** and exercise books
- **checked and corrected the work** and identified areas of concern or specific learners needing more assistance.
- **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, for example, when the class is busy, or early in the morning.

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

WEEK 2 OVERVIEW

South Africa, our special home

PREPARATION

Flashcards

power station

mountains

sculpture

relax

history

Sentence strip

We can learn more about South Africa's history by visiting Robben Island.

INDEPENDENT TASKS

[versioners to provide details]

1 Paired Reading LAB page 26

2 Handwriting 1



3 Handwriting 2 [Versioners to provide sentence]

4 Handwriting 3 Limpopo, Eastern Cape, Northern Cape, KwaZulu-Natal

5 DBE Home Language Page ??

6 DBE Home Language Page ??

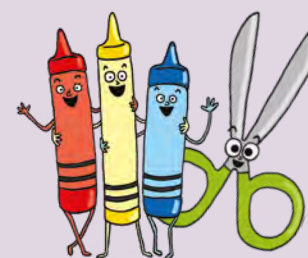
7 DBE Life Skills Page ??

8 Dictionary

power station mountains sculpture relax history

EQUIPMENT FOR ACTIVITIES

- Equipment for the soil erosion experiment: 2ℓ coke bottle, loose soil, a piece of soil with grass holding it together, measuring jug
- Clay or salt dough – 1 ball per learner; small yoghurt cup
- Paint
- Recycled materials to make percussion instruments (see page 25)
- Equipment required for selected Physical Education activities



The story of South Africa's National Anthem



A country's national anthem is their official song which is sung at important national events. It praises the country and makes people feel like they belong together.

The first part of South Africa's national anthem comes from a prayer called *Nkosi Sikelel' iAfrika* (Lord Bless Africa). It was written in isiXhosa over a hundred years ago by Enoch Sontonga, who came from the Eastern Cape but taught at a school near Johannesburg. Later he composed the music and it became a popular isiZulu **hymn** sung by a choir in Johannesburg. It became so well known that it was sung at the first meeting of the South African Native National Congress, which later became the African National Congress (ANC).

In 1923, young Tswana man called Sol Plaatje managed to get *Nkosi Sikelel' iAfrika* **recorded** in London. A South African white woman called Sylvia Colenso played the piano for the recording. A Sesotho version was published by Moses Mphahlele in 1942.

Even in those early years, the song brought the different peoples of South Africa together. It was written by a Xhosa man, sung in isiZulu, promoted by a Tswana man and **accompanied** by an English pianist, and translated by a Sotho man. Four other African countries have used versions of it for their national anthems.

After the end of apartheid in 1994, the new South Africa needed an anthem. The president, Nelson Mandela wanted to combine parts of *Nkosi Sikelel' iAfrika* and parts of *Die Stem*, the anthem of apartheid South Africa, to make a new anthem.

So now the first part of our national anthem comes from *Nkosi Sikelel' iAfrika* and is sung in isiXhosa, isiZulu and Sesotho, and the second part comes from *Die Stem*, and is sung in Afrikaans and English. In 2017, our anthem was voted the best national anthem in the world.

VOCAB

hymn – a religious song

recorded – taped, filmed or written down so it can be seen or listened to again

accompanied – play a musical instrument while someone else sings

MONDAY



READ ALOUD

The story of South Africa's national anthem

Before reading

- Ask: Are there any children here who know a different national anthem?

Read the story aloud, with expression

- Do not interrupt reading to explain or ask questions. The point is for learners to hear what good reading sounds like and to enjoy the story.

After reading

- Allow learners to respond to the story and say what they enjoyed about it or wondered about.
- Briefly explain highlighted vocabulary.

TG
p. 19

15 min



BEGINNING KNOWLEDGE

Visit South Africa

Prior knowledge

- What is the purpose of an advertisement?

Read the page

- Look at the advertisement and read the text.
- What is the advertisement trying to persuade you to do?

Discuss

- Do you think the advertisement is for people who live in South Africa or people who live somewhere else? Why?
- What does the advertisement make you want to do?
- What will overseas people think when they read the advertisement?

p. 17

15 min



PHONICS

[Heading] XXXX

(Versioners: Language specific)

Introduce the sound

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

Identify words with the sound

- Learners provide more words.

Pairs

- Read the syllables and words.

Write

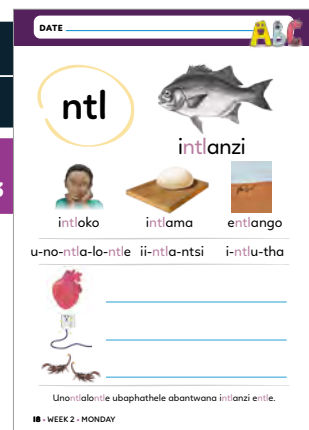
- Write words for the pictures.

Read the sentence

[Generic : note that where 2 sounds are covered in a day we need to pluralise. We also need to get the writers to identify if any changes are needed to the instructions per week.]

p. 18

15 min

MG
pp. 8–13

READING

All around the country

Picture walk

- What 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

- On page 5 point to word that tells us that many people know about the Kruger National Park.
- On page 6 point to the words that tell us we are driving in the Free State
- On page 7 point to the word that tells us that we are where we started.

pp. 5–7

15 min





HANDWRITING Model and practice

30 min

MG
pp. 31–37

Model on board

- Provide a pattern to practise this week.
- Demonstrate the 3 handwriting tasks for the week on the board.
- Describe the letter formations.

Guided practice

- Learners copy the pattern and the first activity in exercise books.
- Walk around, correcting posture and pencil grip.

Independent practice

- Learners will practise further during Independent Work time.



GROUP GUIDED READING

Handwriting check

- 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.

MG
pp. 31–37

5 min
+
30 min

MG
pp. 24–26



VISUAL ARTS A class flag

30 min

Discuss

- In groups, learners make a flag for their class.
- Ask learners what symbols they would like on their class flag, for example, the grade number, what they like doing (soccer ball, crayons).
- What colours do they want to use and why?

Plan

- Groups decide on colours and symbols and design a flag.
- If the groups are small enough, each learner can make their own part of the flag.



PHYSICAL EDUCATION Activity stations

30 min

MG
pp. 51–52

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.
- Ask confident learners to demonstrate.

Whole class activity

- If you have time, 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 makes you feel better when you are sad.
- Learners work in pairs. They look right into each other's eyes and try not to laugh.
- Ask learners if it was easy to keep a straight face.

15 min



BEGINNING KNOWLEDGE

Compare the flags

Prior knowledge

- Ask learners to describe the South African flag from memory.

Read

- Look at the flags together.
- Explain what horizontal and diagonal stripes mean. Help learners identify the pictures that are on the flags (*bird, sun and hat*).
- Read the names of the countries to and with learners.

Answer

- Look at each flag and complete the table.
- Answer the question in a full sentence.

Check

- Check the answers with a partner.

p. 19

15 min

DATE _____			
Compare the flags			
	Colours	Shapes	Pictures
South Africa		<input type="checkbox"/> Horizontal stripes <input type="checkbox"/> Diagonal stripes <input type="checkbox"/> Triangle <input type="checkbox"/> Star	
Zimbabwe		<input type="checkbox"/> Horizontal stripes <input type="checkbox"/> Diagonal stripes <input type="checkbox"/> Triangle <input type="checkbox"/> Star	
Namibia		<input type="checkbox"/> Horizontal stripes <input type="checkbox"/> Diagonal stripes <input type="checkbox"/> Triangle <input type="checkbox"/> Star	
Lesotho		<input type="checkbox"/> Horizontal stripes <input type="checkbox"/> Diagonal stripes <input type="checkbox"/> Triangle <input type="checkbox"/> Star	

WEEK 2 - MONDAY - 19



PHONICS

[Heading]

(Phonics activity heading from LAB)

Sound practice

- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Do the activity

- Walk around and assist learners where needed.

Check/mark the activity

p. 20

15 min

MG
pp. 8–13

DATE _____	
Fakela isandi esishiyiweyo	
1. into lo ko	5. isikho ne
2. i ma	6. entla
3. umkhwe	7. nopoty
4. i nzi	8. ii ntsi

20 - WEEK 2 - TUESDAY



READING

Sentence making

Cut out

- Learners cut out the sentence strip.

Read together

- What does the ' punctuation mark at the end of *South Africa's* mean? What do we call the punctuation mark?
- What other words can you think of that use an apostrophe to show something belongs to a person?

Ask questions and cut off the words/word groups

- **Who?** We
- **Do what?** can learn
- **How much?** more
- **Where?** about South Africa's
- **What?** history
- **How?** by visiting
- **Where?** Robben Island.

Jumble and reconstruct the sentence

p. 115

15 min

MG
pp. 19–20

We can learn more about South Africa's	history by visiting Robben Island.	Shall we pretend we are going on	a road trip around South Africa?
--	------------------------------------	----------------------------------	----------------------------------

WEEK 2 WEEK 1



SHARED WRITING

Travel advertisement

15 min

MG
pp. 38–41

Introduction

- Advertisements persuade people to buy or do something (see LAB page 17).

Show the writing frame

- Banner headline: tells you what the advert is about.
- Three reasons: need to be interesting and make people want to visit. Use descriptive words, such as **Adventurous** safaris, **Exciting** water sports, **Interesting** history.
- Pictures.

- Slogan: a short phrase to encourage people to visit.

Brainstorm

- Which province shall we write about?
- What three things do we want people to go and see?
- What clever slogan can we have?

Shared Writing

- Use the writing frame and learners' ideas to write a new advertisement.

Visit _____	
Picture	Caption
<ul style="list-style-type: none"> _____ _____ _____ 	
Slogan	



GROUP GUIDED READING

Handwriting check

- 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 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.

MG
pp. 31–37

5 min
+
30 min

MG
pp. 24–26



VISUAL ARTS

Make a class flag (continued)

30 min

Create

- Give each group a large piece of paper or stick A4 pages together to make a large page.
- Learners work together to draw and colour/paint the flag they designed yesterday.

Display

- Groups show and describe their flag to the rest of the class.
- They explain their choice of symbols.

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



PHYSICAL EDUCATION

Activity stations

30 min

MG
pp. 51–52

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 ...

Questions

- Is there another country you would like to visit?
- What would you like to see there?

Pairs

- Discuss the question.

Share

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

15 min



BEGINNING KNOWLEDGE

The Union Buildings

Make a KWL chart about the Union Buildings

- Complete the *What we know* and *What we want to know* sections.
- Leave the chart on the board to complete on Friday.

Read the page

- Discuss the picture and read the text with the learners.

Talk about the question

- How will you find out the answers at home?
- Learners to bring answers on Friday.

p. 21

15 min

MG
pp. 45

PHONICS

[Heading] XXX

Introduce the sound

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

Identify words with the sound

- Learners provide more words.

Pairs

- Read the syllables and words.

Write

- Write words for the pictures.

Read the sentence

p. 22

15 min

MG
pp. 8-13

READING

All around the country

Read together

- Read the second half of *All around the country* 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.

pp. 5-7

15 min



**WRITING****Advertisement****15 min****Prepare**

- Remind learners about the travel advertisement you wrote in Shared Writing on Tuesday.
- Learners write their own travel advertisement for a different place.
- Brainstorm words to describe a tourist attraction (*exciting, breathtaking, amazing*)

Write

- Complete the writing frame.

**GROUP GUIDED READING****Handwriting check**

- 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

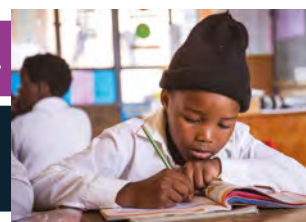
- Introduce this week's independent tasks (written on board).
- Learners do two tasks a day unless they have GGR.

GGR: 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.

GGR: Group A second reading

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

MG
pp. 31–37**5 min**
+
30 min**PERFORMING ARTS****Sing the national anthem****30 min****Warm up**

- Hum with closed lips and then open mouth to make louder sounds.

Teach

- Teach learners the words of the national anthem.
- Help learners memorise the words.

**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**MG**
pp. 51–52

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

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

Where are you from?

Where are you, where are you from?

I'm from Western Cape! (*point on map*)I'm from Eastern Cape! (*point on map*)I'm from Northern Cape! (*point on map*)I'm from North West! (*point on map*)I'm from Limpopo! (*point on map*)I'm from Mpumalanga! (*point on map*)I'm from Free State! (*point on map*)I'm from KZN! (*point on map*)I'm from Gauteng! (*point on map*)

And we all love our provinces!



BEGINNING KNOWLEDGE

Our national anthem

p. 23

15 min

Prior knowledge

- Can you remember the words you have learnt so far of the national anthem?

Read the page

- Read the words to and with the learners.

Do the activity

- Point to the words as you sing the national anthem.

DATE _____

Our national anthem
Read the words with your teacher.
Practise the anthem.

Nkosi sikelel' Afrika
Maluphakanyisw' uphondo lwayo
Yizwa imithandazo yethu
Nkosi sikelela, thina lusapho lwayo

Morena baloka sethaba sa heso
O fedise dintwa le matshwenyeho
O se baloke, o se baloke sethaba sa heso
Sethaba sa South Afrika – South Afrika

Lit die blou van onse hemel
Lit die diepte van ons see
Oor ons ewige gebergtes
Waar die kranse antwoord gee

Sounds the call to come together
And united we shall stand
Let us live and strive for freedom
In South Africa our land

WEEK 2 - WEDNESDAY 23



PHONICS

[Heading]

[Phonics activity heading from LAB]

Sound practice

- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Learners do the activity

- Walk around and assist where needed.

Check/mark the activity

p. 24

15 min

MG

pp. 8–13

DATE _____

Bhala amagama ngendlela echanekileyo.

1. inkqasinto inkqantosi

2. iyinkqa _____

3. uzankqonkqaku _____

4. unkasinkqa _____

5. inzintla _____

6. ibonkqu _____

7. imantla _____

8. iyozintli _____

24 - WEEK 2 - THURSDAY



READING

Vocabulary and language

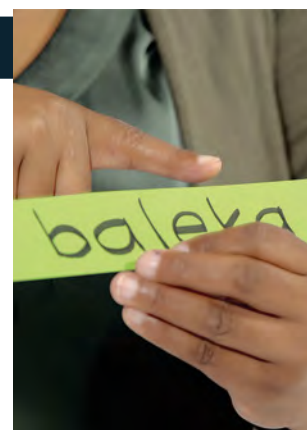
15 min

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 the sentence strip reconstructed on Tuesday.
- Which words tell us this is the present tense? (*can*)
- How could you say this in the past tense? (*We could learn more about*)





WRITING

Written comprehension

Read silently

- Learners re-read the story *All around the country*.

Answer the questions

- Learners should not do this from memory. They must look at the text to find answers.

Check answers together

p. 25

15 min

DATE _____

Comprehension

Read the story *All around the country*.

- Where can you see Table Mountain?
☐ Eastern Cape ☐ Western Cape ☐ Northern Cape
- Where do the mountains shine like gold?
☐ Limpopo ☐ Mpumalanga ☐ Free State
- Put the provinces in the order they were visited.

8	KwaZulu-Natal
	Western Cape
	Limpopo
	Eastern Cape
	North West
	Free State
	Mpumalanga
	Northern Cape
	Gauteng

- Which place would you like to visit the most? Why?

WEEK 2 - THURSDAY - 25



GROUP GUIDED READING

Handwriting check

- 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 B and C second reading

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

MG

pp. 31–37

5 min

+

30 min

MG

pp. 24–26



PERFORMING ARTS

Sing the national anthem

Perform

- Groups perform the national anthem.

Evaluate

- Praise and applaud each group.

30 min



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



PHYSICAL EDUCATION

Activity stations

Warm up

Activity stations

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

Cool down

30 min



**LISTENING AND SPEAKING****The Union Buildings**

The Union Buildings are in Pretoria. They are the official headquarters of the government of South Africa. The offices of the president of South Africa are in the Union Buildings. Many important events have taken place here. If you look at the picture, you will see that the building is symmetrical – the left and the right of the building are the same. We say they are mirror images.

Pairs

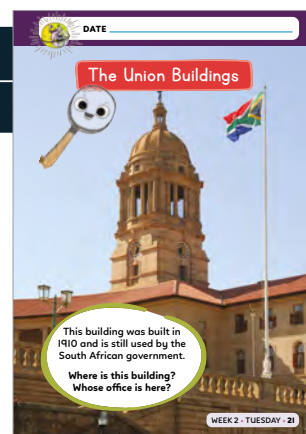
- Tell what you found out.

Share

- Ask a few learners to share with the class. Write in the KWL chart.
- Discuss and give more information.

p. 21

15 min

**BEGINNING KNOWLEDGE****The Union Buildings**

15 min

Write and draw what you found out

- Write something you learned.
- Draw a picture.

For Recovery timetable, replace this lesson with maths and complete activity during extra GGR.

**PHONICS****Dictation**

15 min

Dictate words

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

Write

- 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.

MG
p. 10

5 words

listed from

top to

bottom

here

Versioner. Please
provide**WRITING****My news**

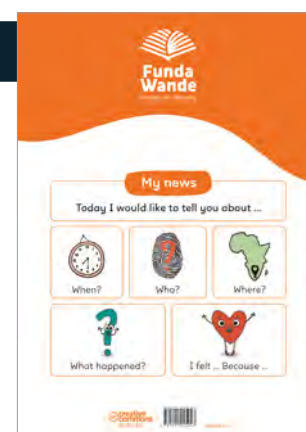
15 min

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 news in exercise books

- Write *at least one* paragraph with three sentences.
- Encourage them to use longer sentences and to provide details.





GROUP GUIDED READING

Handwriting check

- 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 D and E second reading

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

MG
pp. 31–37

5 min
+
30 min

MG
pp. 24–26



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

30 min

MG
pp. 51–52



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

TEACHER'S WEEKLY REVIEW

This week, I have:

- **taken in the LABs** and exercise books
- **checked and corrected the work** and identified areas of concern or specific learners needing more assistance.
- **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, for example, when the class is busy, or early in the morning.

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

WEEK 3 OVERVIEW

Keeping in touch



PREPARATION

Flashcards

before

pictures

symbols


clay

sounds

Sentence strip

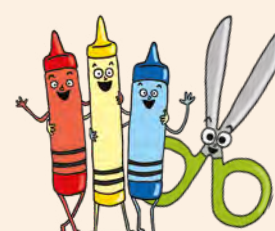
Before there was writing, people had to tell each other everything they needed to know. They also had to remember what they had heard.

INDEPENDENT TASKS

- 1 Paired Reading LAB page 42
- 2 Handwriting 1  Rr Mm
- 3 Handwriting 2 [Versioners to provide sentence]
- 4 Handwriting 3 [List of words]
- 5 DBE Home Language Page ??
- 6 DBE Home Language Page ??
- 7 DBE Life Skills Page ??
- 8 Dictionary
before pictures symbols clay sounds

EQUIPMENT FOR ACTIVITIES

- Thin paint in various colours or crayons
- A4 paper to paint on
- Equipment required for selected Physical Education activities



The history of writing

Before there was writing, people had to tell each other everything they needed to know. They also had to remember what they had heard. This was difficult and often messages got passed on incorrectly.

So people started to draw pictures to help remember what had happened. We can still see some of these paintings in caves. Drawing takes a long time, so people around the world started to use symbols, or marks that stood for ideas.

About 5 000 years ago, businessmen in Mesopotamia invented the first real writing system. They recorded what they had bought and sold by making certain kinds of marks on flat pieces of clay.

The Ancient Egyptians drew symbols that stood for sounds in speech. This kind of writing was called hieroglyphics. They wrote on paper made from reeds, called papyrus.

In China, people also started writing thousands of years ago, using brushes and ink. They still use the same kind of writing today. They use symbols to stand for ideas. The Chinese write in columns from the top to the bottom of the page and from right to left.



Arabic is another kind of writing that has not changed for thousands of years. It is written and read from right to left. Arabic writing has 28 letters which stand for sounds.

Many languages are written using the alphabet that was first used in Ancient Rome. There are 26 letters in this alphabet. The letters or groups of letters stand for different sounds. We read this alphabet from the top to the bottom of the page, from left to right. This alphabet can be written in lots of different styles. Some people print, some use cursive writing. When we write on a computer we can choose the font, or the style, colour, shape and size of our letters.

Writing is very important. People can read things that were written anywhere in the world. They can read things that were written hundreds of years ago. Writing also helps us to share our ideas and words with people who will come after us.

VOCAB

hieroglyphics – picture writing used in Ancient Egypt and other ancient civilisations

cursive – joined up writing in which a word is written without lifting the pen from the paper

fonts – a type of printed letter (not handwritten)

MONDAY



READ ALOUD

The history of writing

Before reading

- Ask learners to say what they like to write.

Read the story aloud, with expression

- Do not interrupt reading to explain or ask questions. The point is for learners to hear what good reading sounds like and to enjoy the story.

After reading

- Allow learners to respond to the story and say what they enjoyed about it or wondered about.
- Briefly explain highlighted vocabulary

TG
p. 31

15 min



BEGINNING KNOWLEDGE

Write like an Ancient Egyptian

Prior knowledge

- Where is Egypt on the world map?
- More than 5000 years ago, the Egyptians wrote using pictures and symbols instead of letters and words.

Read page to and with the learners

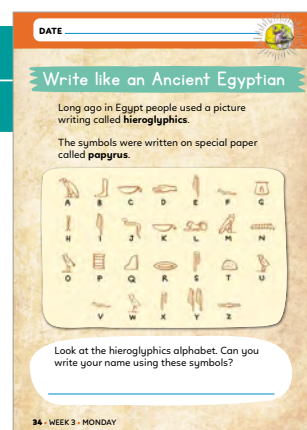
- Different symbols stand for different letters.
- Can you find the letters for the name of your school?

Activity

- Learners write their name using the pictures in the LAB.
- Share their hieroglyphic names with a partner.

p. 34

15 min



PHONICS

[Heading]

(Versioners: Language specific)

Introduce the sound

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

Identify words with the sound

- Learners provide more words.

Pairs

- Read the syllables and words.

Write

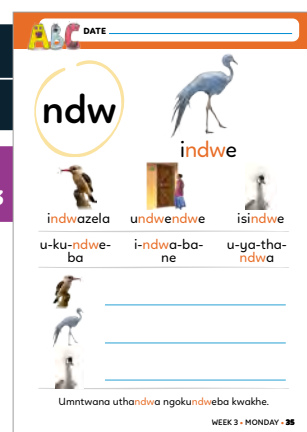
- Write words for the pictures.

Read the sentence

[Generic : note that where 2 sounds are covered in a day we need to pluralise. We also need to get the writers to identify if any changes are needed to the instructions per week.]

p. 35

15 min

MG
pp. 8-13

READING

The history of writing

Picture walk

- What can you see in each picture?

Read the whole story to and with the learners

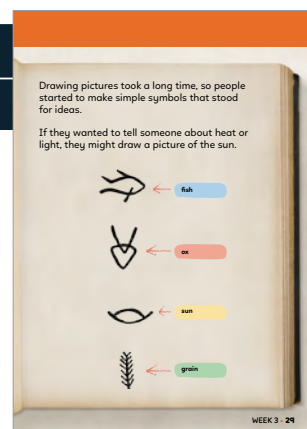
- Learners point to the words with their fingers.

Comprehension

- On page 28 point to the time words (*before, later*)
- On page 29 point to the word that means the same as a mark that stands for an idea.
- On page 30 point to the time word that tells us they didn't know exactly when writing started in Mesopotamia (*about*).

pp. 28-33

15 min





HANDWRITING

Model and practice

Model on board

- Provide a pattern to practise this week.
- Demonstrate the 3 handwriting tasks for the week on the board.
- Describe the letter formations.

Guided practice

- Learners copy the pattern and the first activity in exercise books.
- Walk around, correcting posture and pencil grip.

Independent practice

- Learners will practise further during Independent Work time.

30 min

MG
pp. 31–37



GROUP GUIDED READING

Handwriting check

- 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.

MG
pp. 31–37

5 min
+
30 min

MG
pp. 24–26



VISUAL ARTS

A Chinese fan

Discuss

- Look at the Chinese artwork on LAB page 119. What do you see?
- Explain that old Chinese art often depicted nature and included writing.
- The artist would have painted these characters using a paintbrush and ink.

Practise brush strokes

- On the cut-out page, copy the Chinese writing. Use paintbrushes if available, or crayons.

Display

p. 119

30 min



日	sun		
月	moon		
木	tree		
山	mountain		
水	water		



VISUAL ARTS

WEEK 3 119



PHYSICAL EDUCATION

Activity stations

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.
- Ask confident learners to demonstrate.

Whole class activity

- If you have time, 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

MG
pp. 51–52



TUESDAY



WELLBEING

Mindful me

15 min

- Remind learners of the Chinese symbol for listen (LAB page 31).
- When we listen, we can use not only our ears, but our eyes and our heart as well.
- In pairs, learners tell each other about their families.
- Ask them to listen with their ears but also to look at their friend and to think about how their friend feels.
- One or two learners share how it felt to listen like this.



BEGINNING KNOWLEDGE

Secret messages

p. 36

15 min

Discuss

- Talk about why you might want to send a private message that only the person receiving it will understand.

Do activity

- Complete the table by numbering the blocks in sequence.
- Write coded messages using the numbers, for example, I am in Grade Two = 9 1-13 9-14 7-18-1-4-5 20-23-15

- Learners write a message using the code.

Pairs

- Share the message with a partner.
- Use the table to decode the message.

Read

- Read the text about other codes to and with the class.

DATE _____

Secret messages

Give each letter a number and write a secret message using this code.

a	b	c	d	e	f
1	2	3			
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z				

Message: _____

Here are some other fun ways to write a secret message:

- Write words backwards, for example, Monday = yadnom
- Use a matchstick and lemon juice to write on paper. The message will be invisible until you put it in the hot sun.

36 • WEEK 3 • MONDAY



PHONICS

[Heading]

(Phonics activity heading from LAB)

Sound practice

- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Do the activity

- Walk around and assist learners where needed.

Check/mark the activity

p. 37

15 min

MG pp. 8-13

DATE _____

Khetha igama elichanekileyo ukugqibezela isivakalisi.

ingesinde iindwane

iintlantsi undwendwe indwazela

Indwe

- 1 Umngqazi wezithwalandwe wenziwa ngesinde.
- 2 Kuyacaca bekugawula imithi ngoba kuzele _____.
- 3 Ekhaya kufike _____ lusiphathele izipho.
- 4 _____ yintaka yesiswe yaseMzantsi Afrika.
- 5 Wathi esa zingela wabona ngentaka _____.
- 6 Iplagi iyobane gayonakele kwade kwatoka _____.

WEEK 3 • TUESDAY • 37



READING

Sentence making

p. 117

15 min

MG pp. 19-20

Cut out

- Learners cut out the sentence strip.

Read together

- What is the time word in sentence 1?)
- Who are we talking about when we say *they*?

Ask questions and cut off the words/word groups

- **When?** Before

- **What?** there was writing,
- **Who?** people
- **Did what?** had to tell
- **Who?** each other
- **What?** everything
- **Who?** they
- **Did what?** needed to know.
- **Who?** They
- **Did what?** also had to remember
- **What?** what they had heard.

Jumble and reconstruct the sentence

Before there was writing, people had to tell each other everything they needed to know. They also had to remember what they had heard.

WEEK 3 • 117



SHARED WRITING

A letter

Introduction

- What do you remember about writing letters? greeting at beginning and end

Show the writing frame

- Address:
 - address/street number
 - town
 - post code
 - date
- Greeting and ending

Brainstorm

- What have we learnt at school this week?
- Why did we enjoy it?
- Who shall we write to about this?

Shared writing

- Use the writing frame and learners' ideas.

15 min

MG
pp. 38–41

[Address] _____
 [Town] _____
 [Post code] _____
 [Date] _____

Dear _____

This week we learnt about _____

My favourite part was _____

Your friend,



GROUP GUIDED READING

Handwriting check

- 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 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.

MG
pp. 31–37

5 min
+
30 min

MG
pp. 24–26



VISUAL ARTS

A Chinese fan (continued)

Plan

- With thin paint or crayons, learners draw mountains and trees on A4 paper.
- Learners copy one or more Chinese symbols onto the edge of the paper.

Create

- Fold the paper concertina style to make a fan.
- Staple the bottom end.

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

MG
pp. 51–52



WEDNESDAY



WELLBEING

I think, I feel ...

15 min

Question

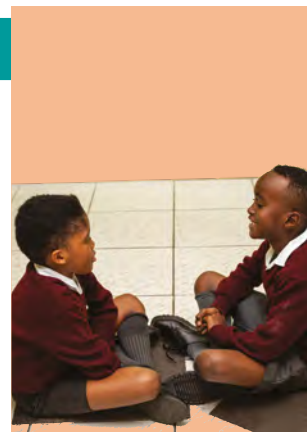
- Who would I like to send a secret message to?
- Why should it be secret?

Pairs

- Discuss the questions.

Share

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



BEGINNING KNOWLEDGE

How writing has changed

Make a KWL chart about how writing has changed

- Complete the *What we know* and *What we want to know* sections.
- Leave the chart on the board to complete on Friday.

Read the page

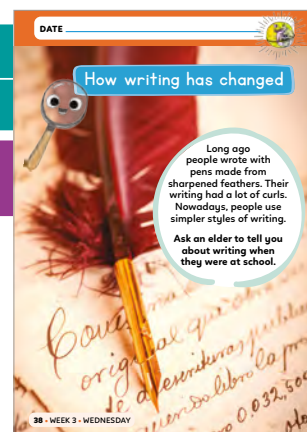
- Discuss the picture and read the text with the learners.

Talk about the question

- How will you find out the answers at home?
- Learners to bring answers on Friday.

p. 38

15 min

MG
p. 45

PHONICS

[Heading]
(language specific)

Introduce the sound

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

Identify words with the sound

- Learners provide more words.

Pairs

- Read the syllables and words.

Write

- Write words for the pictures.

Read the sentence

p. 39

15 min

MG
pp. 8-13

READING

The history of writing

pp. 28-30

15 min

Read together

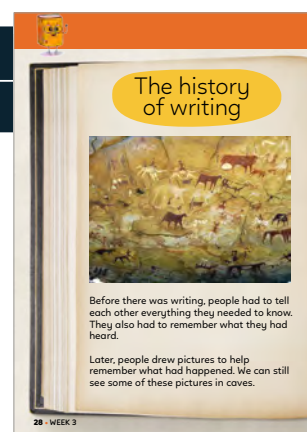
- Read the first three pages of *The history of writing* to and with the class.

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

A letter

Show the writing frame from yesterday

- Review the letter format:
 - address, greeting and ending.
 - punctuation.

Write

- Write a letter to a friend about what you learned about secret codes this week.
- Add a secret message using one of the codes we learned.

15 min

MG
pp. 38–41



GROUP GUIDED READING

Handwriting check

- 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: 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.

GGR: Group A second reading

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

MG
pp. 31–37

5 min
+
30 min



PERFORMING ARTS

Communicate without words

Demonstrate

- Explain how to play a game where you act out a word or phrase without talking, for example, names of TV shows or movies.
 - First show the number of words by holding up fingers.
 - Act out each word, for example, frozen – hug yourself and shiver as if you are cold.
 - The audience guesses the title.
- Demonstrate an example.

Pairs

- Learners work in pairs and make up their own mime.

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

MG
pp. 51–52



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

I can play the drums!
I can play the drums!

On my head – tap-tap!
On my tummy – tap-tap!
On my knees – tap-tap!
On my bottom – tap-tap!

I can play the drums!
I can play the drums!

On my cheeks – tap-tap!
On my shoulders – tap-tap!
On my hips – tap-tap!
On my bottom – tap-tap!

I can play the drums!
I can play the drums!

On my elbows – tap-tap!
On my chin – tap-tap!
On my thighs – tap-tap!
On my bottom – tap-tap!

I can play the drums!
I can play the drums!



BEGINNING KNOWLEDGE

Talking drums

Prior knowledge

- Review the rhyme about drums.

Read the page

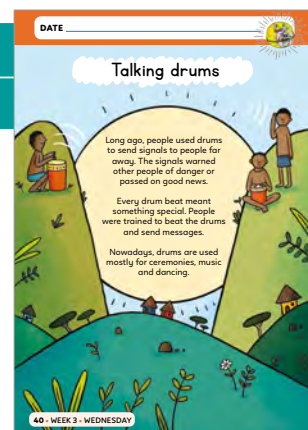
- What does the picture show?
- What are the people doing?
- What message do you think the man is sending?

Do the activity

- Work with a partner.
- Make up drum beats to say something happy, sad, dangerous, etc.

p. 40

15 min



PHONICS

Write sentences

15 min

Sound practice

- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

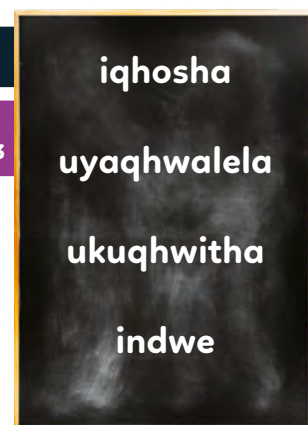
Write sentences

- Write the 4 words on the board.
- For each word, 2–3 learners give oral sentences.
- In exercise books, learners write their own sentences using these words.
- Walk around and assist where needed.

Check/mark the activity

MG
pp. 8–13

Versioner. Provide
the 4 words from
VI LAB p56



READING

Vocabulary and language

15 min

Flashcards

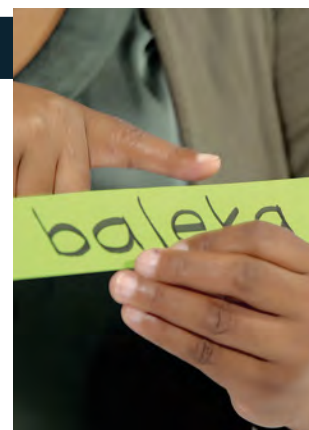
- Show and read each word.
- Find and point to the words in the LAB.
- Place the flashcards on the Word Wall and read them again.

Sentence strip

- Read the sentence strip reconstructed on Tuesday.
- Which words show that this happened long ago? (*had to, needed, heard*)
- Is *Before* there was writing a proper

sentence by itself? (No)

- Is *people had to tell each other everything they needed to know* a proper sentence by itself? (Yes, but it must start with a capital P.)
- If you left out the words *Before there was writing*, would the sentence still make sense? (Yes, but we wouldn't know when it happened).



**WRITING****Improving our writing**

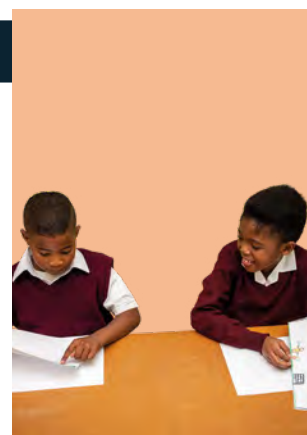
15 min

Discuss Shared Writing

- Read a sentence from Tuesday's Shared Writing to learners.
- Choose a word from the sentence and show how to make it more interesting by adding an adjective before it, for example: My favourite part was the **exciting and mysterious** messages we wrote.

Pairs: Read, check and improve

- Learners read a sentence from their writing from yesterday to a partner.
- Make your sentence more interesting by adding adjectives?
- Check the spelling and punctuation of the sentence together.

**GROUP GUIDED READING****Handwriting check**

- 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 B and C second reading

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

MG
pp. 31–375 min
+
30 minMG
pp. 24–26**PERFORMING ARTS****Perform mimes**

30 min

Perform

- Each pair performs the mime they practised yesterday for the class.
- The rest of the class tries to guess which TV show or movie they are acting out.

Evaluate

- Praise and applaud each pair.

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 downMG
pp. 51–52

FRIDAY



LISTENING AND SPEAKING

When some older people were at school they wrote on slates with chalk or special slate pens. It was difficult because the slates were heavy to carry and you had to rub out the writing if you ran out of space.

Other older people used pens with steel nibs that you dipped into ink. Some school desks had small holes where a pot of ink was kept. You dipped the ink into the pot of ink between each word. It took a long time. The ink was wet so it was easy to smudge. Teachers were very strict

How writing has changed

and some used to hit children who dropped ink on their pages. Sometimes you had soft paper called blotting paper to stop the ink from running. In some schools the ink was in powder form and a learner had to mix it with water before filling the ink pots.

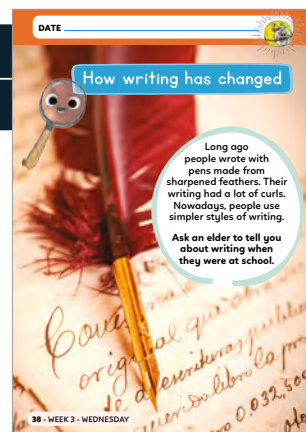
Pairs Tell what you found out.

Share

- Ask a few learners to share with the class. Write in the KWL chart.
- Discuss and give more information.

p. 38

15 min



BEGINNING KNOWLEDGE

Write and draw what you found out

- Write something you learned.
- Draw a picture.

How writing has changed

15 min



For Recovery timetable, replace this lesson with maths and complete activity during extra GGR.



PHONICS

Timed word reading

Pairs read the words

- Learner reads to partner for 1 minute.
- Teacher times the 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. 41

15 min

MG
pp. 16-17

WEEK 3 - THURSDAY 41



WRITING

My news

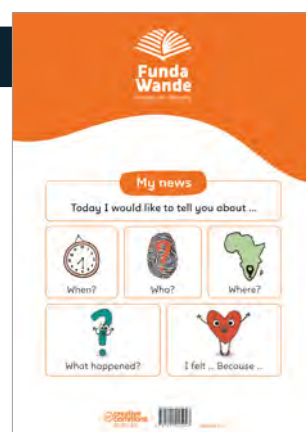
15 min

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 news in exercise books

- Write *at least one* paragraph with three sentences.
- Encourage them to use longer sentences and to provide details.





GROUP GUIDED READING

Handwriting check

- 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 D and E second reading

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

MG
pp. 31–37

5 min
+
30 min

MG
pp. 24–26



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

30 min

MG
pp. 51–52



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

TEACHER'S WEEKLY REVIEW

This week, I have:

- **taken in the LABs** and exercise books
- **checked and corrected the work** and identified areas of concern or specific learners needing more assistance.
- **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, for example, when the class is busy, or early in the morning.

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

WEEK 4 OVERVIEW

Keeping in touch



PREPARATION

Flashcards

ideas

alphabet

Arabic

languages

share

Sentence strip

Writing also helps us to share our ideas and words with people who will come after us.

INDEPENDENT TASKS

1 **Paired Reading** LAB page 57

2 **Handwriting 1**



Uu Yy

3 **Handwriting 2** [Versioners to provide sentence]

4 **Handwriting 3** [List of words]

5 **DBE Home Language** Page ??

6 **DBE Home Language** Page ??

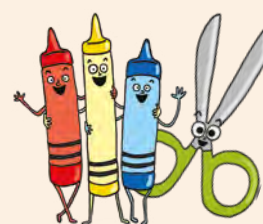
7 **DBE Life Skills** Page ??

8 **Dictionary**

alarm attendants seat belts giggle sparkle

EQUIPMENT FOR ACTIVITIES

- Paper and paint or crayons
- Equipment required for selected Physical Education activities
- In Week 5, learners need an empty plastic jar. Ask them to find one at home that they can bring



Jennilee and Zane, secret heroes

"What did you learn at school today?" asked Oupa when the twins got home from school.

"Mrs Jantjies showed us how to send messages with a torch!" Jennilee said. "Like a secret code!"

Zane got a torch and **flashed** it on and off.

"Oh!" said Oupa, "That is called Morse code! Do you know what the most famous Morse code signal is?"

"YES!" shouted Zane, "It's SOS!"

"It means 'Save Our Souls,'" said Jennilee. "Look."

She made three short flashes with the torch.

"Dot, dot, dot," she said, "That's S." Then she made three long flashes. "Dash, dash, dash. That's O."

Then she made three more short flashes: "Dot, dot, dot: S again."

A ● -	J ● - - -	S ● ● ●
B - ● ● ●	K - ● -	T -
C - ● - ●	L ● - ● ●	U ● ● -
D - ● ●	M - -	V ● ● ● -
E ●	N - ●	W ● - -
F ● ● - ●	O - - -	X - ● ● -
G - - ●	P ● - - ●	Y - ● - -
H ● ● ● ●	Q - - ● -	Z - - ● ●
I ● ●	R ● - ●	

Morse code

"SOS is a signal people use if they **desperately** need help," said Oupa, "It's a way of shouting for help when no one can hear you."

"I hope we don't ever have to use it!" laughed their mother.

A few days later, a strange thing happened. At the end of their street the twins saw a light flashing from an old broken house.

"Hey!" said Zane, "It's dot dot dot, dash dash dash, dot dot dot!"

"Ma!" they yelled together, "It's SOS!"

"Someone needs help!" said their mother. She called the police.

Soon the twins saw two police cars going slowly along the street. The cars stopped. The twins watched. The policemen went into the house where the light was flashing.

"It's like a movie!" whispered Jennilee. Then the light stopped flashing.

That night a policeman called to thank the twins' mum for calling them. He said that the son of a famous rugby player had been **kidnapped** and locked in the old broken house.

The boy found a tiny piece of a broken mirror. He remembered learning about Morse code and SOS. He put the piece of mirror in the sun and flashed SOS through a barred window, just hoping someone would see it.

That boy's father gave the twins' family tickets to watch rugby, to thank them for saving his son. "Jennilee and Zane, my secret heroes," said Oupa proudly.

VOCAB

flash – a sudden brief burst of bright light

desperately – very worried or in trouble

kidnapped – when someone is held captive

MONDAY



READ ALOUD

Jennilee and Zane, secret heroes

TG
p. 43
15 min

Before reading

- Remind learners that the sound of beating drums can communicate messages.
- Display the Morse Code on the board (see page 43).

Read the story aloud, with expression

- Use different voices for different characters.

- Do not interrupt reading to explain or ask questions. The point is for learners to hear what good reading sounds like and to enjoy the story.

After reading

- Allow learners to respond to the story and say what they enjoyed about it or wondered about.
- Briefly explain highlighted vocabulary



BEGINNING KNOWLEDGE

Giving clear directions

p. 43
15 min

Prior knowledge

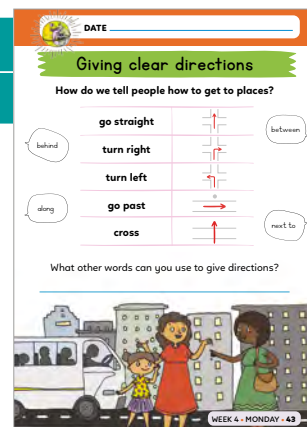
- Have you ever had to tell someone how to find their way to a place?
- Was it easy to describe?

Read the page

Look at the diagrams of directions and read the text.

Discuss the pictures

- Demonstrate what each direction means.
- Learners move according to directions you give.
- Learners list other directions words and write them on the page.



PHONICS

[Heading]

(Versioners: Language specific)

Introduce the sound

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

Identify words with the sound

- Learners provide more words.

Pairs

- Read the syllables and words.

Write

- Write words for the pictures.

Read the sentence

p. 44
15 min

MG
pp. 8–13



READING

The history of writing

pp. 31–33
15 min

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

- On page 31 point to word that tells us where Chinese

writing starts and the word that tells us where Arabic writing starts.

- On page 32 point to the word that tells us that a lot of languages use the same alphabet.
- On page 33 point to the words that tell us people who might not yet be born will be able to read our words.





HANDWRITING

Model and practice

Model on board

- Provide a pattern to practise this week.
- Demonstrate the 3 handwriting tasks for the week on the board.
- Describe the letter formations.

Guided practice

- Learners copy the pattern and the first activity in exercise books.
- Walk around, correcting posture and pencil grip.

Independent practice

- Learners will practise further during Independent Work time.

30 min

MG
pp. 31–37



GROUP GUIDED READING

Handwriting check

- 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.

MG
pp. 31–37

5 min
+
30 min

MG
pp. 24–26



VISUAL ARTS

A mood picture

Discuss

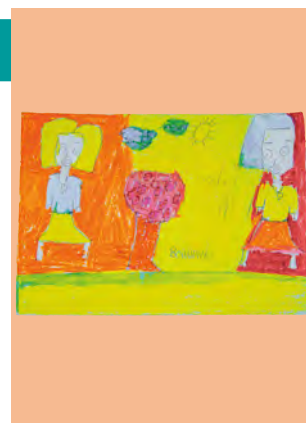
- Discuss how pictures can be used to communicate ideas.
- Remind learners about warm and cool colours and how they can affect the mood of a picture:
 - Warm colours like yellows, oranges and reds can make us excited.

- Cool colours like blues, greens and purples can make us feel calm or sad.

Create

- Fold paper in half.
- On one half, use warm colours to draw something that makes you excited.
- Complete on Tuesday.

30 min



PHYSICAL EDUCATION

Activity stations

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.
- Ask confident learners to demonstrate.

Whole class activity

- If you have time, play a game such as catches, red rover, hide and seek.

30 min

MG
pp. 51–52



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 use facial expressions to show different feelings. (*smile for happy, downturned mouth for sad*)
- The partner guesses the feeling.
- Choose a few learners to share their facial expressions.
- Talk about how we use expressions to communicate without words.



BEGINNING KNOWLEDGE

Understanding without words

p. 45

15 min

Read

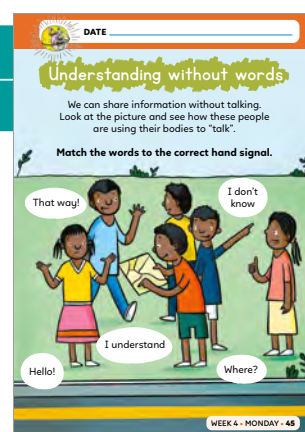
- Look at the picture together.
- Explain that people in the picture are communicating using body language.
- Learners practise the different signals, for example, thumbs up.
- Read the text and the words around the picture.

Answer

- Learners match the words to the correct signal.

Check

- Check the answers with a partner.



PHONICS

[Heading]

(Phonics activity heading from LAB)

p. 46

15 min

Sound practice

- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Do the activity

- Walk around and assist learners where needed.

Check/mark the activity

MG
pp. 8–13

5 words

listed from

top to

bottom

here

[versioners] supply 5 words taught during phonics over the last 2 week (they should be in TGv1 for this week already)



READING

Sentence making

p. 121

15 min

Cut out

- Learners cut out the sentence strip.

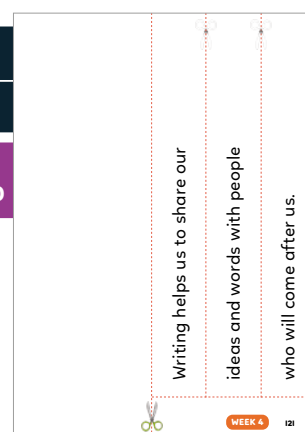
Read together

- What do the words *us* and *our* tell us?
- What do the words *people* tell us?

Ask questions and cut off the words/word groups

- **What?** Writing
- **Does what?** helps
- **Who?** us
- **Do what?** share
- **What?** our ideas and words
- **Who?** with people
- **Which people?** who will come after us.

Jumble and reconstruct the sentence

MG
pp. 19–20



SHARED WRITING

A poem

Introduction

- Ask learners to name some poems they have learnt.
- Explain that poems can be written in different forms.
- The poet chooses words to express their ideas and feelings.

Show the writing frame

- We are going to write an acrostic poem.
- Choose a word such as the name of a place/person or an idea.
- Write each letter of the word on a new line and write a word

or short phrase describing an aspect of that name/idea next to each letter.

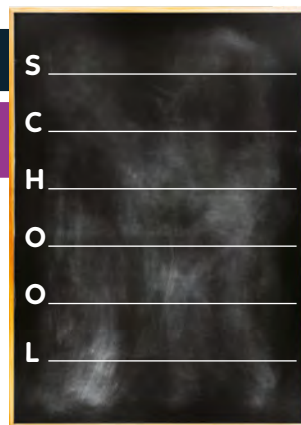
Brainstorm words to describe SCHOOL starting with each letter.

Super
Cool
Happy
On time
Outdoor play
Love

Shared Writing Write the acrostic poem on the board, using learners' ideas.

15 min

MG
pp. 38–41



GROUP GUIDED READING

Handwriting check

- 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 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.

MG
pp. 31–37

5 min
+
30 min

MG
pp. 24–26



VISUAL ARTS

A mood picture

Create

- Learners draw a picture on the other half of the page using cool colours.
- The picture should depict something calm.

Display

- Display the pictures in the classroom.

30 min

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



PHYSICAL EDUCATION

Activity stations

Warm up

Activity stations

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

Cool down

30 min

MG
pp. 51–52



WEDNESDAY



WELLBEING I think, I feel ...

15 min

Questions

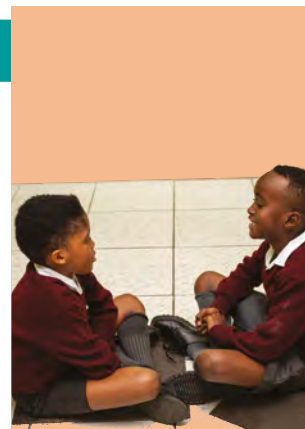
- Have you ever helped someone who was in trouble?
- Has someone helped you if you were in trouble?

Pairs

- Talk about times you have helped and/or been helped.

Share

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



BEGINNING KNOWLEDGE Maps

p. 47

15 min

MG
p. 45

Make a KWL chart about maps

- Complete the *What we know* and *What we want to know* sections.
- Leave the chart on the board to complete on Friday.

Read the page

- Discuss the 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.

DATE _____

Maps

Maps can help us to find our way around. Sometimes, maps are on paper. Maps can also be on a phone, a tablet or a computer. Look for a map of your area. Can you find your school on it?

WEEK 4 • TUESDAY • 47



PHONICS [Heading] (language specific)

Introduce the sound

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

Identify words with the sound

- Learners provide more words.

Pairs

- Read the syllables and words.

Write

- Write words for the pictures.

Read the sentence

[Generic : note that where 2 sounds are covered in a day we need to pluralise. We also need to get the writers to identify if any changes are needed to the instructions per week.]

p. 48

15 min

MG
pp. 8-13

DATE _____

ngx

iingxangxasi

umngxuma ingxobonga ingxangxosi

i-ngxo-wa i-si-ngxo-bo ngxo-la

Ndibone iingximbela yomfa ingxala into engxoweni.

48 • WEEK 4 • WEDNESDAY



READING The history of writing

pp. 31-33

15 min

Read together

- Read the second half of *The history of writing* 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.

Many languages are written using the alphabet that was first used in Ancient Rome. There are 26 letters in this alphabet. Each letter stands for a sound. We read this alphabet from left to right, from the top to the bottom of the page.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z	1	2	3	4

This alphabet can be written in lots of different styles.

molweni geze here HELLO!

Puwelang sawubona

32 • WEEK 3



WRITING A poem

15 min

A poem

W _____
R _____
I _____
T _____
I _____
N _____
G _____

Review

- Re-read the acrostic poem you wrote as a class.

Brainstorm

- Choose a word the class will write an acrostic poem about.
- Brainstorm words or short phrases that start with each letter in the word. These words or phrases must describe the main word.

Write

- Learners write a poem about the word using the letters.

[Versioners note] choose a word with 5-6 sounds that can be used for an acrostic poem. Since the theme is about writing, if possible connect to this theme, but it is not essential. Rather think of what word would work for an acrostic poem. Cannot choose school.



GROUP GUIDED READING

MG
pp. 31-37

5 min
+
30 min



Handwriting check

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter formation, sizing, 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: 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.

GGR: Group A second reading

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



PERFORMING ARTS Role play

30 min

Introduction

- Recap the story *Jennilee and Zane, secret heroes*

Discuss

- Who were the characters in the story?
- Who was a hero in the story? Who were the villains?
- How do you think the children looked and talked?
- How do you think their mother and Oupa looked and talked?
- How do you think the police officer looked and talked?

Groups

- Learners act out the story in groups.
- Everyone must have a turn.



PHYSICAL EDUCATION Activity stations

30 min

MG
pp. 51-52

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

Tune of *Incy wincy spider*

Super-superheroes are here to save the day!
 Super-superheroes are here to find a way!
 Helping everybody who needs a helping
 hand
 Super-superheroes, all across our land.

Super-superheroes are here to save the day!
 Super-superheroes are here to find a way!
 Are they all like Superman or Spiderman or
 Hulk?
 No! Super-superheroes are sometimes just
 like us!



BEGINNING KNOWLEDGE

Directions

Prior knowledge

- What phrases can we use when we give directions?

Read the page

- Read the directions to find out where Paul is going.
- Look at the map.

Do the activity

- Do the activity at the bottom of LAB page 49 in pairs.
- One learner gives instructions, while partner follows with finger on the map.

p. 49

15 min

DATE _____

Directions

Read the directions. Where is Paul going?

- Start at Paul's house. Walk along Main Road.
- Cross West Street and Hodeda Avenue.
- After the restaurant, turn left.
- Walk along School Road.
- Go past Jennilee's house and the police station.
- Your destination is on your right. Where are you?

Give your partner directions to go from school to somewhere on the map.

WEEK 4 • WEDNESDAY • 48



PHONICS

[Heading]

[phonics activity heading from lab]

Sound practice

- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Learners do the activity

- Walk around and assist where needed.

Check/mark the activity

p. 50

15 min

MG
pp. 8–13

DATE _____

Bhala amagama ngendlela echanekileyo.

- ingxasingxa ingxangxasi
- ingxasingxo _____
- ukungangcwe _____
- ibongangxo _____
- ibangcwa _____
- iingungcwa _____
- isibongxo _____
- umangxum _____

50 • WEEK 4 • THURSDAY



READING

Vocabulary and language

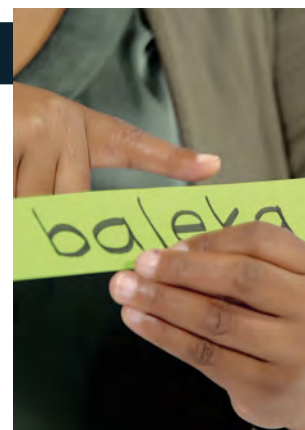
Flashcards

- 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 the sentence strip reconstructed on Tuesday.
- Which words show you are talking about more than one person? (*us; our; people*)
- We say this is the plural form? What is the plural for *I*? (*We*)

15 min





WRITING

Written comprehension

Prepare

- Learners look at the map on LAB page 49.

Answer the questions

- Read the questions silently.
- Learners should not do this from memory. They must look at the map to find answers.

Check answers together

p. 51

15 min

DATE _____

Comprehension

Look at the map on page 49.

- The supermarket is on _____
☐ Jabu Ndlovu Street ☐ Protea Street
- Jennilee's house is on _____
☐ School Road ☐ West Street
- Paul's house is on _____
☐ Madiba Street ☐ Main Road
- The police station is on _____
☐ Hadedo Avenue ☐ Madiba Street
- The police station is ☐ east ☐ west of the school.
- The school is on _____ Road.
- _____ is on the corner of School Road and Main Road.
- If you are at Tutu Park, you need to walk down _____ Street or Protea Street to reach the school.

WEEK 4 • THURSDAY • 51



GROUP GUIDED READING

Handwriting check

- 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 B and C second reading

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

MG

pp. 31-37

5 min

+ 30 min

MG

pp. 24-26



PERFORMING ARTS

Rhythms

Perform

- Groups practise and perform the role play they started yesterday.

Evaluate

- Praise and applaud each group.

30 min

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



PHYSICAL EDUCATION

Activity stations

Warm up

Activity stations

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

Cool down

30 min

MG

pp. 51-52



FRIDAY



LISTENING AND SPEAKING

Maps

Maps are used for different purposes. They can show you where countries or towns are in relation to each other. They can show where mountains, deserts, seas and rivers are.

Maps also help you to find your way from one place to the other. Modern maps on cell phones or computers are called digital maps. Sometimes there is even a voice telling you where to go.

Pairs

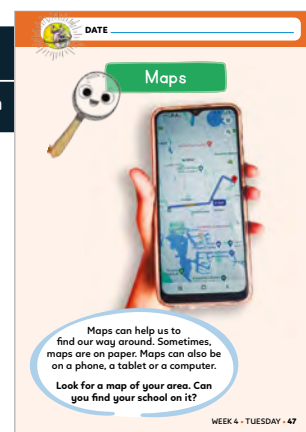
- Tell what you found out.

Share

- Ask a few learners to share with the class. Write in the KWL chart.
- Discuss and give more information.

p. 47

15 min



WEEK 4 • TUESDAY - 47



BEGINNING KNOWLEDGE

Maps

Write and draw what you found out

- Write something you learned.
- Draw a picture.

15 min



For Recovery timetable, replace this lesson with maths and complete activity during extra GGR.



PHONICS

Dictation

Dictate words

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

Write

- 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.

[versioners] supply 5 words taught during phonics over the last 2 week (they should be in TGv1 for this week already)

15 min

MG
p. 10

5 words

listed from

top to

bottom

here



WRITING

My news

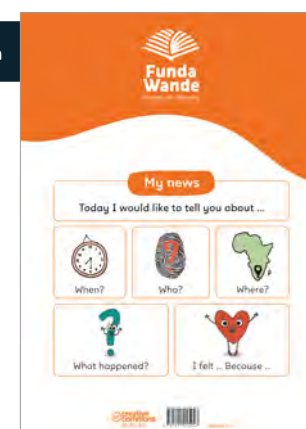
Provide a topic for the news

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

Learners write news in exercise books

- Write *at least one* paragraph with three sentences.
- Encourage them to use longer sentences and to provide details.

15 min





GROUP GUIDED READING

Handwriting check

- 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 D and E second reading

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

MG
pp. 31–37

5 min
+
30 min

MG
pp. 24–26



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

30 min

MG
pp. 51–52



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

TEACHER'S WEEKLY REVIEW

This week, I have:

- **taken in the LABs** and exercise books
- **checked and corrected the work** and identified areas of concern or specific learners needing more assistance.
- **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, for example, when the class is busy, or early in the morning.

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

WEEK 5 OVERVIEW

What happens at night



PREPARATION

Flashcards

strange

dream

special

appeared

gasped

Sentence strip

Sipho told granny, "The old man told me that I must watch Khumbul'ekhaya on TV with you."

INDEPENDENT TASKS

1 Paired Reading LAB page 68

2 Handwriting 1



Aa Xx

3 Handwriting 2 Bonolo le Mami ba bala dipalo.

4 Handwriting 3 Mošupologo Labobedi Laboraro Labone

5 DBE Home Language Page ??

6 DBE Home Language Page ??

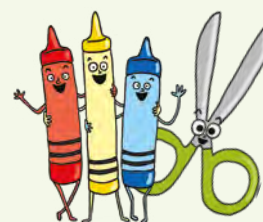
7 DBE Life Skills Page ??

8 Dictionary

strange dream special appeared gasped

EQUIPMENT FOR ACTIVITIES

- 500 ml water bottle, balloon, 2 tablespoons sugar, packet of instant yeast
- Learners to each bring a plastic jar (like a peanut butter jar) for Visual Art on Tuesday
- Paper (shiny or plain), scissors
- Equipment required for selected Physical Education activities



Sipho's dream

One night, Sipho had a strange dream. In his dream an old man spoke to him. He couldn't stop thinking about the dream. His granny asked why he was so quiet. So Sipho told her about his dream.

Granny smiled at him. "Tell me what this old man looked like," she said. So Sipho told her that the man had kind eyes and a wide smile.

She showed Sipho a photo. "Oh!" said Sipho. "That's the man in my dream!"

"This is your grandfather, Sipho," she said, "I think this is a very special dream," said Granny, "What did he say?"

"He told me that I must look after this family when I am big. And he told me to watch Khumbul'ekhaya on TV with you." Granny laughed. "Well!" she said, "Khumbul'ekhaya is on tonight. We will watch it."

That night Sipho and his granny watched Khumbul'ekhaya on TV. They saw how a man found his brother who he had not seen for many years. "It's good to see people **reunited**," said Granny.

Then an old lady appeared on the screen. "I'm looking for my brother or his family," she said. She showed a picture of a man. Sipho's granny **gasp**ed. "Hawu!" she said, "Could it be?"

"I am Duduzile Gumedede," the lady continued. "My brother's name is Bheki Gumedede. We lived in Eshowe. He was older than me. We **lost touch** long ago."



Granny sat with her hand over her mouth. "It's your grandfather's little sister," she said, "I can't believe it!"

The announcer from Khumbul'ekhaya came back on the TV. "If anyone can help Duduzile find her brother please call this number ..." Granny called the number right away.

The day the Khumbul'ekhaya TV crew came to the house was a wonderful day. Duduzile and Sipho's granny sat and talked and talked. "I'm so sorry that your brother is not in the world any more!" said Granny. "He would have loved to see you!" They cried and hugged each other and laughed and cried again.

Duduzile hugged Sipho and said he looked just like his grandfather. Sipho said, "He made us find you. In my dream." "Maybe he did," said Granny and she smiled.

VOCAB

reunited – to bring people together again

gasp – to catch breath

lost touch – didn't see each other any more

MONDAY



READ ALOUD

Sipho's dream

Before reading

- Ask learners to talk about a dream they have had.

Read the story aloud, with expression

- Use different voices for different characters.
- Do not interrupt reading to explain or ask questions.

After reading

- Allow learners to respond to the story and say what they enjoyed about it or wondered about.
- Briefly explain highlighted vocabulary.

TG
pp. 55
15 min



BEGINNING KNOWLEDGE

Making bread

Prior knowledge

- Can you name some people who work at night? Why do they work when we are sleeping?

Read page to and with the learners

Discuss

- Why do bakers have to work at night?
- Why does bread take such a long time to make?

p. 60
15 min

DATE _____

Making bread

Bakers work at night to make bread that is fresh in the morning. Bread takes a long time to make because the yeast needs to grow and make the bread fluffy.

1	Mix yeast with water and wait till it bubbles.	2	Mix in flour and salt and knead it until it is smooth.
3	Leave till it grows to twice its size.	4	Put into tins and let rise again.
5	Bake in a hot oven.	6	The bread is ready to be packed and sold.

What kind of bread do you like?

60 • WEEK 5 • MONDAY



PHONICS

[LAB Heading]

(Versioners: Language specific)

Introduce the sound

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

Identify words with the sound

- Learners provide more words

Pairs

- Read the syllables and words.

Write

- Write words for the pictures.

Read the sentence

p. 61
15 min

MG
pp. 8-13

DATE _____

nts

intsikizi

iintsana intontela intsimbi

i-ntsu-mpa i-ntsa-sa i-ntsu-ngu-zi

intsana zikaNontsikelelo zidlale intsa yonke.

WEEK 5 • MONDAY • 61



READING

Sipho's dream

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 54 point to the word that tells us Sipho thought his dream was unusual.

- On page 55 point to the words that tell us what the old man said.
- On page 56 point to the words that tell us what Granny said.
- How do you know that Granny was surprised?
- How would you feel if you saw a picture of someone you knew on TV?

pp. 54-59
15 min

DATE _____

Sipho's dream

One night Sipho had a strange dream. He dreamed that he met an old man. In his dream the old man spoke to him.

The next morning Sipho told granny about his dream.

54 • WEEK 5



HANDWRITING

Model and practice

30 min

MG
pp. 31–37

Model on board

- Provide a pattern to practise this week.
- Demonstrate the 3 handwriting tasks for the week on the board.
- Describe the letter formations.

Guided practice

- Learners copy the pattern and the first activity in exercise books.
- Walk around, correcting posture and pencil grip.

Independent practice

- Learners will practise further during Independent Work time.



GROUP GUIDED READING

Handwriting check

- 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.

MG
pp. 31–37

5 min
+
30 min

MG
pp. 24–26



VISUAL ARTS

A dream jar

30 min

Discuss

- Talk about how dreams can be things you see in your sleep but can also be things you wish for.
- Pairs: Discuss what you dream/wish for.
- We are going to make a jar to keep our special dreams in. Learners must bring an empty plastic jar tomorrow.

Make decorations

- Demonstrate how to draw five- and six-point stars.



- Learners draw about 6 suns, moons and stars that will fit on the side of their plastic jar.
- They colour the shapes carefully and cut them out. Keep them safe for the next lesson.



PHYSICAL EDUCATION

Activity stations

30 min

MG
pp. 51–52

Prepare

- Choose four different activities from page 5, prepare equipment and divide class into four groups.

Introduce activity stations

- Ask confident learners to demonstrate.

Whole class activity

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

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



TUESDAY

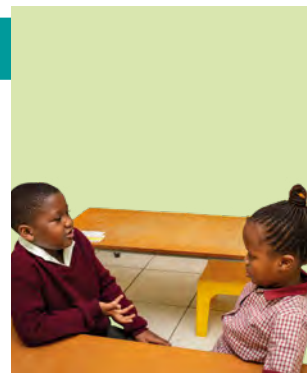


WELLBEING

Mindful me

- Learners sit comfortably and close their eyes.
- They think about a dream or wish they have for their families.
- They open their eyes and tell each other about their dream.
- Talk about how this activity can help them think about or plan their future.

15 min



BEGINNING KNOWLEDGE

Yeast experiment

Link to yesterday's lesson

- Talk about how the yeast that bakers use makes bread get big and fluffy.
- Ask learners what they think will happen if we add yeast to warm water and sugar

Do experiment

- Put about 125 ml warm water and 2 tablespoons sugar in the bottle. Add yeast.

- Stretch a balloon and put it on top of the bottle.
- Wait for 10 minutes and observe what happens.

Discuss

- Yeast needs warmth and food (sugar) to grow. As it grows, it lets off carbon dioxide gas, which blows up the balloon. This gas is what makes bread rise.
- Learners complete the page.

p. 62

15 min

DATE _____

Yeast experiment

What happens when we add yeast to sugar water?

- What do you think will happen to the balloon? Why?
- Watch the balloon carefully for 10 minutes. What do you see?
- Put your ear next to the balloon. What do you hear?

62 - WEEK 5 - MONDAY



PHONICS

[Heading]

(Phonics activity heading from LAB)

Sound practice

- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Do the activity

- Walk around and assist learners where needed.

Check/mark the activity

p. 63

15 min

MG
pp. 8-13

DATE _____

Khetha igama elichanekileyo ukugqibezela isivakalisi

ngentsontela intsimbi intsikizi
ingxobanga iintsumpa Intsasa

- Iinkomo zibotshwe ngentsontela.
- Yintaka emnyama kakhulu _____.
- USipho uyathandwa kukuphuma ebusweni bakhe.
- _____ yintaka enesifuba esimthubi.
- Umakhi usebenzisa _____ xa esomba.
- Utitshala ubetha _____ yokungena esikolweni.

WEEK 5 - TUESDAY 63



READING

Sentence making

Cut out

- Learners cut out the sentence strip.

Read together

- Why are there speech marks around some of the words?
- Who is speaking – Sipho or Granny?

Ask questions and cut off the words/word groups

- **Who?** Sipho
- **Did what?** told
- **Who?** Granny
- **Who?** "The old man"
- **Did what?** told me that I must watch
- **What?** Khumbul'ekhaya
- **Where?** on TV
- **With who?** with you.

Jumble and reconstruct the sentence

p. 123

15 min

MG
pp. 19-20

Sipho told granny, "The old man told me that I must watch Khumbul'ekhaya on TV with you."

WEEK 5 123



SHARED WRITING

A recipe

Introduction

- What is a recipe? Where do we find recipes?

Show the writing frame

- List of ingredients: what you need and how much.
- List of instructions: what to do in what order.

Brainstorm

- Learners choose a dish they all know and have eaten.
- What do we need to make this dish?
- What must we do?

Shared Writing

- Use the writing frame and learners' ideas to write the recipe.
- Write short sentences starting with action verbs like *measure, mix, cut*.

15 min

MG
pp. 38–41

Recipe for _____

What you need:

- (amount & ingredient)
- _____
- _____

What to do:

- _____
- _____
- _____

Enjoy your _____!



GROUP GUIDED READING

Handwriting check

- 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.

MG
pp. 31–37

5 min
+
30 min

MG
pp. 24–26



VISUAL ARTS

Dream jar

Plan

- Learners plan how to use the shapes they have coloured and cut out to decorate their empty bottles.

Create

- Stick the shapes onto the bottle and let the glue dry.
- Write/draw some dreams/hopes on slips of paper and put them inside the bottle.

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

MG
pp. 51–52



WEDNESDAY



WELLBEING

I think, I feel ...

15 min

Question

- What dreams do you have for when you are grown up?

Pairs

- Share and discuss your dreams.

Share

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



BEGINNING KNOWLEDGE

The sky above us

p. 64

15 min

MG

p. 45

Make a KWL chart about the sky

- Complete the *What we know* and *What we want to know* sections.
- Leave the chart on the board to complete on Friday.

Read the page

- Discuss the picture and read the text with the learners.

Talk about the question

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



PHONICS

[LAB Heading]
(language specific)

Introduce the sound

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

Identify words with the sound

- Learners provide more words.

Pairs

- Read the syllables and words.

Write

- Write words for the pictures.

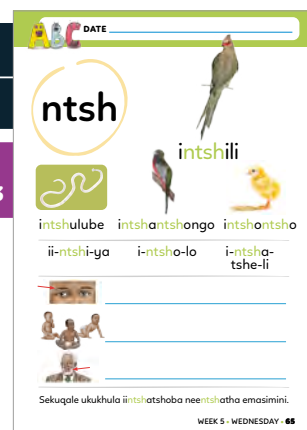
Read the sentence

p. 65

15 min

MG

pp. 8-13



READING

Sipho's dream

pp. 54-56

15 min

Read together

- Read the first three pages of *Sipho's dream* 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 A recipe

15 min

Review the recipe writing frame from Tuesday.

- List of ingredients (what you need and how much)
- List of instructions (what to do)

Brainstorm vocabulary

- Ingredients
- Action verbs – *cut, spread, slice, grate*, etc.
- Write on the board.

Write

- Learners use the writing frame write their own recipes.



GROUP GUIDED READING

MG
pp. 31–37

Handwriting check

- 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: 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.

GGR: Group A second reading

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



PERFORMING ARTS A lullaby

30 min

Warm up

- Make loud sounds using an open mouth.
- Make soft sounds using a closed mouth.
- Hum softly and loudly.

Discuss

- Talk about songs that are used to put babies to sleep. These are called lullabies.

- Discuss if these need to be loud or soft (dynamics).
- Demonstrate with your hands how a conductor shows a choir to sing softly and how to sing loudly.

Teach a lullaby

- Select and teach a well-known lullaby, such as *Hush little baby, don't say a word*.



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

Tune: *London's Burning*

Put the flour in, put the yeast in (x2)
Oil, oil! Salt, salt!
Pour on water (x2)

Mix the dough up, knead the dough up (x2)
Knead, knead! (x2)
Keep on kneading (x2)

Leave for rising, yeast is working (x2)
Rise, rise! (x2)
Time for baking (x2)
In the oven, bread is baking (x2)
Bake, bake! Cool, cool!
Time for eating (x2)



BEGINNING KNOWLEDGE

My hopes and dreams

Prior knowledge

- We made a dream jar with things we dream or wish for in our future. Hopes are things that you want happen and there's a good chance that they will happen. For example, *I hope everyone in this class is happy.*

Read the page together

- What could you write in each block?
- Pairs share ideas for what to write.

Learners complete the activity

p. 66

15 min

DATE _____

My hopes and dreams
Write one answer in each block.

School I hope ...	Friends I hope ...
When I grow up I wish ...	For the Earth I wish ...

66 - WEEK 5 - WEDNESDAY



PHONICS

Write sentences

Sound practice

- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Write sentences

- Write the 4 words on the board.
- For each word, 2–3 learners give oral sentences.
- In exercise books, learners write their own sentences using these words.
- Walk around and assist where needed.

Check/mark the activity

Versioner. Provide
the 4 words from
V1 LAB p94

p. 67

15 min

MG
pp. 8–13

indlu

indlazi

indlovu

indlulamthi



READING

Vocabulary and language

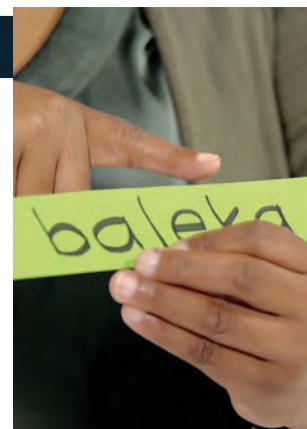
15 min

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 the sentence strip reconstructed on Tuesday.
- Which word shows that the old man told Sipho he **had to** do something? (*must*)
- What other words could we use for instructions? (*could, should, had to, need to, ought to*)



**WRITING****Improving our writing****15 min****Discuss shared writing**

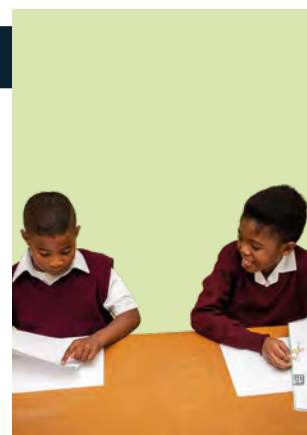
- Read a sentence from Tuesday's shared writing to learners.
- Show how to make the sentence more interesting (for example, add adjectives or descriptions; use interesting verbs).

Read in pairs

- 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**GROUP GUIDED READING****Handwriting check**

- 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.

MG
pp. 31–37**5 min**
+
30 min**MG**
pp. 24–26**PERFORMING ARTS****Perform a lullaby****30 min****Discuss**

- Which parts of the song need to be very soft and which can be a bit louder?
- What hand signals can you use to show which dynamics you want the learners to use?

Perform

- The class performs the lullaby they learnt the previous day.
- Conduct them using the agreed-on hand signals.
- Allow one or two learners to conduct using hand signals.

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**MG**
pp. 51–52

FRIDAY



LISTENING AND SPEAKING

The sun rising and setting gives us our day and night. This changes how the sky looks through the day and at night.

The sun starts to appear on the horizon. It often looks red or orange. Throughout the morning, the sun climbs higher and higher in the sky until the middle of the day. The sun starts to go down through the afternoon until it sets in the evening.

The sky above us

The sky looks like it changes colour because the sun's rays are shining through particles (bits of dust) in the atmosphere. The colours are stronger at sunrise and sunset because there are more particles the lower the sun is.

Pairs

- Tell what you found out

Share

- Ask a few learners to share with the class. Write in the KWL chart.
- Discuss and give more information.

p. 64

15 min



BEGINNING KNOWLEDGE

The sky above us

15 min

Write and draw what you found out

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

For Recovery timetable, replace this lesson with maths and complete activity during extra GGR.



PHONICS

Timed word reading

Pairs read the words

- Learner reads to partner for 1 minute.
- Teacher times the 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. 67

15 min

MG
pp. 16-17

WEEK 5 - THURSDAY - 67



WRITING

My news

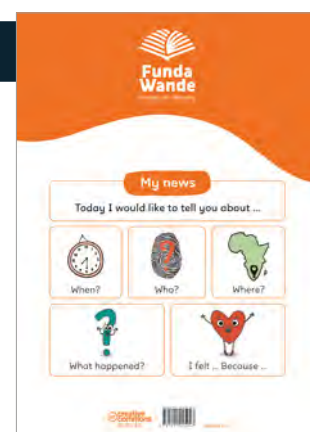
15 min

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 news in exercise books

- Write *at least one* paragraph with three sentences.
- Encourage them to use longer sentences and to provide details.





GROUP GUIDED READING

Handwriting check

- 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

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- Learners read the story with a partner.
- Teacher listens to learners reading

MG
pp. 31–37

5 min
+
30 min

MG
pp. 24–26



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

30 min

MG
pp. 51–52



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

TEACHER'S WEEKLY REVIEW

This week, I have:

- **taken in the LABs** and exercise books
- **checked and corrected the work** and identified areas of concern or specific learners needing more assistance.
- **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, for example, when the class is busy, or early in the morning.

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

WEEK 6 OVERVIEW

What happens at night



PREPARATION

Flashcards

believe

crew

hugged

laughed

maybe

Sentence strip

The two old ladies sat and talked and talked. They cried and hugged each other and laughed and cried again.

INDEPENDENT TASKS

1 Paired Reading LAB page 76

2 Handwriting 1  Tt Ee

3 Handwriting 2 Bonolo le Mami ba bala dipalo.

4 Handwriting 3 Mošupologo Labobedi Laboraro Labone

5 DBE Home Language Page ??

6 DBE Home Language Page ??

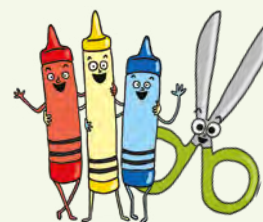
7 DBE Life Skills Page ??

8 Dictionary

believe crew hugged laughed maybe

EQUIPMENT FOR ACTIVITIES

- Black poster paper or paper painted black; white paper; newspaper; scissors; glue; white crayons or tippex for Visual Arts
- Equipment required for selected Physical Education activities



Ngalindi, the Moon Man

Different cultures tell stories about why natural things are the way they are. There are many stories about why the moon looks different throughout the month.

The **indigenous** people of Australia believe that before there were people, there was a time called the Dreamtime. This story about the Dreamtime, tells why the moon gets bigger and smaller every month. This story mixes up a person and the moon, so you need to listen very carefully to follow what is happening. What do you think the moon looks like at each part of the story?

Once upon a time, in the Dreamtime before the moon was a moon in the sky, the moon was a man. He had two wives and two sons. His name was Ngalindi. Ngalindi was a big, round-bodied man. But he was also very lazy and he did not look after his clan.



Ngalindi's family got angry with him because he was so lazy. They decided to teach him a lesson by beating him with sticks. As they beat him, parts of his body **disappeared** and he got thinner and thinner.

Ngalindi climbed a tall tree to get away from his angry family. No one could see him in the thick branches and they thought he had disappeared.

But Ngalindi wanted to stay just the way he was to start with: big, round and lazy. So, after three days, he started putting pieces of himself back. After about two weeks, he was himself again. He came down from the tree and went home.



For a while, his family was happy to see him. But soon Ngalindi started to **irritate** them again. They were not happy. So, they began hitting him and taking pieces of him away all over again!

Ngalindi became very angry but he could not stop what was happening. He got thinner and thinner. He hid away so no one could see him, and then he started growing again. Ngalindi will forever keep slowly disappearing and reappearing across the sky.

VOCAB

indigenous – the people who were in a country first, before others came to settle

disappeared – couldn't be seen

irritate – make them cross

MONDAY



READ ALOUD

Ngalindi the Moon Man

Before reading

- Ask learners to describe what the moon looks like this week.

Read the story aloud, with expression

- Use different voices for different characters.
- Do not interrupt reading to explain or ask questions.

After reading

- Allow learners to respond to the story and say what they enjoyed about it or wondered about.
- Briefly explain highlighted vocabulary.

TG
p. 67

15 min



BEGINNING KNOWLEDGE

The night sky

Prior knowledge

- What can you see in the sky during the day? During the night?

Read the page

- Look at the picture and read the text.

Discuss

- Which things reflect the light of the sun?
- Which things have their own light?
- Which are made by people?
- Which things have you seen yourself?

p. 69

15 min



PHONICS

[Heading]

(Versioners: Language specific)

Introduce the sound

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

Identify words with the sound

- Learners provide more words.

Pairs

- Read the syllables and words.

Write

- Write words for the pictures.

Read the sentence

p. 70

15 min

MG
pp. 8-13

READING

Sipho's dream

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.

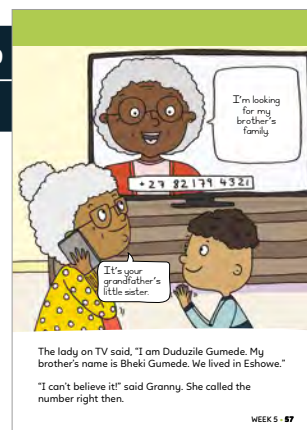
Comprehension

- On page 57 point to words that tell us that granny didn't wait to phone the TV station.

- On page 58 point to the word that tells you more than one person from the TV station came to Sipho and Granny's house.
- On page 59 point to the word that tells us Duduzile liked Sipho.
- Point to the word that tells us granny wasn't sure that Sipho's dream was true.
- Would you like to meet a relative you have never seen before?

pp. 57-59

15 min





HANDWRITING ASSESSMENT 1

Copy sentences

15 min

- Explain this is an assessment activity. You will look for correct shape, spacing, size and placement of letters on the line.
- Write on the board: **[versioners please insert the text from G2T4v1 LAB pg 101]**
- Learners copy the sentences.
- Rule a line at the end.

Versioner. If the text from G2T4v1p101 LAB fits on this board, insert it here, but if not, it can go in the text as indicated (see pink bold) and we can have pic of one learner writing here.

Marking:
See page 120
Marks: 5

linkwenkwezi
ziibhola ezinkulu
ezibengezelayo
zegesi.
Ziyazikhuphela
ukukhanya kwazo.
Eyona nkwenkwezi
ikufutshane
noMhlaba liLanga.



GROUP GUIDED READING

Handwriting check

- 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.

MG
pp. 31–37

5 min
+
30 min

MG
pp. 24–26



VISUAL ARTS ASSESSMENT 1

A black and white picture

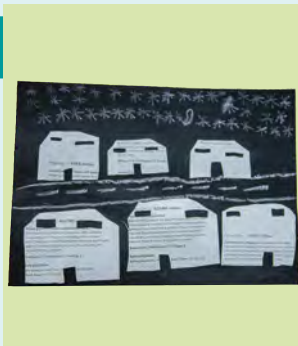
Discuss

- Talk about the colour of the night sky and how the Moon and stars look white in the black sky.

Prepare

- On scrap paper, learners plan a black and white nightscape (artwork that represents an area at night).
- They cut the shapes they need from newspaper (use black and white parts) and white paper.
- Save the shapes for the next day.

30 min



Marking: See page 123
Marks: 5



PHYSICAL EDUCATION

Activity stations

Prepare

- Choose four different activities from page 5, prepare equipment and divide class into four groups.

Introduce activity stations

- Ask confident learners to demonstrate.

Whole class activity

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

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

30 min

MG
pp. 51–52



TUESDAY



LISTENING & SPEAKING ASSESSMENT 1

Sipho's dream

15 min

- Give learners a piece of blank A4 paper.
- Ask them to draw a picture of the first part of the *Sipho's dream* story and write a sentence.
- For Listening and Speaking Assessment 1, call learners to your desk in groups of four to five. Ask both lower and higher order questions about the story *Sipho's dream*.
- Assess one third of the class during the period. Complete on Wednesday and Thursday of Week 6.

Sample questions:

- Retell the story of *Sipho's dream* in sequence.
- Who are the characters in the story?
- Who is the person they see on the TV programme?
- Who does Sipho think he saw in his dream? Do you think he really saw him? Why/why not?
- Does Duduzile find her brother? Why/why not?
- How do you know the two old ladies are happy to meet each other?

Marking:

See page 117

Marks: 5



BEGINNING KNOWLEDGE ASSESSMENT 1

What's in the night sky?

Prepare

- Tell learners this is an assessment activity
- Distribute copies of TG page 126.
- Clarify what learners must do in each question.

Do activity

- Learners answer the questions.

Marking:

See page 122

Marks: 10

TG
p. 126
15 min




NAME _____ DATE _____

What's in the night sky?

1 True or false?
There are billions of stars in our galaxy. _____
The Moon has no light of its own. _____

2 ✓ if it gives off its own light.
X if it reflects the sun's.
☐ Sun ☐ Milky way
☐ Space station ☐ Satellites
☐ Stars

3 Match the words to the pictures.

satellite galaxy ball of glowing gas

126 Week 7 - Tuesday ASSESSMENT NAME _____



PHONICS

[Heading]

(Phonics activity heading from LAB)

Sound practice

- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Do the activity

- Walk around and assist learners where needed.

Check/mark the activity

p. 71
15 minMG
pp. 8-13

NAME _____ DATE _____

Fakela isandi esishiyiweyo

1  indlondwane 5  intshu be

2  ii thi 6  indle

3  iintela 7  intsho

4  zi 8  lamthi

WEEK 6 - MONDAY 71



READING

Sentence making

Cut out

- Learners cut out the sentence strip.

Read together

- Who does "They" at the beginning of sentence 2 refer to?
- What could we say instead of "they"?

Ask questions and cut off the words/word groups

- **Who?** The two old ladies

- **Did what x 2?** sat and talked and talked
- **Who?** They
- **Did what x 2?** cried and hugged
- **Who?** each other
- **Did what x 2?** And laughed and cried
- **When?** again.

Jumble and reconstruct the sentence

p. 125
15 minMG
pp. 19-20

The two old ladies sat and talked and talked. They cried and hugged each other and hugged and cried again.

WEEK 6 125



SHARED WRITING

A story

Introduction

- Learners tell the story *Sipho's dream* in their own words.

Show the writing frame

- Learners write a similar story. Point out the paragraphs, each for a different idea.

Brainstorm

- What strange dream shall we write about?

- What did you do the morning after you had the dream?
- Then what happened?
- What happened in the end?

Shared Writing

- Use the learners' ideas to fill in the writing frame.

15 min

MG
pp. 38–41

My dream

One night I dreamt _____

In the morning _____

Later _____

In the end _____



GROUP GUIDED READING

Handwriting check

- 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.

MG
pp. 31–37

5 min
+
30 min

MG
pp. 24–26



VISUAL ARTS ASSESSMENT 1 (continued)

A black and white picture

Create

- Look at the plan made on Monday.
- Position the cut-out shapes to make a nightscape.
- Stick the shapes to the black paper.
- Add details with white crayons or cut-out shapes.

Display

- Display the artworks in the classroom.

30 min



Marking: See page 123
Marks: 5



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

MG
pp. 51–52



WEDNESDAY



LISTENING & SPEAKING ASSESSMENT 1

Sipho's dream

15 min

- Give learners a piece of blank A4 paper.
- Ask them to draw a picture of the second part of the *Sipho's dream* story and write a sentence.
- Call learners to your desk in groups of four to five. Ask both lower and higher order questions about the story *Sipho's dream*.
- Complete tomorrow.

Sample questions:

- Retell the story of *Sipho's dream* in sequence.
- Who are the characters in the story?
- Who is the person they see on the TV programme?
- Who does Sipho think he saw in his dream? Do you think he really saw him? Why/why not?
- Does Duduzile find her brother? Why/why not?
- How do you know the two old ladies are happy to meet each other?

Marking:
See page 117
Marks: 5



BEGINNING KNOWLEDGE

Look at the moon

Prior knowledge

- Ask learners to retell the Read Aloud story about Ngalindi.

Make a KWL chart about the moon

- Complete the *What we know* and *What we want to know* sections.
- Leave the chart on the board to complete on Friday.

Read the page

- Discuss the picture and read the text with the learners.

Talk about the question

- How will you find out the answers at home?
- Learners to bring answers on Friday.

DATE _____

p. 72
15 min

MG
p. 45

Look at the Moon

72 • WEEK 6 • TUESDAY



PHONICS

[Heading]

(Phonics activity heading from LAB)

Introduce the sound

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

Identify words with the sound

- Learners provide more words.

Pairs

- Read the syllables and words.

Write

- Write words for the pictures.

Read the sentence

DATE _____

p. 73
15 min

MG
pp. 8–13

mp

impungutye

iimpukane impala impuku

i-mpa-ndla ii-mpe-thu i-mpu-me-le-lo

Impukane ithu ngcu kwimpumlo yendoda eneimpundla.

WEEK 6 • WEDNESDAY • 73



READING

Sipho's dream

Read together

- Read LAB the second half of *Sipho's dream* 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.

pp. 57–59
15 min

The lady on TV said, 'I am Duduzile Gumede. My brother's name is Bheki Gumede. We lived in Eshowe.' 'I can't believe it!' said Granny. She called the number right then.

WEEK 5 • 57



WRITING My dream

15 min

Revise

- Reread the Shared Writing text from Tuesday.
- Notice the past tense.
- Point out the three paragraphs.

Write

- Learners write a story about their own dream (real or imaginary), using past tense and with three paragraphs.



GROUP GUIDED READING

MG
pp. 31–37

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: 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.

GGR: Group A second reading

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



PERFORMING ARTS Singing loudly and softly

30 min

Introduction

- Remind learners about the lullabies they sang the previous week.

Discuss

- What songs can be sung loudly? Name some popular/traditional songs.
- What songs can be sung softly? Name some popular/traditional songs.
- Can you think of a song that has both loud and soft sections?

Groups

- Groups choose one of the songs named above.
- Learners practise a song that has both loud and soft dynamics.
- One group member can be appointed as the conductor.



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 dream

15 min

- Give learners a piece of blank A4 paper.
- Ask them to draw a picture of the third part of the *Sipho's dream* story and write a sentence.
- Call the last group of learners to your desk in groups of four to five. Ask both lower and higher order questions about the story *Sipho's dream*.

Sample questions:

- Retell the story of *Sipho's dream* in sequence.
- Who are the characters in the story?
- Who is the person they see on the TV programme?
- Who does Sipho think he saw in his dream? Do you think he really saw him? Why/why not?
- Does Duduzile find her brother? Why/why not?
- How do you know the two old ladies are happy to meet each other?

Marking:

See page 117

Marks: 5



BEGINNING KNOWLEDGE

Going to bed

Prior knowledge

- What time should we go to bed at night?

Read the page

- Look at the pictures.
- What is happening in each picture?
- Which of these activities do you do each night at bedtime?

Do the activity

- In pairs, discuss which activities you do. Use the sequence words.
- Write one thing you do that is not illustrated (*putting on pyjamas*).

p. 74

15 min

DATE _____

Going to bed

Talk about the pictures. Which of these do you do at night? Use the words *first*, *then* and *next* as you talk.

Write one other thing you do at bedtime.

74 - WEEK 6 - THURSDAY



PHONICS

[Heading]

[Phonics activity heading from LAB]

Sound practice

- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Learners do the activity

- Walk around and assist where needed.

Check/mark the activity

p. 75

15 min

MG
pp. 8-13

DATE _____

Bhala amagama ngendlela echanekileyo.

1. iinekampu iimpukane
2. indlampa _____
3. ibendle _____
4. ilamthindlu _____
5. milompu _____
6. ilampa _____
7. iithindla _____
8. ivundlo _____

WEEK 6 - THURSDAY - 75



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 the sentence strip reconstructed on Tuesday.
- How many times can you read the word *and* in these sentences? (5)
- What kind of word is *and*? (*a joining word*)
- Do you know any other joining words?





READING ASSESSMENT 1

Written comprehension

Prepare

- Tell the learners this is an assessment.
- Distribute copies of TG page 127.
- Learners re-read the story *Sipho's dream*.

Answer the comprehension questions

- Learners should not do this from memory. They must look at the text to find answers.

TG
p. 127

15 min

Marking:
See page 119
Marks: 10

NAME _____ DATE _____

Comprehension

Read the story *Sipho's Dream*.

1 Sipho's dream was...
☐ happy ☐ strange ☐ scary

2 Sipho told Granny they must...
☐ watch TV
☐ look for his aunty
☐ talk about the dream

3 The lady on the TV was Sipho's...
☐ granny ☐ mother ☐ grandfather's sister

4 Write numbers to put the events in order.
☐ A lady was looking for her brother.
☐ Sipho and Granny met the lady.
☐ Granny called the number on the TV.
☐ Sipho and Granny watched TV together.

5 I think Sipho felt _____ and _____
 when he met Duduzile, because _____

ASSESSMENT NAME _____ Week 7 - Thursday 127



GROUP GUIDED READING

Handwriting check

- 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.

MG
pp. 31-37

5 min
+
30 min

MG
pp. 24-26



PERFORMING ARTS

Perform

Perform

- Groups take turns to perform the song they practised.
- Choose a confident group to perform first.

Evaluate

- Praise and applaud each group.
- Commend the conductor of 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

MG
pp. 51-52



FRIDAY



LISTENING AND SPEAKING

Look at the moon

The Moon reflects the Sun's light. The part of the Moon that we see depends on where the Moon is when orbiting the Earth.

When there is a **full moon** we can see the whole moon because the Earth is between the Sun and the Earth.

When we see a **new moon** the Moon is between the Earth and the Sun. The Sun's light is on the side of the Moon that is facing away from Earth, so we don't see it.

In between the full and new moon we see less and less of the moon, and then more and more until full moon again.

Pairs Tell what you found out.

Share

- Ask a few learners to share with the class. Write in the KWL chart.
- Discuss and give more information

p. 72

15 min



BEGINNING KNOWLEDGE

Look at the moon

15 min

Write and draw what you found out

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

For Recovery timetable, replace this lesson with maths and complete activity during extra GGR.



PHONICS

Dictation

15 min

Dictate words

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

Write

- 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.

MG
p. 10

5 words

listed from

top to

bottom

here

[versioners] supply 5 words taught during phonics over the last 2 week (they should be in TGv1 for this week already)



WRITING ASSESSMENT 1

My news

15 min

Prepare

- Tell learners this is an assessment and will be marked.
- Learners write about what they do before they go to sleep.
- First think about what you will write.

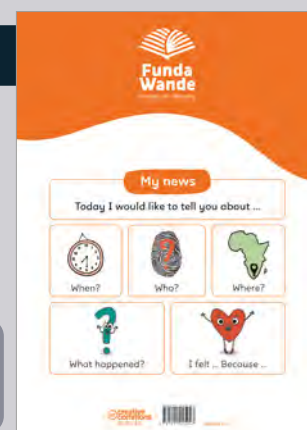
Write

- Remind them to:
 - Write at least two paragraphs with three sentences each.
 - Write interesting ideas.
 - Check their writing before they hand it in.

Marking:

See page 121

Marks: 5





GROUP GUIDED READING

- 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.

MG
pp. 31–37

5 min
+
30 min

MG
pp. 24–26



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

30 min

MG
pp. 51–52



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

TEACHER'S WEEKLY REVIEW

This week, I have:

- **taken in the LABs** and exercise books
- **checked and corrected the work** and identified areas of concern or specific learners needing more assistance.
- **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.

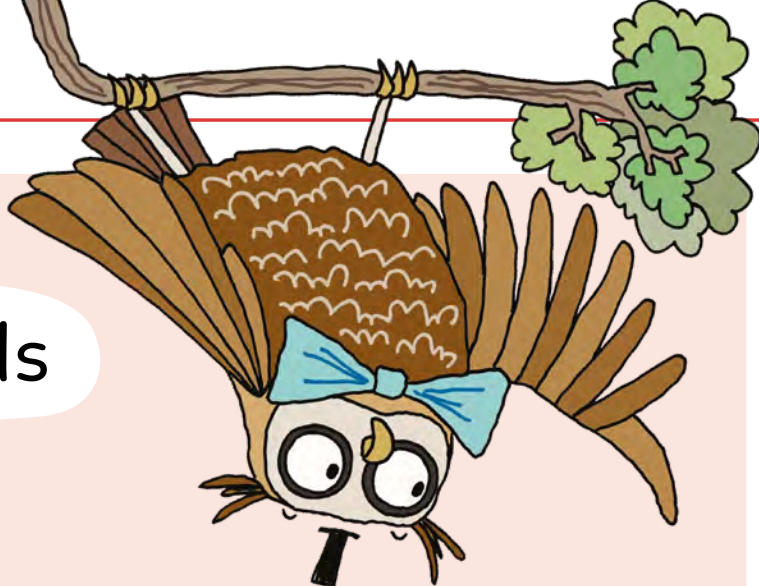
I have scheduled a time next week for:

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

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

WEEK 7 OVERVIEW

Night animals



PREPARATION

Flashcards

owl

hunt

fault

chase

village

Sentence strip

Once upon a time, long, long ago, a very old lady had come to the end of her life. Her life had been very happy.

INDEPENDENT TASKS

1 Paired Reading LAB page 90

2 Handwriting 1



Pp Gg

3 Handwriting 2 Bonolo le Mami ba bala dipalo.

4 Handwriting 3 Mošupologo Labobedi Laboraro Labone

5 DBE Home Language Page ??

6 DBE Home Language Page ??

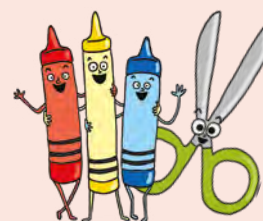
7 DBE Life Skills Page ??

8 Dictionary

owl hunt fault chase cross

EQUIPMENT FOR ACTIVITIES

- Wax crayons and paper for visual arts
- Equipment for Physical Education activities
- Flashcards for PE assessment: run, jump, skip, hop, sit, walk, stand
- Music for the Performing Arts lesson, such as:
 - Peter and the Wolf by Sergei Prokofiev
 - Carnival of the Animals by Camille Saint-Saens
- The Lion King 'The circle of life'
- African folk music



The owl story

Once upon a time, in a village far, far away, there lived a very, very old lady. She had lived a happy life, full of **joy** and wonder. Her children were healthy and happy. There was nothing she wished was different. All her **memories** were happy.

And, at 95 years old, she was tired and ready to leave the world. She told everyone in her family that she loved them and that she was going to sleep, and she went to bed.

"There is just one thing I would like to hear before I say goodbye to the world," she thought as she lay in bed, "and that is to hear the call of my old friend, the owl, one last time. He has been such a good friend for so many years, keeping the rats away and letting me know that everything around me is peaceful."

The owl answered her wish and called: "Woo, woo! Woo woo!" he said.

The old woman heard the call of the owl, smiled, and said goodbye to the world. The owl flew off to catch rats because that is his work in the world.

The old woman's son was terribly sad. He missed his mother so much. He remembered hearing the owl calling on the night his mother died. And he started to **blame** the owl for his mother's death.



He thought that if he had chased the owl away, his mother would not have died.

"We must chase all owls away," he told his neighbours. The neighbours helped and before long, the owls left the village and went to hunt rats somewhere else.

The rats in the village did not have to hide anymore. They started to eat all the food in the village. They grew fat and had lots of babies.

Then the snakes saw that the village was full of lots of fat rats so they came to eat the rats.

Even today, where people chase owls away, there are lots of rats that eat their food. And there are many snakes that come to eat the rats.

VOCAB

joy – a very deep happiness

memories – things you remember from the past

blame – say it is something's fault

MONDAY



READ ALOUD

The owl story

Before reading

- Ask learners how they feel when they hear an owl calling.

Read the story aloud, with expression

- Use different voices for different characters.
- Do not interrupt reading to explain or ask questions.

After reading

- Allow learners to respond to the story and say what they enjoyed about it or wondered about.
- Briefly explain highlighted vocabulary.
- Which creatures do you think harmed the village the most – the owls or the rats and snakes? Why?

TG
p. 79

15 min



BEGINNING KNOWLEDGE

Night creatures

Prior knowledge

- Think of *The owl story*. When does an owl hunt?

Read page to and with the learners

- Which creature do you think is the biggest?
- Which creatures eat meat? Plants? Both? Can you remember what we call each of these types of animals?
- How do each of these animals look? Move?

Learners answer the question at the end with their own idea.

p. 84

15 min

DATE _____

Night creatures

These creatures come out at night.

	How it moves	What it eats	Body covering
Jackal	walks, trots, runs can run at 60 kph	small buck, reptiles, insects, birds, fruit, berries	brown and black fur
Porcupine	waddles, runs can run at 3 kph	bark, bulbs, fallen fruit and roots	fur and quills
Owl	flies, hops on the ground can fly at 60 kph	rats, mice, small mammals and birds, insects, especially moths	feathers
Aardvark	walks, runs can run at 40 kph	ants and termites that it digs out with its strong sharp claws	coarse hairs far apart

Which creature would you find the most scary? Why?

84 • WEEK 7 • MONDAY



PHONICS

[LAB Heading]

Introduce the sound

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

Identify words with the sound

- Learners provide more words.

Pairs

- Read the syllables and words.

Write

- Write words for the pictures.

Read the sentence

p. 85

15 min

MG
pp. 8–13

DATE _____

ngq

ingqolowa

ingqola ingqiniba ingqangqolo

i-si-ngqa-la i-si-ngqu-sho i-ngqe-le

U'Ngqukuva ungene wangqala ngqo kwisingqusho.

WEEK 7 • MONDAY • 85



READING

The owl story

Picture walk

- Who and 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

- On page 78 point to the word that tells us what kind of life the old lady had lived.
- On page 79 point to the words that tell us what her last wish was.
- Did she get her wish?
- On page 80 point to the word that tells us how the man felt when his mother died.
- How do you know he blamed the owl?

pp. 78–83

15 min

DATE _____

The owl story

Once upon a time, long, long ago, a very old lady had come to the end of her life. Her life had been very happy.

78 • WEEK 7



HANDWRITING

Model and practice

Model on board

- Provide a pattern to practise this week.
- Demonstrate the 3 handwriting tasks for the week on the board.
- Describe the letter formations.

Guided practice

- Learners copy the pattern and the first activity in exercise books.
- Walk around, correcting posture and pencil grip.

Independent practice

- Learners will practise further during Independent Work time.

30 min

MG
pp. 31–37



GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent 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.

MG
pp. 31–37

5 min
+
30 min

MG
pp. 24–26



VISUAL ARTS

A night creature picture

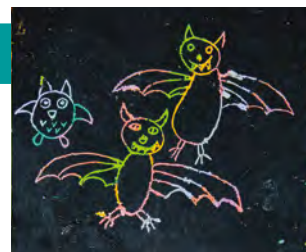
Discuss

- Discuss nocturnal animals and/or look at pictures.

Prepare

- Use old wax crayons and cover a piece of art paper with a thick layer of different colours. There must be no gaps in the crayon.
- Begin to cover the colourful layer with a thick layer of black crayon.

30 min



PHYSICAL EDUCATION

Activity stations

Use one of the four activity stations this week for PE Assessment 1 Spatial orientation

- Learners follow these verbal instructions:
 - Walk 6 steps forward, 10 steps backward and 3 steps to the left. Stop.
 - Walk sideways crossing legs.
 - Hop 6 times on one leg and 9 times on the other leg.

Perceptual motor

- Learners respond to flashcards of actions:
 - run, jump, skip, hop, sit, walk, stand

Prepare

- Choose three other activities from page 5, prepare equipment and divide class into four groups.

Introduce activity stations

- Ask confident learners to demonstrate.

Whole class activity

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

30 min

MG
pp. 51–52



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 comfortably and close their eyes.
- They listen attentively to the sounds they can hear around them.
- They open their eyes and tell each other what they heard.
- Talk about how sounds at night sometimes seem louder because people are making less noise, there are fewer cars, and so on.



BEGINNING KNOWLEDGE ASSESSMENT 1

More about night creatures

- Tell learners this is an assessment activity.
- Distribute copies of TG page 128.

Prepare

- Remind learners what they learnt about night creatures.

Do activity

- Look at the pictures and read the words.
- Draw a line from the word to the correct creature. A creature may have more than one word that describes it and some labels apply to more than one creature.
- Write answer to the question.

Marking:

See page 122

Marks: 10

p. 128

15 imiz

NAME _____ DATE _____

More about night creatures

Match the words and creatures.

lightest softest sharpest

fastest

eats only meat

eats meat and plants

eats only plants

Why do you think owls catch and eat moths?

128 Week 7 - Tuesday ASSESSMENT NAME _____



PHONICS

[Heading]

(Phonics activity heading from LAB)

Sound practice

- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Do the activity

- Walk around and assist learners where needed.

Check/mark the activity

p. 86

15 min

MG

pp. 8-13

DATE _____

Khetha igama elichanekileyo ukugqibezela isivakalisi.

isangqa ngengqolowa

impompo ingqula

ingqiniba impumlo

1 Umgubo wokubhaka wenziwe ngengqolowa.

2 Ubhuti ushukuma xa ethetha.

3 UBonga ushiye impompoza amanzi.

4 Utata ungqube yakhe edangeni.

5 Lwakhala usana kuba luvaleke.

6 UToto uzobe esibomvu encwadini yakhe.

86 - WEEK 7 - TUESDAY



READING

Sentence making

p. 127

15 min

MG

pp. 19-20

Cut out

- Learners cut out the sentence strip.

Read together

- Can you find the words that tell us that this story happened long ago? (*Once upon a time*)
- When do often hear this phrase? (at the beginning of stories)

Ask questions and cut off the words/word groups

- **When?** Once upon a time
- **Who?** A very old lady
- **Did what?** had come to the end
- **Of what?** of her life
- **What?** Her life
- **Been what?** had been
- **How?** very happy

Jumble and reconstruct the sentence

Once upon a time a very old lady

had come to the end of her life.

Her life had been very happy.

WEEK 7 127



SHARED WRITING

Introduction

- Choose one of the night creatures the class has learnt about.

Show the writing frame

- Title: the name of the animal.
- Paragraph 1: Two or more sentences about appearance.
- Paragraph 2: Two or more sentences about the way it moves around.

Paragraphs

- Paragraph 3: Two or more sentences about its food and how it gets it.

Brainstorm

- What animal shall we write about?
- What vocabulary will we need?

Shared Writing

- Use the writing frame and learners' ideas.

15 min

MG
pp. 38–41

(Title: name of animal) _____

(What it looks like) _____

(How it moves) _____

(What it eats and how it gets its food) _____



GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent 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.

MG
pp. 31–375 min
+
30 minMG
pp. 24–26

VISUAL ARTS

A night creature picture

30 min

Complete preparation

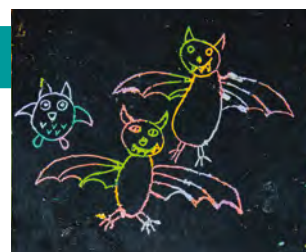
- Learners complete the thick layer of black crayon on top of the coloured crayon.

Create

- Learners use a pencil and draw the outline of a nocturnal creature on the prepared paper.

- They use a sharp stick to scratch away the black crayon on the pencil outline to reveal the coloured layer.
- They add additional details as necessary.

Display



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



PHYSICAL EDUCATION ASSESSMENT 1

Warm up

Activity stations

- Send each group to an activity station.

Assess Group 1

- Spatial orientation:**
Follow verbal directions:
 - Walk 6 steps forward, 10 steps backward and 3 steps to the left. Stop.

Spatial orientation and perceptual motor skills

30 min

- Walk sideways crossing legs.
- Hop 6 times on one leg and 9 times on the other leg.
- Perceptual motor:** Respond to flashcards of actions – run, jump, skip, hop, sit, walk, stand

Cool down

Marking: See page 125
Marks: 5



WEDNESDAY



WELLBEING

I think, I feel ...

15 min

Question

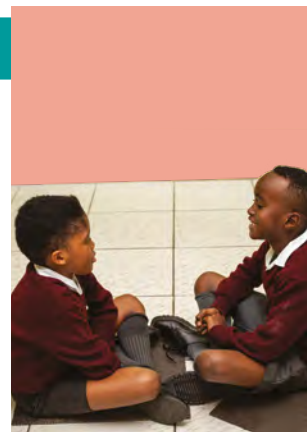
- How do you feel when you are safe in your house at night? Why?

Pairs

- Discuss the question.

Share

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



BEGINNING KNOWLEDGE

Owls

Make a KWL chart about owls

- Complete the *What we know* and *What we want to know* sections.
- Leave the chart on the board to complete on Friday.

Read the page

- Discuss the picture and read the text with the learners.

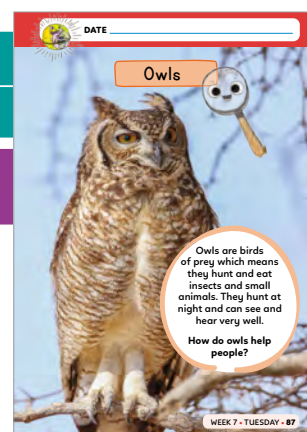
Talk about the question

- How will you find out the answers at home?

Learners will be assessed on their answers on Friday.

p. 87

15 min

MG
p. 45

PHONICS

LAB Heading

Introduce the sound

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

Identify words with the sound

- Learners provide more words.

Pairs

- Read the syllables and words.

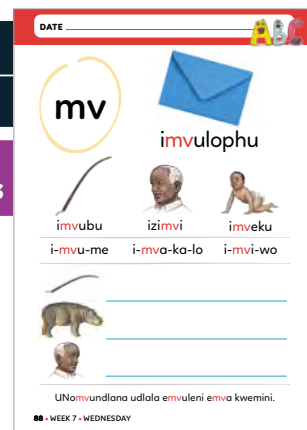
Write

- Write words for the pictures.

Read the sentence

p. 88

15 min

MG
pp. 8-13

READING

The owl story

pp. 78-80

15 min

Read together

- Read the first three pages of *The owl story* 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 ASSESSMENT 2 Night creatures

15 min

Review the Shared Writing from Tuesday

- Title.
- Three paragraphs: appearance, food and how it gets it, how it moves.

Brainstorm and write on board

- What other night creatures could we write about?
- What vocabulary might we need?

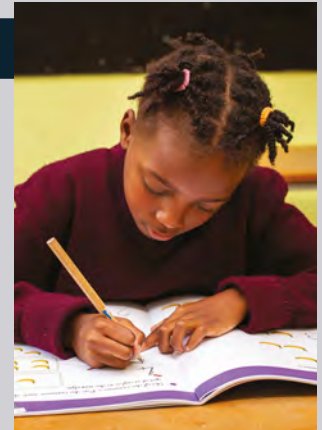
Write

- Learners write three paragraphs about a different night creature from the one used in Shared Writing.

Marking:

See page 121

Marks: 10



GROUP GUIDED READING

Handwriting

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent 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.

MG
pp. 31–37

5 min
+
30 min



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.

GGR: Group A second reading

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



PERFORMING ART

Improvise and interpret

30 min

Prepare

- Select a short piece of instrumental music that could represent animals moving.

Discuss

- Tell learners that music can create pictures in the mind. For example, loud music might make you think of lions roaring, fast music

might make you think of horses galloping, and so on.

Listen

- Play the selected piece of music to the learners.
- In pairs, talk about what animal they think it is. Share ideas with the class.

Move

- Play the music again and ask learners to move to the music.



PHYSICAL EDUCATION ASSESSMENT 1

Warm up

Activity stations

- Send each group to an activity station.

Assess Group 2

- **Spatial orientation:** Follow verbal directions:
 - Walk 6 steps forward, 10 steps backward and 3 steps to the left. Stop.

Spatial orientation and perceptual motor skills

30 min

- Walk sideways crossing legs.
- Hop 6 times on one leg and 9 times on the other leg.
- **Perceptual motor:** Respond to flashcards of actions – run, jump, skip, hop, sit, walk, stand

Cool down

Marking:

See page 125

Marks: 5



THURSDAY



LISTENING AND SPEAKING

Sing/recite

15 min

Tune: **At night** (The English words go with Incy wincy spider)

Stars shine in the sky (*flutter fingers*)
 Owls flap their wings and say "Whooh-whooh"
 (*flap arms*)
 Bats fly and swoop through the air
 (*swoop hands through air*)
 Cats jump and pounce and hunt (*jump*)

Leopards climb up trees (*pretend to climb*)
 Porcupines run across the grass
 (*run in place*)
 Hyenas laugh and howl (*howl*)
 And I lie in my bed to sleep (*place hands to the side of your head*)

You can use this poem or another well-known rhyme for the Performing Arts assessment in Week 8, so make sure that the learners practise this a number of times over the next few days.



BEGINNING KNOWLEDGE

Day or night riddles

15 min

Prior knowledge

- Discuss farm and domestic animals that learners know.
- Are any of them nocturnal? Encourage debate about whether cats are nocturnal. (*they are most active at dawn and dusk, but are not nocturnal.*)

Day or night riddles

- In small groups, take turns to make up a riddle about an animal.
- One clue must be whether it is a day or night animal.
- In pairs check answers.



PHONICS

Write sentences

15 min

Sound practice

- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Write sentences

- Write the 4 words on the board.
- For each word, 2–3 learners give oral sentences.
- In exercise books, learners write their own sentences using these words
- Walk around and assist where needed.

Check/mark the activity

Versioner. Provide the 4 words from V1 LAB p132

izimvi
 imvulophu
 imvubu
 imvula



READING

Vocabulary and language

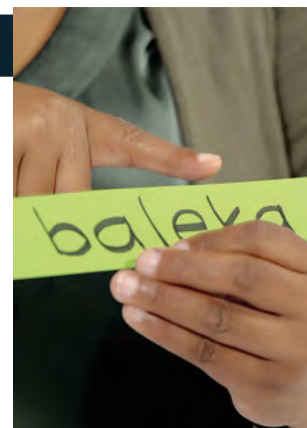
15 min

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 the sentence strip reconstructed on Tuesday.
- Circle the words that tell you more about the lady. (*very old*)
 What do you call this sort of word? (adjectives/describing words)
- What other words could you use to describe her? (*ancient; elderly; extremely old*)
- In the second sentence, instead of "very happy" think of some antonyms/opposites. (*sad, lonely, miserable, unhappy*)



**WRITING****Improve our writing**

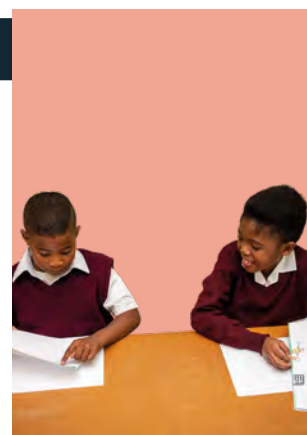
15 min

Discuss Shared Writing

- Read a sentence from Tuesday's Shared Writing to learners.
- Choose a word from the sentence and show how to replace it with a more interesting synonym (*ran can be replaced with scuttled, galloped, charged*).

Pairs: Read, check and improve

- Learners read a sentence from their writing from yesterday to a partner.
- Check the spelling and punctuation of the sentence together.
- Make your sentence more interesting by using a synonym for one word?

**GROUP GUIDED READING****Handwriting**

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent 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.

MG
pp. 31–375 min
+
30 minMG
pp. 24–26**PERFORMING ARTS ASSESSMENT 1**

30 min

Move to music**Introduction**

- Remind learners about the music they listened to yesterday.
- Ask them to talk about how they moved to the music.

Prepare

- Play a different piece of music and ask learners to think about which animal this makes them think of.

Perform

- Learners move to the music, depicting the animal they chose.
- They must use a range of different movements.
- Observe and make notes on the performance of each learner.

Marking:
See page 124
Marks: 5
**PHYSICAL EDUCATION ASSESSMENT 1****Spatial orientation and perceptual motor skills**

30 min

Warm up**Activity stations**

- Send each group to an activity station.

Assess Group 3

- **Spatial orientation:**
Follow verbal directions:
 - Walk 6 steps forward, 10 steps backward and 3 steps to the left. Stop.

- Walk sideways crossing legs.
- Hop 6 times on one leg and 9 times on the other leg.
- **Perceptual motor:** Respond to flashcards of actions – run, jump, skip, hop, sit, walk, stand

Cool down
Marking:
See page 125
Marks: 5




LISTENING & SPEAKING ASSESSMENT 2

Owls

There are 12 different types of owls in South Africa. The largest is the Eagle Owl and the smallest is the Scops Owl.

Owls help people by hunting and eating rats and other small creatures that eat crops and stored food. Rats can also make people sick by bringing germs or fleas that carry diseases into houses, or by biting people.

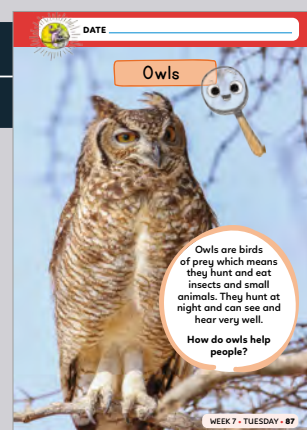
Snakes also come into houses to look for rats. So owls keep snakes away as well.

Call groups of about six learners

- Each learner tells you one thing about owls.
- Continue with this assessment in the next lesson.

p. 87

15 min



Marking: See page 117
Marks: 5



BEGINNING KNOWLEDGE

Owls

Continue with Listening and Speaking Assessment 2

Learners write and draw

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

For Recovery timetable, replace this lesson with maths and complete activity during extra GGR.

15 min



PHONICS

Timed word reading

Pairs read the words

- Learner reads to partner for 1 minute.
- Teacher times the 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. 89

15 min

MG
pp. 16-17



READING

My news

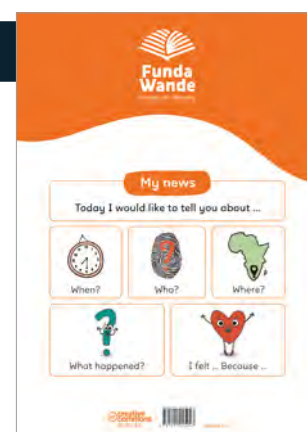
Provide a topic for the news

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

Learners write news in exercise books

- Write at least one paragraph with three sentences.
- Encourage them to use longer sentences and to provide details.

15 min





GROUP GUIDED READING

Handwriting check

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent 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.

MG
pp. 31–37

5 min
+
30 min

MG
pp. 24–26



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 ASSESSMENT 1

Warm up

Activity stations

- Send each group to an activity station.

Assess Group 4

- **Spatial orientation:**
Follow verbal directions:
 - Walk 6 steps forward, 10 steps backward and 3 steps to the left. Stop.

Spatial orientation and perceptual motor skills

- Walk sideways crossing legs.
- Hop 6 times on one leg and 9 times on the other leg.
- **Perceptual motor:** Respond to flashcards of actions – run, jump, skip, hop, sit, walk, stand

Cool down

30 min



Marking:
See page 125
Marks: 5

TEACHER'S WEEKLY REVIEW

This week, I have:

- **taken in the LABs** and exercise books
- **checked and corrected the work** and identified areas of concern or specific learners needing more assistance.
- **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.

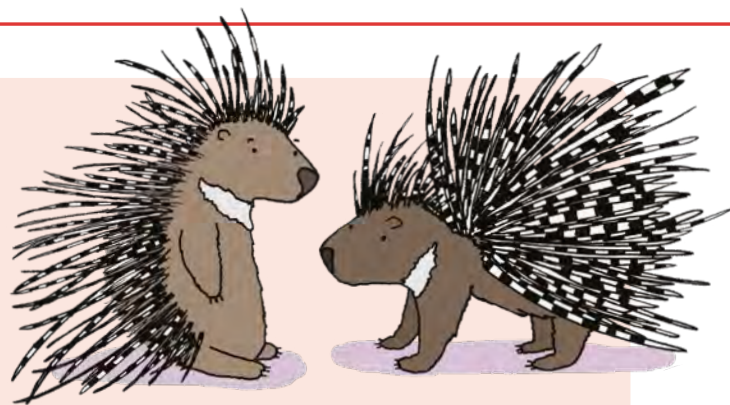
I have scheduled a time next week for:

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

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

WEEK 8 OVERVIEW

Night animals



PREPARATION

Flashcards

alive

chase

village

hunt

snakes

Sentence strip

That is why, where people chase owls away, there are lots of rats that eat their food. And there are many snakes that come to eat the rats.

INDEPENDENT TASKS

1 Paired Reading LAB page 96

2 Handwriting 1



Oo Jj

3 Handwriting 2 Bonolo le Mami ba bala dipalo.

4 Handwriting 3 Mošupologo Labobedi Laboraro Labone

5 DBE Home Language Page ??

6 DBE Home Language Page ??

7 DBE Life Skills Page ??

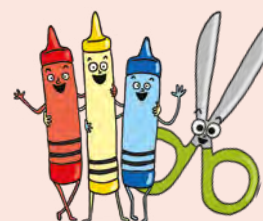
8 Dictionary

alive chase village hunt snakes



EQUIPMENT FOR ACTIVITIES

- Clay/plasticine/playdough; black and white paint; matchsticks/toothpicks/pieces of thatching grass/thin sticks for Visual Arts
- Equipment required for selected Physical Education activities



How porcupine got quills

Once upon a time, when the world was young, Porcupine had no **quills**. He had a smooth black coat and long, sharp claws. The lion, the hyena and the eagle all chased Porcupine because they wanted to eat him for dinner.

Poor Porcupine! He tried eating at night and hiding during the day, but still the other animals chased him.

One evening, a lion came strolling through the veld. He saw Porcupine and said, "Ah, dinner!" Porcupine was very frightened. He scratched with his long, sharp claws, and buried himself under a big thorn bush. Lion was too lazy to follow him.

When Porcupine crept out from under the bush, the long white thorns on the bush pricked him on his soft skin. "Ouch!" he shouted. "This bush **protects** itself with its long thorns! This gives me an idea!"

He broke off some of the branches of the thorn bush and put them on his back. Then he went and sat out in the open veld to see if something would try and catch him.

When an owl came swooping down from the sky, Porcupine curled himself up in a ball. Owl's beak and soft chest bashed into the thorns and he flew away to nurse his **wounds**.

Hyena came slinking through the grass, looking for food. "Mmm, nice juicy Porcupine!" he muttered. But as he got close, Porcupine curled up and the sharp thorns pricked Hyena's lips. "Ow! Ow! Ow!" howled Hyena as he ran away.

The next day, Porcupine collected a lot of sharp white thorns. He put clay all over his back and stuck the thorns to the clay. When the animals saw his sharp, spiky skin they kept far away because they knew the thorns would hurt them.

In the end, all porcupines started growing long quills on their backs. They protect themselves from other animals that want to attack them. And that is why all porcupines have quills today!



VOCAB

quills – long sharp prickles on the porcupine's back

protects – make sure that it is not hurt

wounds – injuries that are caused when something (such as a knife) breaks the skin

MONDAY



READ ALOUD

How porcupine got quills

Before reading

- What type of stories start with *Once upon a time* ...?

Read the story aloud, with expression

- Use different voices for different characters.
- Do not interrupt reading to explain or ask questions.

After reading

- Allow learners to respond to the story and say what they enjoyed about it or wondered about.
- Briefly explain highlighted vocabulary.

TG
p. 91

15 min



BEGINNING KNOWLEDGE

Seeing in the dark

Prior knowledge

- What night animals can you remember?

Read the page

- Look at the pictures and read the text to and with the learners.

Respond

- Learners answer verbally or write answers.

p. 91

15 min

DATE _____

Seeing in the dark

Animals that are active at night can see in the dark.

<p>Owls can't move their eyes much but they can turn their heads round to look backwards.</p>	<p>The pupil of a crocodile's eye is like a slit. It can get wider to let in more light.</p>
<p>Cats have a layer in their eyes that reflects light. This helps them to hunt in the dark.</p>	<p>Have you ever seen animal eyes shining in the dark? What animal did you see?</p>

WEEK 8 • MONDAY • 91



PHONICS

[LAB activity]

Introduce the sound

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

Identify words with the sound

- Learners provide more words.

Pairs

- Read the syllables and words.

Write

- Write words for the pictures.

Read the sentence

p. 92

15 min

MG
pp. 8–13

DATE _____

ngw ingwane

<p>amangwevu</p>	<p>ingwevukazi</p>	<p>ingwenkala</p>
<p>i-ngwi-qi</p>	<p>ii-ngwe-le</p>	<p>i-ngwa-m-za</p>

Ingwanjalala iginge ingwiqi yakubona iingwele.

92 • WEEK 8 • MONDAY



READING

The owl story

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

- On page 81 point to words that tell us this page is about the old lady's son.

- On page 82 point to the word that shows us how many rats lived in the village when the owl was there.
- On page 83 point to the words that tell us two things that the rats did after the owls left.
- Can you find the phrase that tells us the reason that rats eat people's food.

pp. 81–83

15 min

He told people who lived near him to chase owls away. He said that if he had chased the owl away his mother would still be alive. The people chased the owls away from the village.

WEEK 7 • 91



HANDWRITING

Model and practice

Model on board

- Provide a pattern to practise this week.
- Demonstrate the 3 handwriting tasks for the week on the board.
- Describe the letter formations.

Guided practice

- Learners copy the pattern and the first activity in exercise books.
- Walk around, correcting posture and pencil grip.

Independent practice

- Learners will practise further during Independent Work time.

30 min

MG
pp. 31–37



GROUP GUIDED READING

Handwriting check

- 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 Reading Assessment 1.

MG
pp. 31–37

5 min
+
30 min



READING 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 1–2 minutes.
- Ask questions to check understanding.

Marking: See page 119
Marks: 10



VISUAL ARTS

Make a porcupine

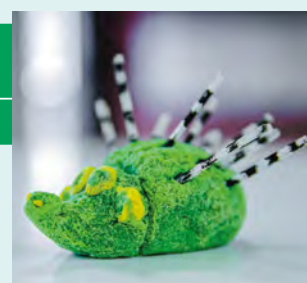
Discuss

- What do porcupines look like? What colour are they? What shape are they?
- What do they have on their backs?

Create

- Learners create quills from sticks, matchsticks or toothpicks.
- They paint the sticks to look like porcupine quills.
- Keep these safe to complete on Tuesday.

TG
p. 131
30 min



Marking: See page 123
Marks: 5



PHYSICAL EDUCATION

Activity stations

Physical Education Assessment 2 takes place on Wednesday and Friday this week

Prepare

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

Introduce activity stations

- Show the equipment and explain the activities for the week.
- Ask confident learners to demonstrate.

Whole class activity

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

30 min

MG
pp. 51–52



TUESDAY

**WELLBEING** Mindful me

15 min

- Learners sit with legs crossed and eyes shut.
- Tell them to imagine they are sitting around a fire. Tell them to imagine the flames.
- In pairs learners tell each other what they “saw” in the flames?
- One or two learners share with the group.

**BEGINNING KNOWLEDGE** Eyes

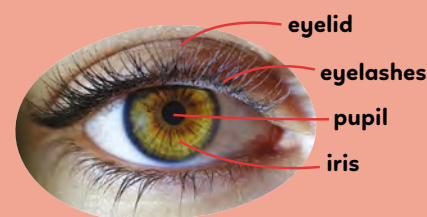
15 min

What happens to your eyes in the sunlight?

- Outside in the sunlight, pairs observe their partner's pupils..
- One learner closes eyes tightly and counts slowly to 10.
- When they open their eyes, the partner observes any changes to the pupil.

Discuss

- How did the size of the pupils change in the sunlight?
- Does that mean that more or less light got into the eye?

**PHONICS ASSESSMENT 1** Fill in the soundsTG
p. 129
15 min**Dictate the sounds**

- Distribute copies of TG page 129.
- Learners write sounds in the boxes as you say them.

- 1.
- 2.
- 3.
- 4.
- 5.

Versioner: add sounds
see V1**Fill in the sounds**

- Learners complete the words for the pictures.

Take in pages to markMarking:
See page 118
Marks: 10

NAME _____ DATE _____

Bhala izandi

1 2 3 4 5

Fakela isandi esishiyiweyo.

isikhonkwane 3 um abo

1 i avu 4 ii ulamthi

2 i e 5 i amza

ASSESSMENT NAME _____ Week 8 - Tuesday 129

**READING** Sentence makingp. 129
15 min**Cut out**

- Learners cut out the sentence strip.

Read together

- Why are there commas (,) on either side of the words *where people chase owls away*?

Ask questions and cut off the words/word groups

- **Why?** This is why
- **Who?** when people
- **Do what?** chase

- **What?** owls
- **Where?** away
- **How many?** there are lots
- **What?** of rats
- **Do what?** that eat their food.
- **Joining word** And
- **How many?** there are many
- **What?** snakes
- **Do what?** that come to eat
- **What?** the rats

Jumble and reconstruct the sentenceMG
pp. 19–20

That is why, where people chase owls
away, there are lots of rats that
eat their food. And there are many
snakes that come to eat the rats.

WEEK 8 129

**SHARED WRITING****An animal fable****Introduction**

- Recap the two fables about the porcupine and the zebra.

Show the writing frame

- Focus on the sentence starters

Brainstorm

- What creature will we write about?

- What problem might the creature have?
- What solution could it have to the problem?

Shared Writing

- Use the writing frame and the learners' ideas to write a fable together.

15 min

MG
pp. 38–41**An animal fable.**

Once upon a time _____.

(Problem) _____.

(Solution) _____.

In the end _____.

And that is why _____.

**GROUP GUIDED READING****Handwriting check**

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent 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 Reading Assessment 1.

MG
pp. 31–375 min
+
30 min**READING 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 1–2 minutes.
- Ask questions to check understanding.

Marking: See page 119
Marks: 10**VISUAL ARTS ASSESSMENT 2 (continued)****Make a porcupine****Create**

- Learners form the body of a porcupine from clay or plasticine or playdough.
- Add features such as legs/feet, tail, eyes and a nose.
- Push the quills they created the previous day into the clay.
- Leave to dry.

Display

- Display the models in the classroom.

30 min

**Marking:** See page 123
Marks: 5**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

MG
pp. 51–52

WEDNESDAY



WELLBEING

I think, I feel ...

15 min

Questions

- How do I feel when I am outside at night?

Pairs

- Discuss the question.

Share

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



BEGINNING KNOWLEDGE

Starry Night

p. 93

15 min

MG
p. 45

Prior knowledge

- Ask learners if they remember the *Sunflowers* painting from Term 3. Who was the artist?

Read the page

- Discuss the picture and read the text with the learners.
- What objects do you recognise in the picture?

- Are the colours warm or cool?
- How does it make you feel?

Talk about the question

- What do you need to do to answer the questions? (*look carefully at the picture*)
- Will everyone have the same answer?

Learners to bring answer on Friday

DATE _____

Starry Night

Last term we looked at a painting by Vincent van Gogh called *Sunflowers*. This painting by him is called *Starry Night*.

What colours can you see in this painting?
How does it make you feel?

WEEK 8 • MONDAY • 93



PHONICS

LAB Heading

Introduce the sound

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

Identify words with the sound

- Learners provide more words.

Pairs

- Read the syllables and words.

Write

- Write words for the pictures.

Read the sentence

p. 94

15 min

MG
pp. 8–13

DATE _____

ngc

ingcungcu

ingca iingcingo umngcunube
ngco-tsha i-ngcu-ka i-ngco-mbo-lo

Unongcundo uyanguculalaza.

94 • WEEK 8 • WEDNESDAY



READING

The owl story

pp. 81–83

15 min

Read together

- Read the second half of *The owl story* 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.

He told people who lived near him to chase owls away. He said that if he had chased the owl away his mother would still be alive. The people chased the owls away from the village.

WEEK 7 • 91



WRITING **An animal fable**

15 min

Review

- Review the shared writing fable from the previous day.

Brainstorm vocabulary

- Brainstorm words about different animal features. (*elephant - trunk; cat - whiskers; monkey - tail*)

Write

- Learners choose their own fable and write it.
- They could publish these in a class book in Week 10.



GROUP GUIDED READING

Handwriting check

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent 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 Reading Assessment 1.

MG
pp. 31–37

5 min
+
30 min



READING 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 1–2 minutes.
- Ask questions to check understanding.

Marking: See page 119
Marks: 10



PERFORMING ARTS ASSESSMENT 2

Recite and perform

Warm up

- Say the poem from Week 7 (or another suitable poem) with the class.

Discuss

- Talk about different actions for each line.
- Discuss what sort of voice to use for each line – loud, soft, high, low, fast, slow.

- Discuss posture when you recite:
 - Look straight at the audience.
 - Stand up straight.
 - Use a lot of expression.

Group work

- Practise performing the poem together.
- Groups will be assessed tomorrow.

30 min



Marking: See page 124
Marks: 5



PHYSICAL EDUCATION ASSESSMENT 2

Play a game

Choose a game

- Select a game like cat and mouse or a ball game like mini cricket, mini soccer or rounders.

Explain the activity

- Tell learners the rules of the game you have selected.
- Check that they understand the rules by asking questions.

- Supply any equipment you might need.

Play the game

- Learners play the game.

Observe and assess half the learners today, and the rest on Friday.

30 min



Marking: See page 125
Marks: 5



LISTENING AND SPEAKING

Sing/recite

15 min

Tune for English words: *The wheels on the bus*

The owls in the night go
 "Who – whoo – whoo
 whoo – whoo – whoo,
 whoo – whoo – whoo!"
 The owls in the night go
 "Who – whoo – whoo!"
 All night long!

The hyenas in the night go
 "Laugh – laugh – laugh,
 laugh – laugh – laugh,
 laugh – laugh – laugh!"
 The hyenas in the night go
 "Laugh – laugh – laugh!"
 All night long!

(Create other verses about different night creatures.)



READING

Facts about porcupines

Prepare

- Distribute copies of TG p. 130 to learners.

Read

- Learners read the text on their own.
- Allow them to discuss what they have read with a partner.
- Read the whole text to the class.

TG
p. 130
15 min

NAME _____ DATE _____

Facts about porcupines

Read the paragraph by yourself.

Porcupines have sharp quills on their backs. These quills are made from hairs that are joined together. Most porcupines have about 30 000 quills.

When baby porcupines are born, their quills are soft. They take about five days to get hard.

Porcupines use their quills to protect themselves. They stamp their feet and shake their quills to frighten away other animals. If the animal doesn't go away, the porcupine runs backwards so their sharp quills get stuck in the other animal.

A porcupine can grow new quills when their quills fall out.

130 Week 7 - Tuesday ASSESSMENT NAME _____



READING ASSESSMENT 2

Comprehension

Prepare

- Distribute copies of TG page 131.
- Read the instructions together. Ensure that learners understand what to do for each question.

Revision

- Learners re-read the text.

Answer the questions

- Learners work individually to answer the comprehension questions based on the text.

TG
p. 131
15 min

NAME _____ DATE _____

Comprehension

Read Facts about porcupines on your own.

1 Porcupine quills are made from _____
☐ hair ☐ thorns ☐ sticks

2 Write T for True and F for False.
 Porcupines protect themselves by
 Stamping their feet _____
 Biting other animals _____
 Shaking their quills _____
 Running into the other animal _____

3 Can newborn porcupines protect themselves?
☐ Yes ☐ No
 Why? _____

4 How many quills do porcupines have? _____

5 Can porcupines lose all their quills? Give a reason for your answer.

ASSESSMENT NAME _____ Week 8 - Tuesday 131

Marking:
See page 122
Marks: 10



PHONICS

[Heading]

[Phonics activity heading from LAB]

Sound practice

- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Learners do the activity

- Walk around and assist where needed.

Check/mark the activity

p. 95
15 min

NAME _____ DATE _____

Bhala amagama ngendlela echanekileyo

1 iingongci iingcingo

2 ukutshangco _____

3 unubemngcu _____

4 iimbungca _____

5 ingcuncgu _____

6 ibumvu _____

7 inibangqi _____

8 iphumvulo _____

WEEK 8 • WEDNESDAY • 95

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

15 min

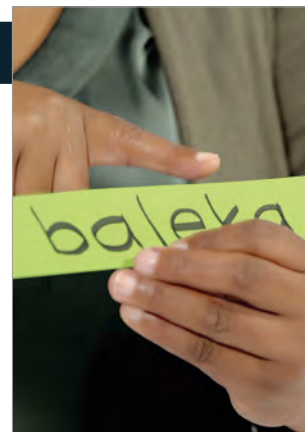
Flashcards

- 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 the sentence strip reconstructed on Tuesday.

- If you leave out the words between the commas (where people chase owls away) does the sentence still make sense? (yes)
- Read the sentence aloud without the clause.
- Think of another clause you could use (*in places where there are no owls OR where there is lots of food.*)

**GROUP GUIDED READING****Handwriting check**

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent letter 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 Reading Assessment 1.

MG
pp. 31–375 min
+
30 min**READING 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 1–2 minutes.
- Ask questions to check understanding.

Marking: See page 119
Marks: 10**PERFORMING ARTS ASSESSMENT 2 (continued)****Improvise and interpret****Group work**

- Learners have a few minutes to practise their poem as a group.
- Remind them to stand up straight, recite clearly and perform actions.

Assess

- Call each group to perform for the class.
- Observe individual learners in the group.
- Ask confident groups to perform first.

Evaluate

- Praise and affirm learners.

30 min

**Marking:** See page 124
Marks: 5**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

MG
pp. 51–52



LISTENING AND SPEAKING

Starry Night

Vincent van Gogh painted *Starry Night* after he had been in hospital for a long time. The colours are mostly dark and are cool colours. He was very sad when he painted this picture. Some people think that he knew he was going to die soon and that is why the picture looks sad.

Pairs

- Share your answers to the questions.

Class

- Ask a few learners to share with the class.
- Discuss and give more information.
- Ask: Would you like to live in the town in this painting? Why/why not?

p. 93

15 min



BEGINNING KNOWLEDGE

Starry Night

Write

- Write sentence starter on the board:
I would /would not like to live in this town, because.....
- On their own, learners copy the starter and finish the sentence.

For Recovery timetable, replace this lesson with maths and complete activity during extra GGR.

15 min



PHONICS ASSESSMENT 2

Dictation

15 min

Dictate words

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

Write

- Give learners time to write each word.
- Take in books to mark.

[versioners] supply 5 words taught during phonics over the last 2 week (they should be in TGv1 for this week already)

Marking:
See page 118
Marks: 5

5 words

listed from

top to

bottom

here



WRITING

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 news in exercise books

- Write *at least one* paragraph with three sentences.
- Encourage them to use longer sentences and to provide details.





GROUP GUIDED READING

Handwriting check

- Check some handwriting books and provide feedback.
- Remind learners to practise consistent 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 Reading Assessment 1.

MG
pp. 31–37

5 min
+
30 min



READING 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 1–2 minutes.
- Ask questions to check understanding.

Marking: See page 119
Marks: 10



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 ASSESSMENT 2 (continued)

Play a game

Choose a game

- Choose a different game from the game you chose on Wednesday.

Explain the activity

- Tell learners the rules of the game you have selected.
- Check that they understand the rules by asking questions.

- Supply any equipment.

Play the game

- Learners play the game.
- Observe and assess the second half of the class this lesson.

Marking:
See page 125
Marks: 5

30 min



TEACHER'S WEEKLY REVIEW

This week, I have:

- **taken in the LABs** and exercise books
- **checked and corrected the work** and identified areas of concern or specific learners needing more assistance.
- **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, for example, when the class is busy, or early in the morning.

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

WEEK 9 OVERVIEW

Special times with family



PREPARATION

Flashcards

wedding

beautiful

nervous

ceremony

traditional

Sentence strip

Dora's mother told her that her aunt was getting married in the December holidays and that she wanted Dora to be a flower girl at the wedding.

INDEPENDENT TASKS

1 Paired Reading LAB page 113

2 Handwriting 1 Bb Dd

3 Handwriting 2 Bonolo le Mami ba bala dipalo.

4 Handwriting 3 Mošupologo Labobedi Laboraro Labone

5 DBE Home Language Page ??

6 DBE Home Language Page ??

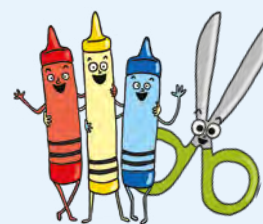
7 DBE Life Skills Page ??

8 Dictionary

wedding beautiful nervous ceremony traditional

EQUIPMENT FOR ACTIVITIES

- Paper, crayons/kokis, scissors, glue and sucker sticks (or any other flat sticks)
- Scraps of fabric and wool, coloured paper, pages of magazines for decorating the puppets
- Pictures of weddings
- Equipment required for selected Physical Education activities



Dora, the flower girl

One day Dora's mum came home with exciting news. "My sister wants you to be a flower girl at her wedding! She has also asked your cousin Zandile."

Dora's eyes got very big. "Hawu, Ma!" she said, "Me, a flower girl? At Auntie's wedding?"

What does a flower girl do? What will I wear? What will happen?"

"Well," said her mother, "first, we must get you a beautiful white dress, because you must look like a little bride. You will wear flowers in your hair, and you will carry flowers." Dora imagined how she would look.

"On the wedding day, we will get you and Zandile beautifully dressed," said her mother. "When the bride is ready, we will drive to the church. The groom will be waiting inside. You and Zandile will walk into the church in front of the bride. You will need to walk slowly because it is a special moment."



Her mother went on "Then there will be the wedding **ceremony** in the church. You and Zandile will need to be very quiet. After that, you will walk out of the church behind the bride. After that we will all go to the **reception** and have a wonderful party to celebrate with food and music and dancing. And there will be lots of photos!"

Then Granny told Dora that this wasn't all that was going to happen. She said, "Your Auntie will have two weddings. The first one is the church wedding, and the second one is the **traditional** wedding. For the traditional wedding, guests go to the groom's home. People bring presents of blankets and things for the couple's home."

"We will all wear traditional clothes," added Dora's mother. "You will wear beads in your hair and around your neck. You will even do some traditional dancing with all the other girls."

"Oh, I think it will be the best weekend of my life!" said Dora. "I can't wait!"

VOCAB

ceremony – a formal event where things are said or done in a special way

reception – the party that many people have after a wedding

traditional – following customs that have not changed for a long time

MONDAY



READ ALOUD

Dora the flower girl

Before reading

- Ask learners to name special events they have been to with their families.

Read the story aloud, with expression

- Use different voices for different characters.
- Do not interrupt reading to explain or ask questions.

After reading

- Allow learners to respond to the story and say what they enjoyed about it or wondered about.
- Briefly explain highlighted vocabulary.

TG
p. 103
15 min



BEGINNING KNOWLEDGE

Find out about festivals

Prior knowledge

- Have you celebrated a festival like Christmas or Eid? What was the best part?

Read page to and with the learners

Discuss

- What other festivals do different religions celebrate?
- What are special parts of these festivals?

p. 104
15 min

DATE _____

Find out about festivals

Hindus celebrate **Diwali**, the Festival of Light, at the beginning of November. Prayers last for 3 to 5 days. People light diya lamps.

Muslims celebrate **Eid Al-Fitr** at the end of Ramadan. The dates change each year. Celebrations last for 3 days. They give gifts to family and food to the poor.

Christians celebrate **Christmas** on 25 December, to remember the birth of Jesus. They decorate their homes and go to church.

104 • WEEK 9 • MONDAY



PHONICS

[Heading]

(Phonics activity heading from LAB)

Introduce the sound

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

Identify words with the sound

- Learners provide more words.

Pairs

- Read the syllables and words.

Write

- Write words for the pictures.

Read the sentence

p. 105
15 min

MG
pp. 8–13

DATE _____

qhw

isqhwintsi

ukuqhwitha isiqhwala isaqhwithi

u-ku-qhwa-ba i-ntla-ma i-ntlu-tha

Isiqhwala siqhelekele eqhwehaya sofihla intloko zintloni.

WEEK 9 • MONDAY • 105



READING

Dora the flower girl

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 98 point to the words that tell us when Dora's auntie was getting married.
- On page 99 point to the words that tell us Dora was excited.
- How many questions did she ask her mother?
- On page 100 point to the words that tell us what comes after the church wedding.
- On page 101 point to the word that tells us there is a different sort of wedding after the church wedding.

pp. 98–103
15 min

DATE _____

Dora the flower girl

Dora's mother told her that her aunt would be getting married in the December holidays and that she wanted Dora to be a flower girl at the wedding.

Dora was very excited. She had never been to KwaZulu-Natal where her aunt lived.

98 • WEEK 9



HANDWRITING

Model and practice

Model on board

- Provide a pattern to practise this week.
- Demonstrate the 3 handwriting tasks for the week on the board.
- Describe the letter formations.

Guided practice

- Learners copy the pattern and the first activity in exercise books.
- Walk around, correcting posture and pencil grip.

Independent practice

- Learners will practise further during Independent Work time.

30 min

MG
pp. 31–37



GROUP GUIDED READING

Handwriting check

- 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.

MG
pp. 31–37

5 min
+
30 min

MG
pp. 24–26



VISUAL ARTS

Puppets

Discuss

- Talk about different attire that people can wear at weddings.

Groups

- Learners work in groups of four. Each chooses one character from a wedding party. (*the bride, bridesmaid, groom, best man*)
- Discuss what kind of wedding it will be.

Draw

- Learners draw their character on a piece of A4 paper, and colour it.
- Keep the drawings safe to complete and decorate on Tuesday.

30 min



PHYSICAL EDUCATION

Activity stations

Prepare

- Choose four different activities from page 5, prepare equipment and divide class into four groups.

Introduce activity stations

- Ask confident learners to demonstrate.

Whole class activity

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

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

30 min

MG
pp. 51–52



TUESDAY



WELLBEING

Mindful me

- Ask learners which of the relaxation techniques they have learnt during the year were most helpful.
- Practise a breathing exercise.
- Practise a laughing exercise.
- Remind learners that they can use these techniques at any time, even when they aren't at school.

15 min



BEGINNING KNOWLEDGE

Special festivals

Link to yesterday's lesson

- Remind learners about the different festivals they read about.

Do activity

- Read the headings.
- Complete the table.

Pairs: check work

- Check answers.

p. 106

15 min

DATE _____

Special festivals
Fill in the table.

	Diwali	Eid Al-Fitr	Christmas
When?			
How long?			
What people do 1			
What people do 2			

106 • WEEK 9 • TUESDAY



PHONICS

[Heading]

(Phonics activity heading from LAB)

Sound practice

- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Do the activity

- Walk around and assist learners where needed.

Check/mark the activity

p. 107

15 min

MG
pp. 8–13

DATE _____

Khetha igama elichanekileyo ukugqibezela isivakalisi.

intloko
kuqhweba
Intlama
otyheli

1 Umama uxove intlama eninzi.
2 Musa _____ umcinga uza kutshisa.
3 Xa ungavumi uze unikine _____.
4 _____ ebisilapha siwise imizi nemithi emininzi.
5 Umbala _____ ngawona ndiwuthandayo.
6 Ndiza _____ kathathu nivule amehlo.

WEEK 9 • TUESDAY • 107



READING

Sentence making

Cut out

- Learners cut out the sentence strip.

Read together

- Find the apostrophe in the sentence. What does it stand for?
- How many words can you find that talk about women and girls?

Ask questions and cut off the words/word groups

- **Who?** Dora's mother

- **Did what?** told her
- **What?** that her aunts
- **Do what?** would be getting married
- **When?** in the December holidays
- **Joining words** and that
- **Do what?** she wanted
- **Who?** Dora
- **Do what?** to be
- **What?** a flower girl
- **Where?** at the wedding

Jumble and reconstruct the sentence

p. 131

15 min

MG
pp. 19–20

Dora's mother told her that her aunt
would be getting married in the December
holidays and that she wanted Dora
to be a flower girl at the wedding.

WEEK 9 • 131



SHARED WRITING

A future celebration

15 min

MG
pp. 38–41

Introduction

- What things do we celebrate at school? (*Sports Days, Heritage Day, religious holidays, Spring Day, World Book Day*).

Show the writing frame

- Three paragraphs each with one main idea
- Questions to help focus on the ideas

Brainstorm

- What celebration shall we write about?
- When do we celebrate it? Who comes? What do we do, wear, eat?

Shared Writing

- Use the writing frame and learners' ideas.
- Write in the future tense, for example, In May next year we *will* celebrate World Book Day at school.

A future celebration

Paragraph 1:
What celebration?
When?

Paragraph 2:
Who will be there?
Where will it be?

Paragraph 3:
What will we do?



GROUP GUIDED READING

Handwriting check

- 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 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.

MG
pp. 31–37

5 min
+
30 min

MG
pp. 24–26


VISUAL ARTS

Puppets (continued)

Create

- Use scraps of fabric or wool, coloured paper, pages from magazines to decorate the drawings of wedding clothing.

Construct

- Cut out the characters and paste onto card.
- Attach each to a stick to make a puppet.

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

MG
pp. 51–52


WEDNESDAY



WELLBEING

I think, I feel ...

15 min

Question

- In an emergency I need to be calm. What can I do to help myself calm down?

Pairs

- Discuss the question.

Share

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



BEGINNING KNOWLEDGE

Wedding traditions

p. 108

15 min

MG
p. 45

Make a KWL chart about wedding traditions

- Complete the *What we know* and *What we want to know* sections.
- Leave the chart on the board to complete on Friday.

Read the page

- Discuss the picture and read the text with the learners.

Talk about the question

- How will you find out the answers at home?
- Learners to bring answers on Friday



PHONICS

[LAB Heading]
(language specific)

Introduce the sound

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

Identify words with the sound

- Learners provide more words.

Pairs

- Read the syllables and words.

Write

- Write words for the pictures.

Read the sentence

p. 109

15 min

MG
pp. 8-13

READING

Dora the flower girl

pp. 98-100

15 min

Read together

- Read the first three pages of *Dora the flower girl* 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

A future celebration

Review the format

- Three paragraphs of at least two sentences.
- Each paragraph contains one main idea.
- Remind learners to use the future tense, for example: The celebration *is* still coming; In December we *are going* to celebrate Christmas; We *will* all go to granny's house.

Brainstorm vocabulary

- Different celebrations; names of family members; venues; possible activities.

Write

- Learners use the writing frame to write about a celebration that their family will have in the future.

15 min

MG
bl. 38–41



GROUP GUIDED READING

Handwriting check

- 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: 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.

GGR: Group A second reading

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

MG
pp. 31–37

5 min
+
30 min



PERFORMING ARTS

A puppet show

Warm up

- Sing a celebration song.

Groups

- Use puppets made in VA and work out a short play about a wedding.

Perform

- Share the play with another group.

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

MG
pp. 51–52



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

Note to versioner: If this is a song, indicate the tune to use

Wave your hands in the air!
Celebrate!
Clap your hands together twice!
Celebrate!
Raise your two thumbs up!
Celebrate!
Do a happy, happy dance!
Celebrate!

Stand up straight and give a loud cheer!
Celebrate!
Let's celebrate the end of a happy
school year!

OR

Select a song about a religious festival or
celebration appropriate to the culture of
your learners.



BEGINNING KNOWLEDGE

What have I learnt?

Prior knowledge

- Remind learners of the different stories and themes they have learnt during the year.
- Ask learners what they enjoyed the most?

Do the activity

- Read the words.
- Discuss each of the themes and what they learnt as a class.

p. 110

15 min

DATE _____

What have I learnt?

Talk about what you learnt in these themes.

I am special	Soil
What we need to live	Transport
The seasons	South Africa
Animal homes	Dreams

Which theme did you enjoy the most?

110 • WEEK 9 • THURSDAY



PHONICS

Write sentences

Sound practice

- At a fast pace, show sound cards for sounds learned so far.
- Learners say the sounds on the cards.
- Ask individuals and groups.

Write sentences

- Write the 4 words on the board.
- For each word, 2–3 learners give oral sentences.
- In exercise books, learners write their own sentences using these words.
- Walk around and assist where needed.

Check/mark the activity

*Versioner. Provide
the 4 words from
V1 LAB p170*

15 min

MG
pp. 8–13

tyhudisa

indwe

tyhila

iindwendwe



READING

Vocabulary and language

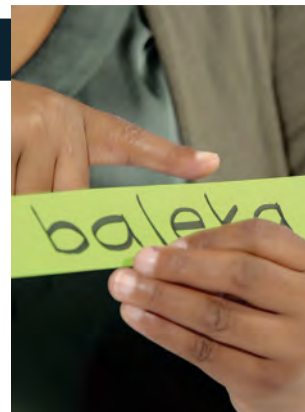
15 min

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 the sentence strip reconstructed on Tuesday.
- Look at the words **her** and **she**. These are **pronouns**. Who does the first 'her' talk about? (*Dora*)
- Who does the second 'her' talk about? (*also Dora*)
- Who does 'she' talk about? (*Dora's aunt*)
- Do 'she' and 'her' refer to women or men? (*women*)
- What pronouns would you use for men? (*him, he*)





WRITING

Written comprehension

Read silently

- Learners re-read the story *Dora the flower girl*.

Answer the questions

- Learners should not do this from memory. They must look at the text to find answers.

Check answers together

p. 111

15 min

DATE _____

Comprehension

Read the story of *Dora the flower girl*.

- Who told Dora about the wedding?
 - ☐ her mother
 - ☐ her granny
 - ☐ Zandile
- What special clothes will Dora wear?
 - ☐ a white dress
 - ☐ flowers in her hair
 - ☐ a coloured dress
- The story _____ .
 - ☐ is happening now
 - ☐ has happened already
 - ☐ is still going to happen
- What does a flower girl do at a wedding? _____
- Where will the traditional ceremony be held? _____

WEEK 9 - THURSDAY - III



GROUP GUIDED READING

Handwriting check

- 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 B and C second reading

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

MG

pp. 31-37

5 min

+ 30 min

MG

pp. 24-26



PERFORMING ARTS

Mime

Discuss

- Remind learners how to mime (act out an event or activity without using any words).

Groups

- In groups learners select a celebration such as a birthday party.
- They work out actions to depict the celebration.

Perform

- Each group performs their mime for the class.
- The rest of the groups try to guess what celebration it is.

Evaluate

- Praise and applaud each group.

30 min



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



PHYSICAL EDUCATION

Activity stations

Warm up

Activity stations

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

Cool down

30 min

MG

pp. 51-52



FRIDAY



LISTENING AND SPEAKING

Wedding traditions

Different cultures and groups of people have different wedding traditions. Some cultures have a religious ceremony in a church, mosque or temple. Others have traditional ceremonies at the homes of the bride or groom. Some have both. In some cultures the bridegroom pays a dowry for the bride. In most cultures guests give the bride and groom presents.

Weddings usually involve both a ceremony and a celebration. There are often beautiful clothes

and a party in a tent, a hall or hotel, or at home. People serve delicious food. Whether the wedding is traditional, religious or simple, a wedding is always a time for families to celebrate with the new couple.

Pairs Tell what you found out.

Share

- Ask a few learners to share with the class. Write in the KWL chart.
- Discuss and give more information.

p. 108

15 min



BEGINNING KNOWLEDGE

Wedding traditions

Write and draw what you found out

- Write something you learned.
- Draw a picture.

15 min



For Recovery timetable, replace this lesson with maths and complete activity during extra GGR.



PHONICS

Timed word reading

Pairs read the words

- Learner reads to partner for 1 minute.
- Teacher times the 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. 112

15 min

MG
pp. 16–17

DATE _____

Ukufunda amagama ngexesha elibekiweyo

Mangaphi amagama ongawafunda ngomzuzu?

phakama	umva	phatha	igusha	ujingi
ifoto	nguye	amagama	ngoko	uyoyika
idolo	dlula	bhaka	imbewu	ipilisi
ibali	mhle	ingaba	jikeleza	yima
yakha	xuba	ingxolo	lumka	igolide
linda	umvundla	ifowuni	qhekeza	igogogo
luma	ubhuti	vula	qhuba	ayeke
xhuma	ngomso	vala	ufuna	azama

Amagama awafunde ngokuchanekileyo _____

112 • WEEK 9 • FRIDAY



WRITING

My news

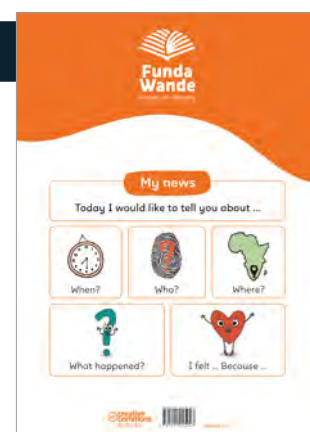
Provide a topic for the news

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

Learners write news in exercise books

- Write *at least one* paragraph with three sentences.
- Encourage them to use longer sentences and to provide details.

15 min





GROUP GUIDED READING

Handwriting check

- 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 D and E second reading

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

MG
pp. 31–37

5 min
+
30 min

MG
pp. 24–26



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

30 min

MG
pp. 51–52



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

TEACHER'S WEEKLY REVIEW

This week, I have:

- **taken in the LABs** and exercise books
- **checked and corrected the work** and identified areas of concern or specific learners needing more assistance.
- **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, for example, when the class is busy, or early in the morning.

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

WEEK 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.
- Invite someone from the staff or community who has recently got married to come and tell the class about their wedding.
- Learn seasonal songs if appropriate, such as Christmas and New Year songs.
- Sing the national anthem.



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

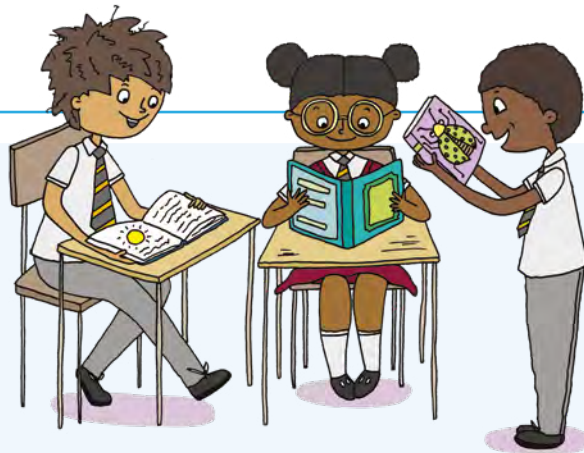
- Pairs reread the words on phonics pages.
- Team competition to read flashcards correctly.
- Repeat timed word reading and dictation activities and try to improve your score.
- Ensure that all Independent Work pages have been completed in the LAB. Check they have been done correctly.
- Do DBE workbook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



WRITING

- Learners edit and rewrite their fables (Week 8) neatly.
- Make a class book. Design a cover for the book.
- 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.
- Encourage groups of learners to make a book for the book corner.





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, constructing and discussion.



VISUAL ARTS

- Provide art supplies such as crayons, kokis and paper of different sizes or colours.
- Allow learners to choose what they would like to draw.
- Let learners show their work to the group or class and explain what they chose to draw.
- Do seasonal arts and crafts where appropriate, for example, Christmas crafts.



PERFORMING ARTS

- Use the puppets learners made to make up more puppet shows.



PHYSICAL EDUCATION

- Play traditional games.
- Have a sports day, where teams compete against each other. Do activities from the term.



ASSESSMENTS

ASSESSMENT PLAN, TERM 4

- Photocopiable activities for formal assessment in Weeks 6–8 are at the end of this Teacher's Guide.
- Oral tasks for formal assessment are in the Teacher's Guide mostly in Weeks 6–8.
- Continuous assessment of the learner's performance takes place throughout the term.
- Assessment procedures and marking criteria follow in this Teachers Guide.

Formal Assessment Activities, Term 4 Week 6			
Monday	Handwriting Assessment 1	Exercise books	TG p. 69
Mon–Tues	Visual Arts Assessment 1: 2D (Black and white picture)	Practical	TG pp. 69 & 71
Tues/Wed/Thurs	Listening and Speaking Assessment 1: Story sequence and comprehension	Oral	TG pp. 70, 72 & 74
Tuesday	Beginning Knowledge Assessment 1: What's in the night sky?	TG p. 126	TG p. 70
Thursday	Reading Assessment 1: Written comprehension	TG p. 127	TG p. 75
Friday	Writing Assessment 1: News	Exercise books	TG p. 76

Formal Assessment Activities, Term 4 Week 7			
Tuesday	Beginning Knowledge Assessment 2: Match pictures and labels	TG p. 128	TG p. 82
Tues–Fri	Physical Education Assessment 1: Spatial orientation and perceptual motor	Practical	TG p. 83, 85, 87 & 89
Wednesday	Writing Assessment 2: Paragraphs (Night creatures)	Exercise books	TG p. 85
Thursday	Performing Arts Assessment 1: Move to music	Practical	TG p. 87
Friday	Listening and Speaking Assessment 2: Report on Find Out	Oral	TG p. 88

Formal Assessment Activities, Term 4 Week 8			
Mon–Fri	Reading Assessment 2: Reading aloud and answering questions	Oral	TG pp. 93, 95, 97, 99 & 101
Mon–Tues	Visual Arts Assessment 2: 3D (Clay model)	Practical	TG pp. 93 & 95
Tuesday	Phonics Assessment 1: Write sounds	TG p. 129	TG p. 94
Weds/Fri	Physical Education Assessment 2: Sports and games	Practical	TG pg 127, 131
Weds/Thurs	Performing Arts Assessment 2: Recite a poem	Practical	TG pp. 97 & 99
Thursday	Beginning Knowledge Assessment 3: Comprehension about porcupines	TG pp. 130–131	TG p. 98
Friday	Phonics Assessment 2: Dictation	Exercise books	TG p. 100

MARK SHEETS TERM 4

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



Funda Wande mark sheets

LISTENING AND SPEAKING Assessment rubrics and checklists

LISTENING AND SPEAKING Assessment 1: Listen to a story with enjoyment (Week 6 Tuesday/Wednesday/Thursday) TG pages 70, 72 & 74					5 marks
The learner:	1	2	3	4	5
<ul style="list-style-type: none"> Retells the story of <i>Sipho's dream</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
LISTENING AND SPEAKING Assessment 2: Share a Find Out fact (Week 7 Friday) TG page 88					5 marks
The learner:	1	2	3	4	5
<ul style="list-style-type: none"> Presents 2–3 sentences about owls (Find out activity) Posture – stands up straight and looks at the audience Voice projection – clear and audible 	Talks about the topic in only 2–3 words. Posture and voice projection are poor.	Talks about the topic in 1 sentence. Posture and voice projection are weak.	Talks about the topic in 2 sentences. Posture and voice projection are adequate.	Talks about the topic in 3 sentences. Posture and voice projection are good.	Talks about the topic in 3 excellent sentences. Posture and voice projection are excellent.
CLASSROOM OBSERVATION (Weeks 1–9)					10 marks
The learner:	1	2	3	4	5
<ol style="list-style-type: none"> Listens to stories and participates with enjoyment Retells stories that are read or told in sequence Tells own stories confidently Answers questions about the story that is read or told Gives own opinion about stories 	Fulfils 1 criterion	Fulfils 2 criteria	Fulfils 3 criteria	Fulfils 4 criteria	Fulfils all 5 criteria
The learner:	1	2	3	4	5
<ol style="list-style-type: none"> Participates actively in class discussions and takes turns Comments on others' contributions Listens attentively to complex instructions Asks for clarification if s/he doesn't understand Follows instructions accurately 	Fulfils 1 criterion	Fulfils 2 criteria	Fulfils 3 criteria	Fulfils 4 criteria	Fulfils all 5 criteria
Total					20 marks

ASSESSMENTS

PHONICS Assessment rubrics and checklists

PHONICS Assessment 1: Write sounds (Week 8 Tuesday) TG pages 99 and 124					10 marks
1 mark for each correct answer: 1. 2. 3. 4. 5. Words: 6. 7. 8. 9. 10. <i>[versioners insert the 5 sounds you will test and the 5 completed words. Numbered 1-10.]</i>					
PHONICS Assessment 2: Dictation (Week 8 Friday) TG page 100					5 marks
1 mark for each correct word: 1. 2. 3. 4. 5. <i>[versioners insert the 5 words you will test Numbered 1-5.]</i>					
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 Assessment 1: Written comprehension (Week 6 Thursday) TG pages 75 and 127					10 marks
1. strange (1 mark) 2. watch TV (1 mark) 3. Siphon's grandfather's sister (1 mark) 4. 2 – A lady was looking for her brother. 4 – Siphon and Granny met the lady. 3 – Granny called the number on the TV. 1 – Siphon and Granny watched TV together. (4 marks) 5. Two feelings, e.g. happy, excited, nervous, pleased, sad, etc. (2 marks) + a reason e.g. he met someone new, it was his grandfather's sister, etc (1 mark)					
READING AND COMPREHENSION Assessment 2: Reading aloud and answering questions (Week 8 Monday to Friday) TG pages 93, 95, 97, 99 & 101					10 marks
The learner:	2	4	6	8	10
Oral Reading (GRR) <ul style="list-style-type: none"> Reads aloud to teacher for 3–5 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) Is able to identify characters and setting 	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 or identify characters	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 or identify setting	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 identify characters and setting	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 identify characters and setting	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. Can give details about characters and setting
CLASSROOM OBSERVATION (Weeks 1–9)					5 marks
The learner:	1	2	3	4	5
1. Listens attentively and asks and answers questions during Shared Reading 2. Identifies words/ word groups during Sentence Making and is able to cut the correct words out 3. Is able to re-assemble the sentence correctly without assistance 4. Reads the story in small groups and independently 5. Records vocabulary from the story in the personal dictionary	Fulfils 1 criteria	Fulfils 2 criteria	Fulfils 3 criteria	Fulfils 4 criteria	Fulfils all 5 criteria
Total					25 marks

ASSESSMENTS

HANDWRITING Assessment rubrics and checklists

HANDWRITING Assessment 1 (Week 6 Monday) TG page 69					5 marks
The learner: <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, commas, inverted commas, exclamation marks correctly Writes the words on the lines 	1	2	3	4	5
	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. Writes patterns without lifting pen from paper 2. Forms all lower and upper case letters correctly 3. Writes words with correct spacing between letters and words 4. Copies and writes two or more sentences legibly 5. Rules a straight line with a ruler	1	2	3	4	5
	Fulfil 1 criteria	Fulfil 2 criteria	Fulfil 3 criteria	Fulfil 4 criteria	Fulfil all 5 criteria
Total					10 marks

WRITING Assessment rubrics and checklists

WRITING Assessment 1: Write news (Week 6 Friday) TG page 76					5 marks
The learner: <ul style="list-style-type: none"> Writes at least two paragraphs (at least two sentences each) 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) 	1	2	3	4	5
	Struggles to write 1 sentence of own news and does not use any punctuation	Attempts to write 1 paragraph of own news but uses capital letters incorrectly	Writes 1 paragraph of own news using capital letters and full stops	Writes 2 paragraphs of own news using capital letters, full stops and correct grammar and spelling	Writes more than 2 paragraphs of own news using capital letters, full stops and correct grammar and spelling
WRITING Assessment 2: Write 3 paragraphs about a night creature (Week 7 Wednesday) TG page 85					10 marks
The learner: <ul style="list-style-type: none"> Writes three paragraphs using theme vocabulary Gives the text a title Writes 3 paragraphs of at least 2 sentences giving information about the selected creature Illustrates the text with an accurate picture 	2	4	6	8	10
	Struggles to complete the text independently. The text is not related to the topic. Theme vocabulary is not used. No or inappropriate illustration.	Attempts to complete the writing. The text is partially related to the topic. Some theme vocabulary is used. Illustration lacks details.	Completes the writing and the text is mostly related to the topic. Theme vocabulary is correctly used. Illustration is adequate.	Completes the writing adequately, using interesting vocabulary. The text is related to the topic. Theme vocabulary is correctly used. Illustration is accurate.	Completes the writing using original ideas and rich vocabulary. The text is related to the topic and theme vocabulary is used correctly. Illustration is detailed and accurate.
Total					15 marks

ASSESSMENTS

BK AND PSWB Assessment rubrics and checklists

BK/PSWB Assessment 1: What's in the night sky? (Week 6 Tuesday) TG pages 70 and 126					10 marks
1 mark for each correct answer: 1: True (1), True (1); 2. Gives off light: Sun, Milky Way, stars (3); Reflects Sun's light: Space station, satellites (2); 3. Picture 1 – satellites (1), Picture 2 – ball of glowing gas (1), Picture 3 – galaxy (1)					
BK/PSWB Assessment 2: Match pictures and labels (Week 7 Tuesday) TG pages 82 and 128					10 marks
1 mark for each correct answer: biggest – aardvark (1); softest – owl (1); sharpest – porcupine or aardvark (1); fastest – owl (1); eats only meat – owl and aardvark (2); eats meat and plants – jackal (1); eats only plants – porcupine (1) For 2 marks: Moths come out at night; owls are night creatures (2)					
BK/PSWB Assessment 3: Comprehension questions (Week 8 Thursday) TG pages 98 and 130-131					10 marks
1 mark for each correct answer: 1. hair (1); 2.T: Stamping their feet (1), Shaking their quills (1), Running into the other animal (1); F: Biting other animals (1); 3. No (1) Their quills are too soft. (1); 4. About 30 000 (1); 5. No (1) They grow new quills when some fall out. (1)					
CLASSROOM OBSERVATION: PSWB (Weeks 1-9)					5 marks
The learner: 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	1	2	3	4	5
	Fulfil 1 criteria	Fulfil 2 criteria	Fulfil 3 criteria	Fulfil 4 criteria	Fulfil all 5 criteria
CLASSROOM OBSERVATION: BK (Weeks 1-9)					5 marks
The learner: 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	1	2	3	4	5
	Fulfil 1 criteria	Fulfil 2 criteria	Fulfil 3 criteria	Fulfil 4 criteria	Fulfil all 5 criteria
Total					40 marks

VISUAL ARTS Assessment rubrics and checklists

VISUAL ARTS Assessment 1: A black and white picture (Week 6 Monday/Tuesday) TG pages 69 & 71					5 marks
The learner is able to:	1	2	3	4	5
<ul style="list-style-type: none"> Plan a nightscape picture in rough Cut shapes of buildings and other objects from newspaper and white paper Compose an interesting picture that fills most of the page Add additional details to complete the picture 	Plan not done or poorly executed. Shapes were not recognisable. Composition was poor. No additional details added.	Poor plan. Shapes recognisable but untidily cut out. Composition did not fill the page well. No additional details added.	Adequate plan. Shapes recognisable and reasonably tidy. Composition lacked interest. A few additional details added.	Good plan. Shapes well cut out. Composition not very creative. Some additional details added.	Excellent plan. Shapes well designed and cut out. Composition creative and visually pleasing. Many additional details added.
VISUAL ARTS Assessment 2: Make a model porcupine (Week 8 Monday/Tuesday) TG pages 93 & 95					5 marks
The learner is able to:	1	2	3	4	5
<ul style="list-style-type: none"> Model a porcupine shape from clay or a similar medium Create realistic looking quills from sticks or similar materials Put the "quills" in the clay so the animal looks realistic Add additional features to the animal 	The shape does not look like a porcupine and the quills are not realistic. No additional features added.	The shape is simple but looks like an animal. Quills are not correctly placed. No additional features added.	The shape is reasonably realistic and some quills have been painted and placed. Few or no additional features.	The shape of the animal is clear and some additional features have been added. The quills are painted and adequately placed.	The model looks realistic and has a number of additional features.
CLASSROOM OBSERVATION (Weeks 1–9)					5 marks
The learner is able to:	1	2	3	4	5
<ol style="list-style-type: none"> Complete all activities Show evidence of planning before executing the activities Successfully use tools – scissors, paintbrushes, crayons, kokis, glue, clay, etc. Follow instructions Show evidence of enjoyment and creativity 	Fulfils 1 criteria	Fulfils 2 criteria	Fulfils 3 criteria	Fulfils 4 criteria	Fulfils all 5 criteria
Total					15 marks

ASSESSMENTS

PERFORMING ARTS Assessment rubrics and checklists

PERFORMING ARTS Assessment 1: Improvise and interpret – move to music (Week 7 Thursday) TG page 87					5 marks
The learner is able to: <ul style="list-style-type: none"> Listen attentively to instrumental music Move in time to the music Demonstrate fast and slow movements Perform locomotor and non-locomotor movements, e.g. run, gallop, skip, swoop Clearly demonstrate which animal they are depicting 	1	2	3	4	5
	Does not listen to the music. Is unable to move in time or use different movements. It is not clear which animal they are depicting.	Listens to the music. Does not move in time and uses a small number of movements. It is not clear which animal they are depicting.	Listens to the music. Moves in time but uses limited movements. There is some evidence that they are depicting an animal.	Listens attentively. Moves in time with a reasonable range of movements. It is clear which animal they are depicting.	Listens attentively. Moves in time with a wide range of movements. It is clear which animal they are depicting.
PERFORMING ARTS Assessment 2: Recite a poem (Week 8 Wednesday/Thursday) TG pages 127, 129					5 marks
The learner is able to: <ul style="list-style-type: none"> Remember the words of the rhyme Remember the actions for each line Use expression and different dynamics for each line Stand up straight and look at the audience Repeat the poem in unison with the group 	1	2	3	4	5
	Does not work with the group. Is unable to remember the words of the rhyme or do the actions. No variation in dynamics. No connection with the audience.	Is not always in unison with the group. Remembers some of the words and actions. Little variation in dynamics. No connection with the audience.	Recites with the rest of the group. Remembers most of the words and actions. Some variation in dynamics. Some connection with the audience.	Recites with the rest of the group. Remembers all the words and actions. Some variation in dynamics. Good connection with the audience.	Recites with the rest of the group. Remembers all the words and actions. Good variation in dynamics. Excellent connection with the audience.
CLASSROOM OBSERVATION (Weeks 1–9)					5 marks
The learner is able to: <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	2	3	4	5
	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: Spatial Orientation and Perceptual Motor (Week 7 Tuesday–Friday) TG pages 83, 85, 87 & 89					5 marks
The learner is able to demonstrate: Spatial orientation <ul style="list-style-type: none">Follow verbal directions:<ul style="list-style-type: none">Walk 6 steps forward, 10 steps backward and 3 steps to the left. Stop.Walk sideways crossing legs.Hop 6 times on one leg and 9 times on the other leg Perceptual motor <ul style="list-style-type: none">Respond to flashcards of actions: run, jump, skip, hop, sit, walk, stand	1	2	3	4	5
	Does not follow either verbal or written instructions. Unable to move in different directions. Unable to perform different actions.	Attempts to follow verbal and written instructions. Does not always change direction correctly. Can perform only some of the actions.	Follows verbal and written instructions most of the time. Able to change direction. Can perform actions about half of the time.	Follows both verbal and written instructions well. Changes direction and performs the actions most of the time.	Follows both verbal and written instructions well. Changes direction and performs the actions accurately throughout the activity.
PHYSICAL EDUCATION Formal Assessment Activity 2: Sports and games (Week 8 Wednesday & Friday) TG pages 97 & 101					5 marks
The learner is able to: <ul style="list-style-type: none">Follow instructionsUnderstand the rules of the gameParticipate actively in the gameCo-operate with other learners	1	2	3	4	5
	Is unable to follow the instructions. Does not understand the rules or participate in the game. Unable to work with others.	Follows some of the instructions and attempts to follow the rules and participate in the game. Co-operation with others needs attention.	Follows most of the instructions. Knows most of the rules and participates in the game. Is able to co-operate with other learners.	Follows all instructions. Knows the rules and participates in the game. Co-operates adequately with others	Follows all instructions very well. Knows the rules and participates fully in the game. Excellent co-operation with others.
CLASSROOM OBSERVATION (Weeks 1–9)					20 marks
1 mark = 1 criterion					
1. Follow instructions 2. Take turns 3. Work in a team 4. Warm up and cool down 5. Balance on one leg 6. Balance on ropes or equipment 7. Walk with big steps; walk with small steps; skip; hop as in long jump		8. Jump high as in high jump 9. Step up and down to a rhythm 10. Stretch up and sideways 11. Throw and catch a tennis ball 12. Play bat and ball games like Mini Cricket, tennis and rounders 13. Play a traditional game		14. Follow rules in other games 15. Participate in swimming/water exercises 16. Practise breathing exercises for swimming 17. Participate in team races, e.g. relay race 18. Skip, run and sprint alone and with a partner 19. React quickly to commands in rection drills 20. Participate in perception games like following verbal instructions	
Total					30 marks

What's in the night sky?

1 True or false?

There are billions of stars in our galaxy. _____

The Moon has no light of its own. _____

2 ✓ if it gives off its own light.

✗ if it reflects the sun's.

☐ Sun

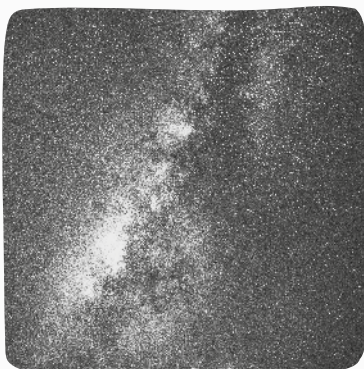
☐ Milky way

☐ Space station

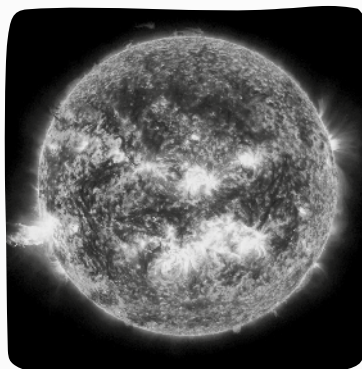
☐ Satellites

☐ Stars

3 Match the words to the pictures.



satellite



galaxy



ball of glowing gas

Comprehension

Read the story **Sipho's Dream**.



- 1 Sipho's dream was _____.
☐ happy ☐ strange ☐ scary
- 2 Sipho told Granny they must _____.
☐ watch TV
☐ look for his aunty
☐ talk about the dream
- 3 The lady on the TV was Sipho's _____.
☐ granny ☐ mother ☐ grandfather's sister
- 4 Write numbers to put the events in order.
☐ A lady was looking for her brother.
☐ Sipho and Granny met the lady.
☐ Granny called the number on the TV.
☐ Sipho and Granny watched TV together.
- 5 I think Sipho felt _____ and _____
when he met Duduzile, because _____
_____.



More about night creatures

Match the words and creatures.

lightest

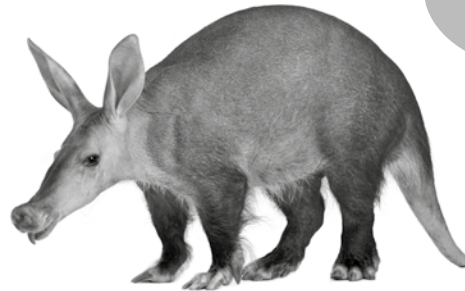
softest

sharpest



fastest

eats only meat



eats meat and plants

eats only plants

Why do you think owls catch and eat moths?

Bhala izandi

1

2

3

4

5

Fakela isandi esishiyiweyo.



isikhon k wane



1 i _____ avu



2 i _____ e



3 um _____ abo



4 ii _____ ulamthi



5 i _____ amza

Facts about porcupines

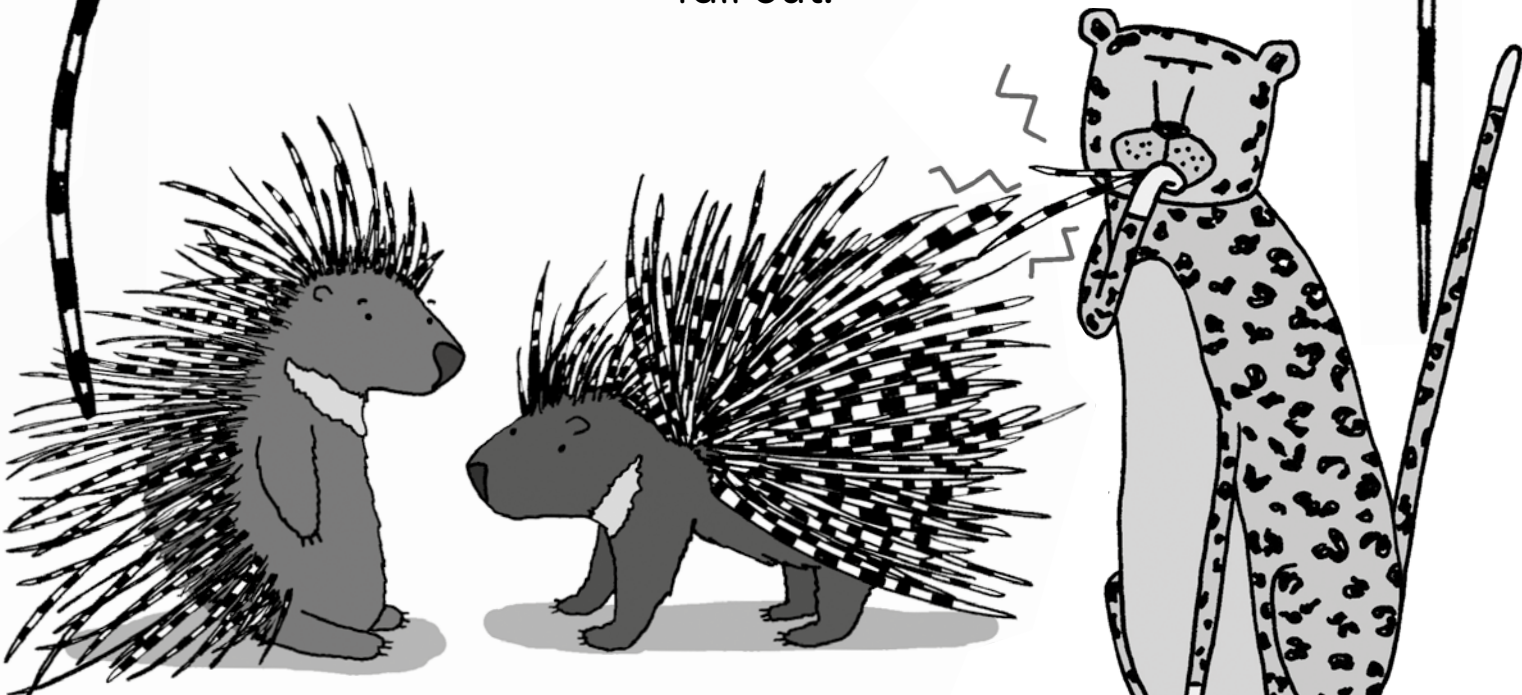
**Read this information report
and then answer the questions.**

Porcupines have sharp quills on their backs. These quills are made from hairs that are joined together. Most porcupines have about 30 000 quills.

When baby porcupines are born, their quills are soft. They take about five days to get hard.

Porcupines use their quills to protect themselves. They stamp their feet and shake their quills to frighten away other animals. If the animal doesn't go away, the porcupine runs backwards so their sharp quills get stuck in the other animal.

A porcupine can grow new quills when their quills fall out.



Comprehension

- 1 Porcupine quills are made from _____.
☐ hair ☐ thorns ☐ sticks

- 2 Write **T** for True and **F** for False.
Porcupines protect themselves by
Stamping their feet _____
Biting other animals _____
Shaking their quills _____
Running into the other animal _____

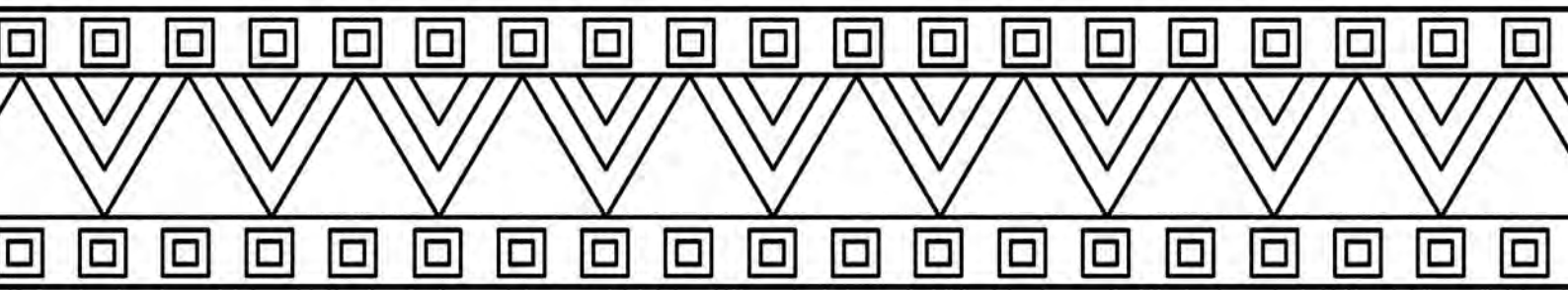
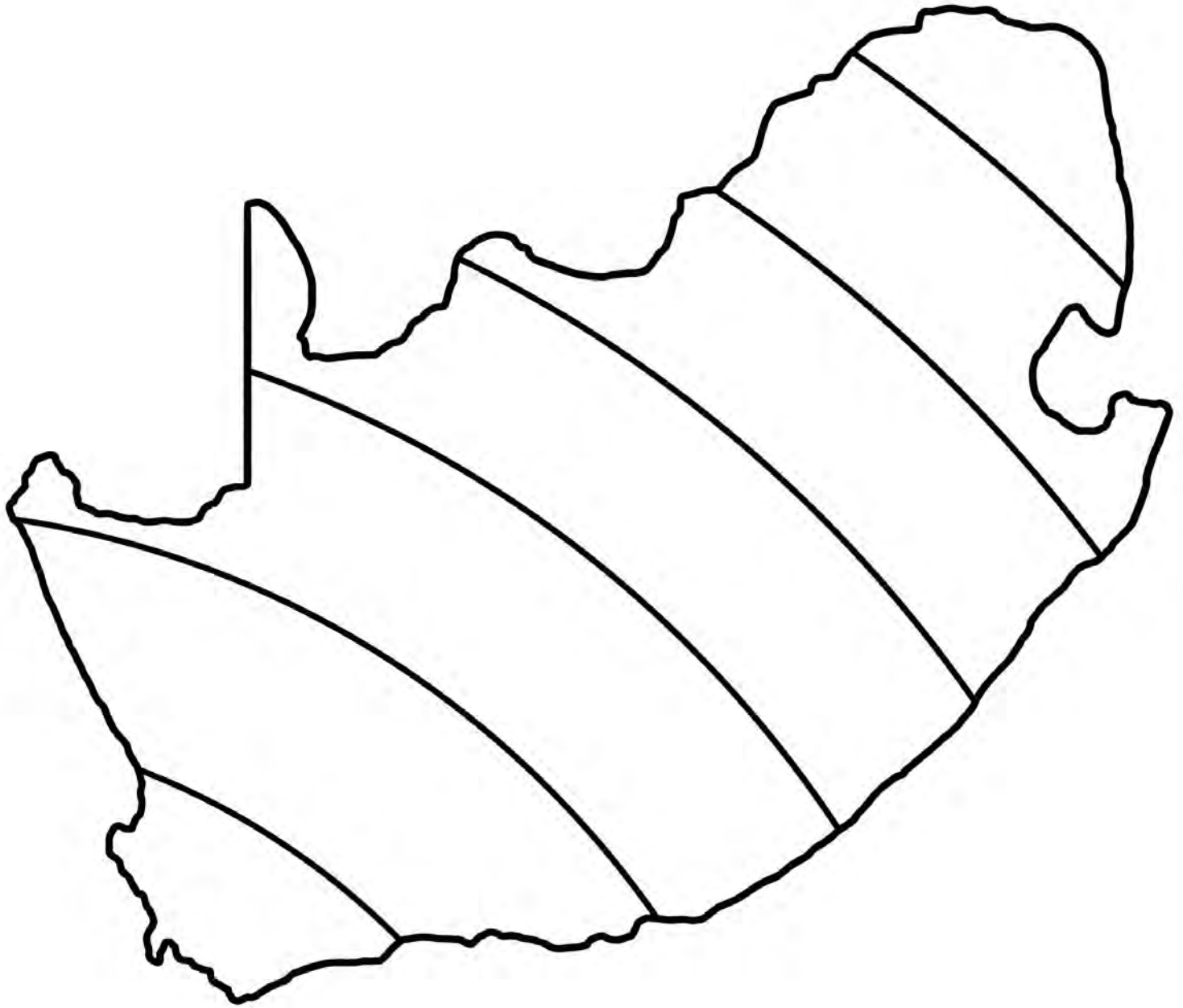
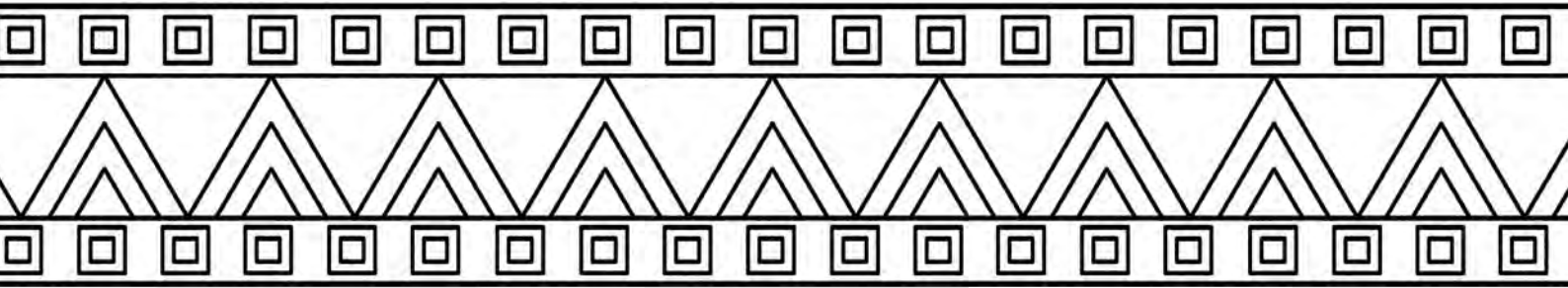


- 3 Can newborn porcupines protect themselves?
☐ Yes ☐ No

Why? _____

- 4 How many quills do porcupines have?

- 5 Can porcupines lose all their quills? Give a reason for your answer.





Funda Wande

Reading for Meaning