

English

Home Language and Life Skills

3

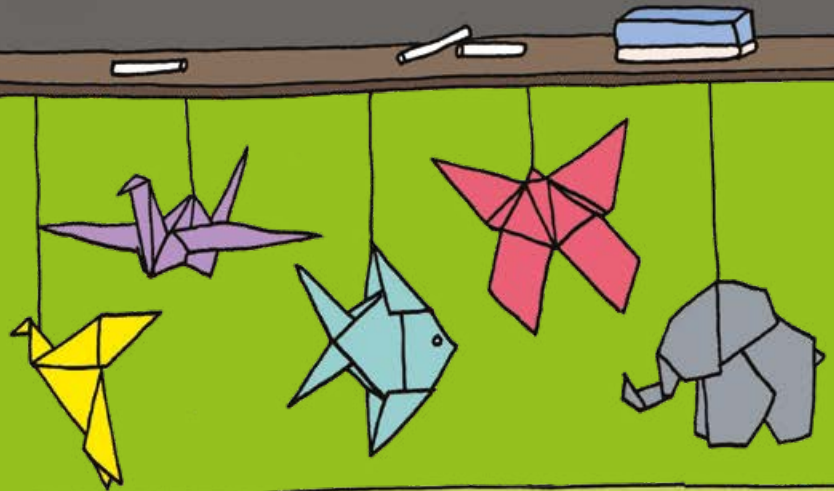
Term 2



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



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Teacher's Guide

3

Term 2

English

Home Language and Life Skills

Teacher's Guide



Acknowledgements

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Patrick Latimer: pp. 29, 31, 43, 51, 53, 77, 79, 81, 83, 85, 101, 123, 125 and 127;
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Contents

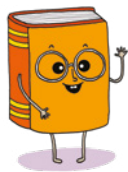
Icons and abbreviations	iv
Integrated Home Language and Life Skills programme	1
Weekly timetable, Term 2.....	1
Term 2 content.....	2
Assessment plan, Term 2.....	4
Integrated learning – the Funda Wande approach	5
Teaching Home Language	6
Listening and Speaking.....	6
Phonics.....	7
Handwriting.....	8
Reading and Writing focus time.....	10
Reading lessons.....	10
Writing lessons.....	18
Teaching Life Skills	21
Beginning Knowledge.....	21
Creative Arts.....	23
Physical Education.....	24
Week 1	26
Week 2	38
Week 3	50
Week 4	62
Week 5	74
Week 6	86
Week 7	98
Week 8	110
Week 9	122
Week 10	134
Assessment Term 2	136
Home Language: planning for continuous and formal assessment Term 2.....	136
Listening and Speaking assessment rubrics and checklists.....	138
Phonics assessment rubrics and checklists.....	139
Reading and Comprehension assessment rubrics and checklists.....	140
Handwriting assessment rubrics and checklists.....	141
Writing assessment rubrics and checklists.....	142
Home Language Term 2 Marksheet.....	143
Life Skills: planning for continuous and formal assessment Term 2.....	144
BK and PSWB assessment rubrics and checklists.....	146
Visual Arts assessment rubrics and checklists.....	147
Performing Arts assessment rubrics and checklists.....	148
Physical Education assessment rubrics and checklists.....	149
Life Skills Term 2 Marksheet.....	150

Icons and abbreviations

Home Language



Listening and Speaking



Reading



Phonics



Writing and Handwriting



Group Guided Reading



Independent Work

Life Skills



Beginning Knowledge and Personal and Social Wellbeing



Creative Arts

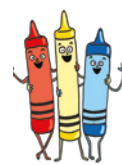


Physical Education

Icons used in LAB



Write



Colour in or draw



Cut out

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

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

Timetable for HL Min time

*Indicates LAB page

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

Term 2 content

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

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

Assessment Plan, Term 2

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



Integrated learning – the Funda Wande approach

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

Why?

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

How?

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

INTEGRATED LEARNING CYCLE

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

Teaching Home Language



LISTENING AND SPEAKING

15 min

Why?

- Develop listening skills
- Develop speaking skills

How?

Weekend news (**Monday**) →

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

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

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

Review of week (**Friday**)

Think-Pair-Share methodology

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

Content

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





Why?

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

Phonics Curriculum Grade 3

[Appropriate table for each language to be inserted]

In Term 1, revise sounds taught in previous grades.

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

How?

Rapid sound recognition (Alternate days for 2 minutes)

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

High frequency words (During GGR)

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

LAB activities (Daily)

- The LAB has activity pages to practice using phonics already taught.
- Walk around and assist. Provide further instruction during GGR if necessary. Mark learner's sentences.
- Check answers as a class.

Timed word reading (Alternate Fridays)

- Form pairs. Each partner has a turn to read the words for 1 minute.
- Teacher times this and calls 'start' and 'stop'.
- Learners circle the last word they read.
- Afterwards teacher reads all the words.
- Learners check and count words read correctly. (Subtract incorrectly read words.)
- Challenge learners to improve their score.

Dictation (Alternate Fridays)

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

**HANDWRITING****15 min****Why?**

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

How?

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

Preparation for handwriting lessons

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

Lesson process

Demonstrate on board

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

Learners

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

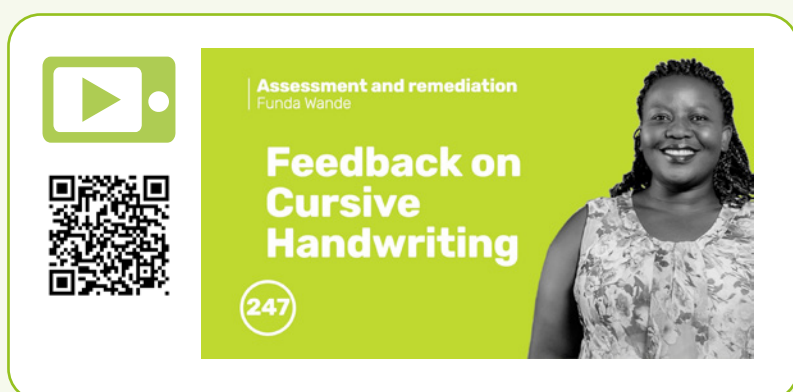
Teacher

Walks around and provide feedback about:

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

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

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



Assessment and remediation
Funda Wandu

Feedback on
Cursive
Handwriting

247

READING AND WRITING FOCUS TIME

2 hours
15 min

READING LESSONS

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

Each day: Group guided reading with 2 different groups; Independent work

Teacher read aloud (Monday)

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

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

Why?

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

How?**Before reading**

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

Read the story

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

After reading

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



Shared reading (Tuesday)

Why?

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

How?

Before reading

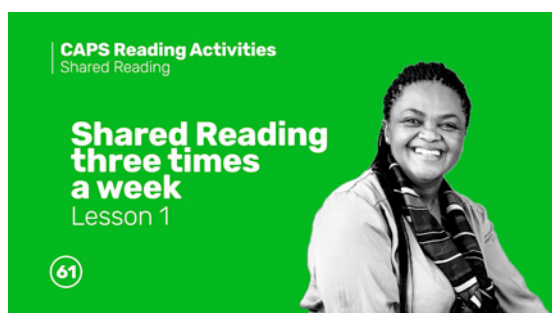
- Orientate children to the text/story (versioners decide) book by drawing on their prior knowledge, reading the title, and looking at illustrations on the first page. **DO NOT TAKE MORE THAN 2–3 MINUTES.**

Shared reading

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

After reading

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



Language/grammar

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

Why?

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

How?

Introduce the sentence

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

Work with the sentence

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

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

Write

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

Bridge to English

- In Week B, an English version of the sentence is discussed with the learners.



Funda Wande
Ukwakhiwa kwezivakalisi

isiXhosa



Vocabulary

Vocabulary/flashcard words are identified in each shared reading text. Children will hear and see the words and learn to read and write them. In Week 9, the words are **about** the texts.

Why?

- Extends reading vocabulary.

How?

Vocabulary flashcards

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

Find the words

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

Practise reading and writing the words

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

Bridge to English

- In Week B, English versions of the vocabulary words are discussed with the learners.




Fluency practice

Why?

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

DBE Benchmarks for Oral Reading Fluency in English

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

[insert relevant language as per Word doc supplied]

How?

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

Methodology

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



Independent reading (Every day, parallel to GGR)

Why?

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

How?

Independent reading texts

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

Based on your Term 1 experience, remind learners

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

Review every Friday

- On Fridays, the teacher reads all five texts **to** the learners while they follow in their books.
- Discuss the texts, answer questions orally and focus on comprehension.
- Learners self-correct their written work.
- Explain any words the learners found problematic.



Group Guided Reading (Every day)

Why?

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

How?

Guided Reading Groups

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



CAPS Reading Activities
Group Guided Reading

Explaining the GGR Process

67



CAPS Reading Activities
Group Guided Reading

The GGR Lesson

68



Climbing the Reading Ladder

Early fluent reader

5

Reading star



I can read longer texts

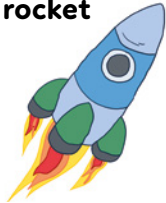
- Read 4 or more sentences
- Read aloud or silently
- Recognise high frequency words
- Sound out unknown words
- Read smoothly, notice punctuation
- Answer higher order questions

I need

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

4

Reading rocket



I can understand what I read

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

I need

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

3

Reading sun



I can read aloud

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

I need

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

2

Reading eagle



I can recognise letters

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

I need

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

1

Reading bluebird



I can hear sounds in words

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

I need

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

Early reader

Emergent reader



WRITING LESSONS

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

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

Independent writing

Why?

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

How?

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

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

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



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

- This is more structured writing to teach learners to write correctly in a specific genre.
- In Term 2 the genres are the Information Report, Book/Story Review and Diary.
- Each genre is linked to a reading text as an example. Point out:
 - text features such as paragraphing, headings, subheadings and layout
 - grammar linked to the genre (tense, who is writing, special punctuation).
- The key sentence selected for Language lessons is also align to the genre.
- In the first of the two writing lessons, there will be some preparation (shared writing, or making notes, writing a draft).
- In the second lesson, learners will write their final draft.
- Wherever possible, have children read their writing to a friend or group so they can check that it makes sense and self-edit.

- Mark these more structured texts.
 - **Allocate 50% of the marks for the content:** logical organisation of ideas rather than random thoughts; original ideas; interesting word choice, one topic per paragraph, good choice of headings.
 - **Allocate 50% of the marks for grammar, spelling, and correct text features:** correct sentence structure, appropriate punctuation, correct spelling of high frequency words; appropriate tense for genre, consistent tense use, correct layout and organisation.



Written comprehension

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

Why?

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



How?

Read the comprehension questions

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



Written work

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

Teaching Life Skills

Monday & Tuesday:

Beginning Knowledge/PSWB; Visual Arts, PE →

Wednesday & Thursday:

Beginning Knowledge/PSWB; Performing Arts, PE →

Friday: Theme review, PE.



BEGINNING KNOWLEDGE

Read to learn lessons

Why?

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

How?

Prior knowledge

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

New knowledge

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

Writing

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

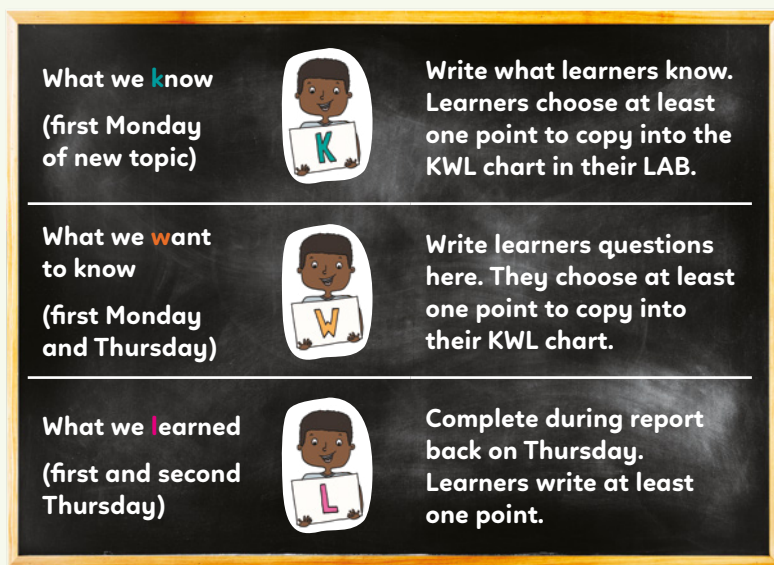
KWL lessons

Why?

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

How?

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



Think-Pair-Share

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

Writing

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

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

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

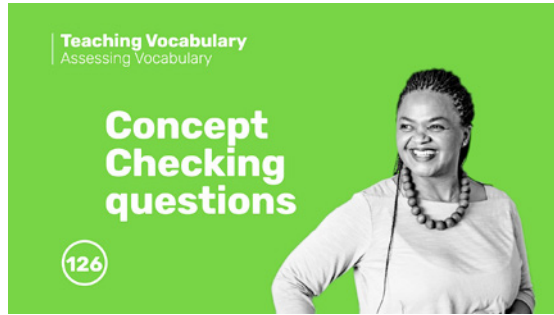
Thumbs up/thumbs down (also called Concept checking questions)

Why?

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

Activity

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



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

Bridge to English

Why?

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

Activity

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

Activity/process lessons

Why?

Prior knowledge

- Link to Read to Learn text.

New knowledge

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



CREATIVE ARTS

Why?

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

How?

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

**PHYSICAL EDUCATION****Monday****Prepare**

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

Introduce activity stations

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

Whole class activity

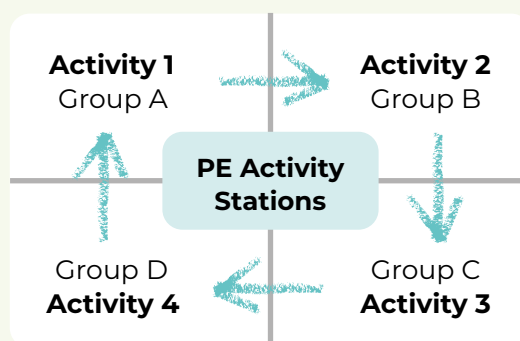
- Play a game such as catches, red rover, hide and seek.

Tuesday–Friday**Warm up**

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

**Activity stations**

- Groups rotate through the activity stations, doing one activity a day, Tuesday–Friday. See page 25 for activity ideas.
- Teacher moves from group to group, observing and advising.



Cool down

- Deep breathing
- Standing or seated stretches of different body parts
- Tense and release muscles, starting at toes and moving up to head

Activities for Physical Education activity stations for Term 2

Choose four activities per week, focusing on different skills.

1 Locomotor: races

- Running and walking in different ways.
- Moving sideways, forwards, backwards in a sequence.

2 Perceptual motor: Catching and throwing

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

3 Rhythm: Skipping with a rope

- Skip individually – stationary and moving at speed.
- Play group skipping games.

4 Coordination: Dribbling and passing

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

5 Spatial orientation:

- Complex obstacle course.

6 Balance

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

7 Laterality

- Hand apparatus sequences such as standing hula hoops or ribbons that require left and right actions of similar kind.



WEEK 1 OVERVIEW



Insects

OUTCOMES FOR THE WEEK

Learners will:

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

PREPARATION

Flashcards

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

Sentences

Classification: Corn crickets are insects.

Appearance: They are a brown colour.

Habits: They eat plants and animals.

MATERIALS

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

ASSESSMENT

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

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

Insects

This story is an introduction to the Life Skills theme of Insects. The teacher reads it on Monday (see TG page 28). Learners can look at illustrations in the LAB and identify some of the insects discussed.

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

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

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

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

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



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

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



LISTENING AND SPEAKING Holiday news

15 min

Think-Pair-Share

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

• **Share:**

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

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



PHONICS Revise sounds XX and XX

PG 9

10 min

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

[For Sepedi Monday and Wednesday, throughout PHONICS]

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



HANDWRITING Consolidate joins

PG 8

10 min

- Follow the procedure for Handwriting lessons on page 9.



READING Teacher read aloud

TG PG 27

15 min

Before reading

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

Read the text to the learners

After reading

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



EFAL

15 min

- Teach a lesson from your EFAL programme.



GROUP GUIDED READING AND INDEPENDENT WORK



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

PG 10
30 min

UMHLA

Funda izivakalisi

Inqwelontaka kunye nengwelimoya zizithuthi zomoya.

Inqwelomafutha yona sisithuthi sendlela.

Utata ufuna ukutywina uphahla lwendlu ngaphambi kokuba kune.

Ekhaya bekusilwe utywala bomngeno wamakhwenkwe.

Iqela lethu lebhala ilityatyushhe kukuhle iqela ebesidlala nalo.

Kutheni le nto utata efuna ukutywina uphahla lwendlu?

10 - IZEKI YOKU-1 - MVULO

BEGINNING KNOWLEDGE **Insects**



Introduce the concept

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

Think-Pair-Share

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

Shared Writing: KWL chart

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

PG 11
30 min

UMHLA

Izinambuzane

Into andijayisa

Into andifuna ukwazi

Into andijayandileya

Iveki yoku-1

Iveki yoku-2

11 - IZEKI YOKU-1 - MVULO - B

VISUAL ARTS **Symmetry**



Learn about symmetry

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

LAB activity

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

Class discussion

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

PG 12
30 min

UMHLA

Ulingano-macala

Kwela umgca ukwenza amacala amabini alinganayo.

12 - IZEKI YOKU-1 - MVULO

PHYSICAL EDUCATION **Introduction**



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

30 min





LISTENING AND SPEAKING

A new child at school

15 min

Think-Pair-Share

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



PHONICS Practice

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

PG 13
10 min

UMHLA

Bhala amagama ngendlela echanekileyo.

- leletywe tywelele
- natywi _____
- nitywimu _____
- ibanqwa _____
- umzinqwa _____
- umnonqwe _____
- ilonqwe _____
- intlonqweka _____

14 - IVEKI YOKU-1 - LMSIBINI - 13



HANDWRITING Consolidate joins

- Follow the procedure for Handwriting lessons on page 9.

PG 8
10 min

LWESIBINI

x mnv op qr st uv wx

x yz qr mnv op uv st



SHARED READING Comprehension

Before reading

- Read and briefly discuss the title and first illustration. What do you see? (Do not turn the page.)
- Provide a purpose for reading: Let's see what happened with this ugly insect.

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

Shared reading

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

After reading

- What are the main differences between the story and the information report? (true/imaginary)
- Which was fiction and which non-fiction? How could you tell?

PG 2-7
15 min

UNombulelo nesinambuzane esibi

UNombulelo wangena eklasini ecatha. Kuyengangweneli ukungena ngaphakathi. Wayengawabanga kwisikalo sakhe esitha esisedolophini. Wayekhumbulo isikalo sakhe esefama eLufundiso liso. Wayehlala nomakholo wakhe kuloo fama. Kodwa ngoku wayesehlala nonina edolophini.

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

2 - IVEKI YOKU-1



WRITING Comprehension

Read and discuss questions

- Remind learners: The **type of question** tells you where to look for the **answer**.

Write

- Complete the LAB activity.

Check and correct.

PG 14
15 min

UMHLA

Ingqiqo

Funda ibali, UNombulelo nesinambuzane esibi.

Phanda ufumane

- Yintoni igama lakwenyani lesi sinambuzane esibi?
- Zaziphi isinambuzane eklasini?

Funda ucinge

- Kwakutheni ukuz abantwana baqhube uNombulelo? Kungakuba _____

Ngakukokwam/Ngakuzimela

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

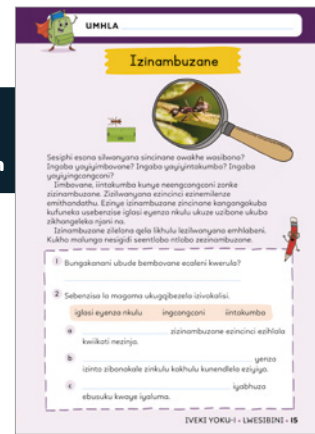
14 - IVEKI YOKU-1 - LMSIBINI

GROUP GUIDED READING AND INDEPENDENT WORK



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

PG 15
30 min



BEGINNING KNOWLEDGE



Read and discuss

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

The bee

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

Write

- Complete the LAB activity.

PG 16
30 min



VISUAL ARTS Draw a symmetrical portrait



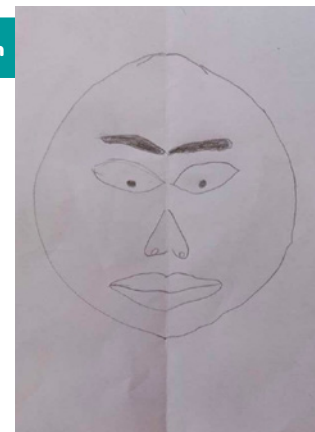
Pairs

- Learners Look carefully at each other's faces and discuss symmetry of features.

Activity (pencil and paper)

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

30 min



PHYSICAL EDUCATION Activity stations



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

25 min





LISTENING AND SPEAKING Story discussion

15 min

Think-Pair-Share

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



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

PG 17
10 min

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

[For Sepedi Monday and Wednesday, throughout PHONICS]

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

UMHLA

Gqjbezela isivakalisi ngegama elifanelekileyo.

tywaa utywina elitywantsi inqwaba uminqwazi ngominqwano inqwaba

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

IWEKI YOKU-I - LWESITHATHU - 17



HANDWRITING Consolidate joins

PG 8
10 min

- Follow the procedure for Handwriting lessons on page 9.

LWESITHATHU

x bi om cu dt ry re
x ry cu bi om re dt



SHARED READING Vocabulary

15 min

Vocabulary words

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

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

Shared reading

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

Learners sort flashcards into alphabetical order.

UNombulelo nesinambuzane esibi

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

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

2 - IWEKI YOKU-I



WRITING Vocabulary

PG 18
15 min

Oral

- Go through the LAB activities orally.

Write

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

Display vocabulary flashcards on the Word Wall.

UMHLA

Isigama

ukuhlalela inkhawa inkangeli ka isinga
inkhawa isifuba isinga

Tatathisa isigama nentsingisela.

ukuhlalela	izinto ephile ukuzana
inkangeli ka	izigaba zokhanyanya
inkhawa	inkhuni
isifuba	indlela ekhangelika ngayo
isinga	umntu womzimba

Bhala amagama use ugqibezele itheyibhili.

Isigama	Onobumba	Amalungu
ukuhlalela	9	4
inkhuni
inkhuni
inkhuni
inkhuni

IWEKI YOKU-I - LWESITHATHU



GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 19
30 min

UMHLA

Ingaba umfanenzulu sisinambuzane?

Umfanenzulu unomolungu omathathu onzima kunge namilize emihandathu. Uxinambuzane. Imilize yangaphambili imide kakulu. Ibhangeliso ngathi iingilo. Umfanenzulu unentamo ende kakulu. Intloko yakho imle oku korantathu. Umpemba ezina, azabambizali ukubhala. Umfanenzulu ubu abinambuzane ezincinci, ezijengeempukane namziwivigane. Umluhlu lwameva abukhali emilenzeni yangaphambili ukwenza ukubamba ihlaba lakhe, ufa ngokutha intloko kugile. Ngamanye amaxesha umfanenzulu ubu umnyet!

1. Sebenzisa lo magama ukugqibezela izivakali.

ihlaba abukhali meva

2. Usebenzise imela _____ ukusika inyama.

3. Ingonyama ziyizingelo ukubamba _____ lase.

4. Umthi wameva wawuna _____ abukhali.

5. Kutheni umfanenzulu enameva abukhali kaimilize yakhe yangaphambili?

IVEKI YOKU-I - I-MSETHATHU - I-R



BEGINNING KNOWLEDGE Draw an insect

Observe

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

Draw and label a diagram

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

PG 20
30 min

UMHLA

Zoba isinambuzane.

Khangelisa isinambuzane ebaleni lakudlala. Kukusifumana, sigqalasele ngononophelo.

Zoba umfanekiso wesinambuzane sakho. Leyibhaliyo umzobo wakho

1. Sibiza ngokuba yintoni isinambuzane sakho? Mngqiso imilize ngibonayo? Mngqiso amolungu amancinci anabonayo? Yintoni enye into ngibonayo?

imilize intloko impondo ising amaphiko
amehlo abona mbaxa iifuba

20 - IVEKI YOKU-I - I-MSETHATHU



PERFORMING ARTS Dramatise a story

Prepare

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

Groups

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

30 min



PHYSICAL EDUCATION Activity stations

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

25 min





LISTENING AND SPEAKING

Fiction and non-fiction

15 min

Think-Pair-Share

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

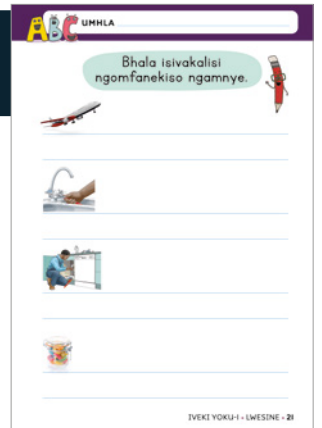


PHONICS

Complete the sentences

PG 21
10 min

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

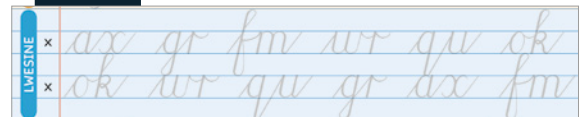


HANDWRITING

Consolidate joins

PG 8
10 min

- Follow the procedure for Handwriting lessons on page 9.



SHARED READING

Language

15 min

Introduce the sentences

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

Work with the sentences

- Identify punctuation marks (*capital letters, full stops, colons*) in the sentences.
- What are the three headings? How can you tell they are headings (*bold*)

- Who is the first sentence about? (*corn crickets*). Why is it in the plural? (*applies to all corn crickets*).
- Who is 'they' in the second and third sentences? (*corn crickets*) Why didn't they repeat the words 'corn crickets'? (*sounds like a list if you use the name repeatedly*).
- What do you notice about the doing words/verbs in all the sentence? (*timeless present tense*).

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



WRITING

Language

PG 22
15 min

Class

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

Individuals

- Complete the LAB page.
- Some children read their sentences aloud. Check the tense is correct.



GROUP GUIDED READING AND INDEPENDENT WORK



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

PG 23
30 min

UMHLA

Ingaba isigcawu sisinambuzane?

Isigcawu shomakungu amabini amzimba kunye nemilenze esibhazo. Ayisici isinambuzane. Isigcawu elinga isinambuzane ezininzi ezifana neempukane, imibane noma iingcane. Zihlala izimbuzane izihlala ngazo ezimabho zase. Ezinye isigcawu zenza i-hyfu, ezithi zuyibhiza kwihlobo lazo. Isigcawu ziza kuphela zilwengana ezetyisa ukuya ngaphandle kwentlamba yazo. Zihlala izihlobo lazo ngokwazo e-kele umozulu wehlobo uba ngamanzu omukhaya omnyama. Emva koko, isigcawu liphuma amanzi omukhaya omnyama ayo.

1. Mingaphi imilenze yesigcawu? Phawula ibhokisi echonakileyo.

mine mshandathu isibhazo

2. Sebenzisa amagama ukugqibezela izihloko.

ihyfu betyala masha

Abantu ukuya esuwini.

Ezinye iingcane, oonamadukudwane nezigcawu zisebenzisa ukubulala izihlobo lazo.

Isinambuzane zingabanyiswa nge-wegcawu.

IVEKI YOKU-I - LWESINE - 23

BEGINNING KNOWLEDGE **Concept review**

30 min



KWL chart (page 11)

- Help learners to complete the last row.

Thumbs up/thumbs down

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

feelers

1. Insects have two of these.
2. They are found on the insects' thorax.
3. They help insects feel and sense where things are.

wings

1. All insects have wings.
2. The veins on the wings make the wings strong.
3. Wings can be seen through or have patterns on them.

compound eyes

1. Bees don't need to turn their heads to see behind them.
2. Compound eyes are made up of many small eyes.
3. People have compound eyes.

Bridge to English: feelers, wings, compound eyes

PERFORMING ARTS **Perform**

30 min



Introduction

- Remind learners of the original story.

Perform

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

Evaluate

- Affirm each group.



PHYSICAL EDUCATION **Activity stations**

25 min



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





LISTENING AND SPEAKING Review of week

15 min

Think-Pair-Share

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

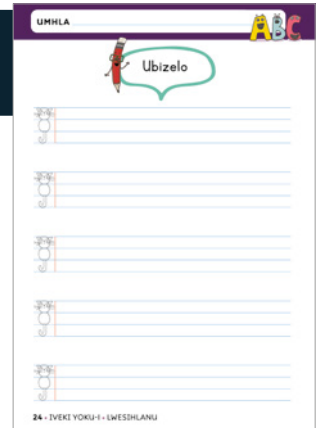


PHONICS Timed word reading

PG 24

10 min

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

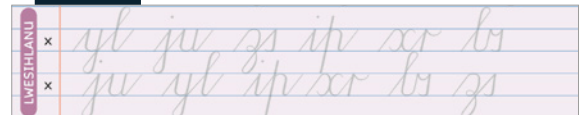


HANDWRITING Consolidate joins

PG 8

10 min

- Follow the procedure for Handwriting lessons on page 9.



READING Independent work review

15 min

Read and answer questions

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

Discuss the texts

Marking

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



INDEPENDENT WRITING Writing facts

15 min

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

Facts about the praying mantis

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



GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 25
30 min

UMHLA

Ingaba iphela sisinambuzane?

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

Igama	Inani lamafu amafu	Inani lamafu amafu	Ingaba sisinambuzane?
umntanzulu			
isigawu			
iphela			
imbavane			

IVUKI YOKU-I-UMHLA - 25



BEGINNING KNOWLEDGE DBE Workbook time

- Checking and feedback**
- Go through last week's DBE Workbook pages together.
 - Learners correct or complete.
- Complete DBE Workbook pages**
- Life Skills Workbook 1 Worksheet 21 Insects, pages 42.
 - Home Language Workbook 1 – select a page.

30 min

Revised and CAPS aligned

Grade 3

Life Skills in ENGLISH Book 1 Terms 1 & 2

ENGLISH HOME LANGUAGE

Grade 3

Name: _____ Class: _____

basic education
REPUBLIC OF SOUTH AFRICA



PHYSICAL EDUCATION Activity stations

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

25 min



TEACHER'S WEEKLY REVIEW

This week, I have:

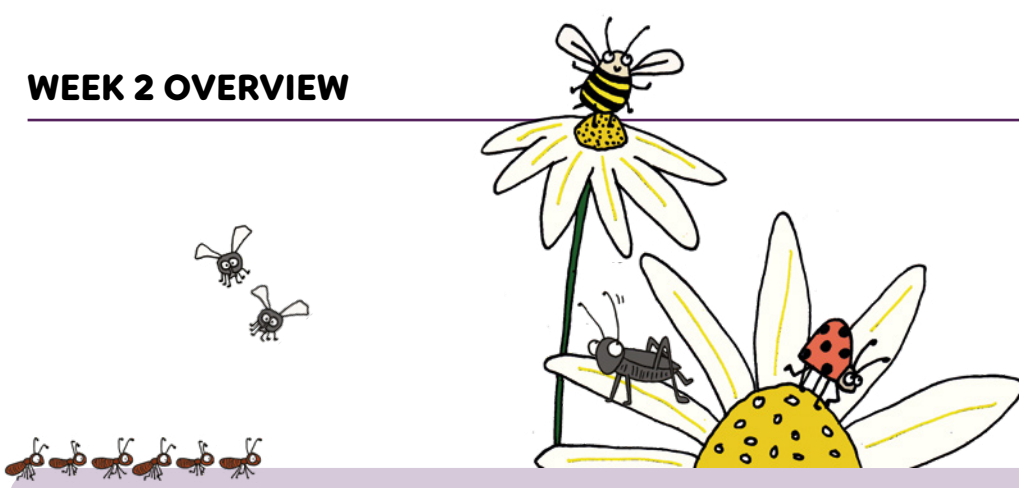
- taken in the LABs, Handwriting and Writing exercise books
- checked and corrected the work and identified areas of concern or specific learners needing more assistance
- referred back to the Week Overview and identified any lesson I was not able to complete
- scanned my lap book and noted any children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

I have scheduled a time next week for:

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

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

WEEK 2 OVERVIEW



Insects



OUTCOMES FOR THE WEEK

Learners will:

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

PREPARATION

Flashcards

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

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

Sentences

Classification: Corn crickets are insects.

Appearance: They are a brown colour.

Habits: They eat plants and animals.

MATERIALS

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

ASSESSMENT

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

Informal: Dictation, Comprehension, Fluency practice, BK activities

Fable: Ant and grasshopper

This fable is about two insects, Ant and Grasshopper.

It was summer and the days were hot.

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

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

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

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

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

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

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

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

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

'Next summer I will do just that,' said Grasshopper. 'I have learnt a lesson.'



MONDAY



LISTENING AND SPEAKING News

15 min

Think-Pair-Share

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

• **Share:**

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

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



PHONICS Revise sounds XX and XX

PG 27
10 min

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

[For Sepedi Monday and Wednesday, throughout PHONICS]

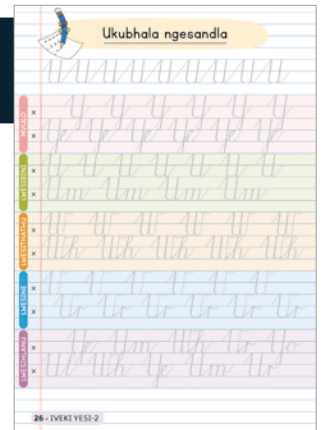
- Compare the two easily confused sounds.
- Learners complete the LAB page.
- Check and mark together.



HANDWRITING Capital Y

PG 26
10 min

- Follow the procedure for Handwriting lessons on page 9.



READING Teacher read aloud

TG
PG 39
15 min

Before reading

- What is a fable? (a story that teaches you something)
- What fables have you heard?
- Provide a purpose for listening: Let's see what this fable will teach us.

Read the text to the learners

After reading

- What did the fable try to teach us?



EFAL

15 min

- Teach a lesson from your EFAL programme.





GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 28
30 min

UMHLA

Funda izivakalisi

Indlovu nendulumthi zizilwanyana ezangisayo.

Umakazi uxova intlama yakubhaka isonka.

Nankuga unantlantle esehla ngendlela.

Indlu yasekhaya yakhiwe entla kwenduli.

Umntombi wafa zintlani akusibona.

Kukuthini ukufa zintlani?

28 - IVEKI YESI-2 - MVULO



BEGINNING KNOWLEDGE

Insects that harm or help us

Think-Pair-Share

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

Read and discuss

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

PG 29
30 min

UMHLA

Izinambuzane ezisenzakalisayo okanye ezisincedayo

Amabhabhathane abhabha esuka kwiingqumbo eku keeninge ingqumbo esitya incindi. Abhabha umanga emsimbeni uyawo. Lo mungu uchumisa imfuyumbane akuse isigqalo sivela isihamba okanye umfuna.

Amabhungane atye izinambuzane ezininzi kwizityalo ezifana neentwala zamvelo, amangalwane, imtwala, imibungu kunye nezingwe abinambuzane ezininzi ezinkubungela iingqabi esityeni.

Eziye ingangoni zisazisa izifo eziphila abantu neziweengana. Ingangoni ziyakuleleka xa ziluma umntu okanye isihangana ezivela. Ize zisazise ezo sifo.

Izilungu zintakumba kubuhlungu kwaye kubangela ukufowazalawa nokulumba. Abanye abantu kunye neziweengana ababizwa (Baqingulane) ngamotha ezintakumba. Iintakumba ziyakazi ukufwala izifo okusuka kwezingwe isihangana ukuya keeningwe.

IVEKI YESI-2 - MVULO - 29



VISUAL ARTS A butterfly painting

Prepare

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

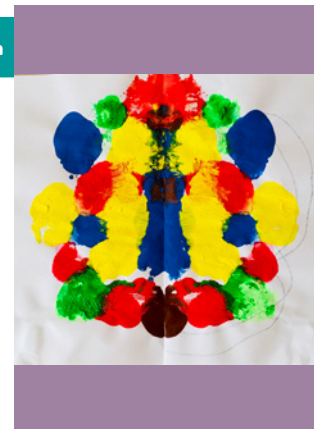
Activity (paint)

- Fold a piece of A4 paper in half widthwise.
- Use a spoon or stick to put small pools of different colour paint on one half.

- Fold the paper so that the paint is inside.
- Gently press the paper so that the pools of paint cover both sides of the paper.
- Open out the paper and leave to dry.

Keep safe to complete tomorrow

30 min



PHYSICAL EDUCATION Introduction

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

30 min





LISTENING AND SPEAKING Retelling a story

15 min



Think-Pair-Share

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



PHONICS Practice

PG 30
10 min

UMHLA

Fakela isandi esishiyiweyo.

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

30 • IVEKI YESI-2 • LWESIBINI

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



HANDWRITING Capital U

PG 26
10 min

LWESIBINI

X

X

Handwriting practice lines for the letter U.

- Follow the procedure for Handwriting lessons on page 9.



SHARED READING Comprehension

PG 2-7
15 min

UNombulelo nesinambuzane esibi

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

Wayebakhumbula abahlobo bakhe. Kwesi sikolo sakhe sitsha, abanye abantwana babemgqula. Babemhlekisa bambiza basithi, "ntambo yasefama!" Babasithi usidinge esingqiniso kuba ephuma ezifama. Akukho mtu wayejalala naye, kwaye loo nto yayimkhathaza kakhulu.

2 • IVEKI YOKU-1

Shared reading

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

Paired reading

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



WRITING Comprehension

PG 31
15 min

UMHLA

Ingqiqo

Funda ibali, UNombulelo nesinambuzane esibi.

Ngokukhwalim/Ngokuzimela

Sebenzisa amakhosi amazwi ukushekwantshela ibali.

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

UNombulelo wayengwabanga ngoba _____

Wabona _____ phantsi kwenzifiso kantsihlalo.

Abanye abantwana babe _____

Wayesibonisi uNombulelo, wathatha _____

Utshala kunye nabantwana _____

IVEKI YESI-2 • LWESIBINI • 31

Read and discuss the task

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

Write

- Complete the LAB activity.

Check and correct, allowing for differences in the story summary.

GROUP GUIDED READING AND INDEPENDENT WORK



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

PG 32
30 min

UMHLA

Zizikhusele njani izinambuzane?

Izinambuzane ezininzi ziyabulala izinambuzane kwaye ziditye. Ngoko izinambuzane kungqonisekile ukuba zizikhusele. Onomava neenyazi zibuzi zizikhusele izintshaba zazo. Zinemigca ezipheleleyo igxulumisa izintshaba zazo engqeni. Impukane namabhabhathane zingabhabhala kude kwintshaba zazo. Amaphila angaphakathi ngamanye aqhekeka ukuziphelisa. Umntwana uwebenzisa ikhomafaji ukuzifika. Ukhuliso kwaye ubungqela njengengo okanye igqabi lezityalo. Akabonakali kuba kwintshaba zifika.

Fakela omagama abujwayo kwithegibhile.

Izinambuzane	Indlela ezizikhusele ngayo
igqala	Uwebenzisa ikhomafaji.
umomava	Ibhabhala kude kutshaba kwaye.

32 - IVEKI YESI-2 - LWESIBINI

BEGINNING KNOWLEDGE What am I?



Read and discuss

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

Write

- Complete the LAB activity.

PG 33
30 min

UMHLA

Ndiyintoni?

Tshetso umfankiso nenkazelo. Kwela umgca.

Inyosi	Ndisasaza izintsholongwane ezisuka kwintshaba ezimabka ndibiza elugeni kwakho. Izigowu zikugqondisa ukundinya.
inkububulungwe	Ndinomila egqibelele onendawo ehlalayo ekupheleni. Ndiyabhabha xa ndibayela.
umomdukuwane	Ndithwala umungu ukusuka kwenge intyatyamba ukuya kwenge, ngelixa ndigqalele incinane igqwenzisa ubusi.
impukane	Ndizigqalele ubungqela bekhomafaji, ndize ndibugqumela emhlabeni. Oku kuchumisa umhlaba.
umntwana	Ndikugqondisa ukufika emabhathini, kwaye ndiphuma ebusuku ukaze nditye ukutya. Ngamanye amaxesha ndithwala izifo.
igqala	Ndinesisu eside. Nditya iingqongoni kunye namagqabi eengqongoni.

33 - IVEKI YESI-2 - LWESIBINI

VISUAL ARTS Butterfly picture (continued)



Activity (cut and draw)

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

Display and discuss

- Learners explain how their butterfly is symmetrical.

30 min



PHYSICAL EDUCATION Activity stations



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

25 min



GROUP GUIDED READING AND INDEPENDENT WORK



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

PG 36
30 min

UMHLA

Zitya ntoni izinambuzane?

Zinambuzane ezininzi zitya izitya. Inombuso ngama-3000 ezintathu ezintathu. Onomoya obuhle obuhle ezintathu ezintathu ezintathu. Ezinye izinambuzane ezintathu ezintathu ezintathu. Ezinye izinambuzane ezintathu ezintathu ezintathu. Ezinye izinambuzane ezintathu ezintathu ezintathu. Ezinye izinambuzane ezintathu ezintathu ezintathu.

1. Sebenzisa amagama ukugqibezela izivakafu.

	Kunxa	simbeka	incindi
1	Intyatyamba zivelisa ulwelo oluwazi obizwa ngokuba		
2	Inyasi zisebenzisa	waza	
3	Ukufunxa incindi ekwintyatyamba.		
4	Ungasebenzisa izitho uku	ezibandakanya ezintathu.	

2. Nika amagama ezinambuzane ezintathu ezintathu.

36 - IVEKI YESI-2 - LWESITHATHU



BEGINNING KNOWLEDGE

Helpful and harmful insects

Read and discuss

- What are these insects?
- Which insects do you think help us?
- Which do you think can harm us?

Write

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

PG 37
30 min

UMHLA

Izilwanyana eziluncedo kunye nezinobungozi

Bhala amagama ezinambuzane kwizithalam ezichanekileyo.

	Eziluncedo	Ezinobungozi
 Ishushuthane		
 Inyasi		
 Iphala		
 Ukhakhameni		
 Ishushuthane		
 Ishushuthane		
 Ishushuthane		
 Ishushuthane		
 Ishushuthane		
 Ishushuthane		
 Ishushuthane		
 Ishushuthane		
 Ishushuthane		
 Ishushuthane		
 Ishushuthane		
 Ishushuthane		

37 - IVEKI YESI-2 - LWESITHATHU



PERFORMING ARTS

Movement to music

Prepare

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

Do

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

Discuss

- What other types of music could depict insect movements?

30 min



PHYSICAL EDUCATION

Activity stations

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

25 min



GROUP GUIDED READING AND INDEPENDENT WORK



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

PG 40
30 min

UMHLA

Izinambuzane ezithanda ukuhlala kunye

Ingosi zobusi zizimbuzane ezithanda ukuhlala kunye. Zihlala kunye kwezindlu zazo kunge zinamiselwazi eghlulileyo. Ukumkankazi ubeka omagqeni. Iidroweni (idroweni) zingosi zobusi ezingamadidi, eziye ezibona ndumkankazi, ameha kabi siye zife. Ingosi ezingqabaseleni zimazi ezigqina ndu ezingqini isocokile, kwaye zizunge ingosi ezincinci. Zingongqada bemfu kwaye zigqalela incindi, ezithi zigqane ngobusi.

Imbavane nazo zizimbuzane ezithanda ukuhlala kunye, kunge zihlala kunye. Zihlala phantsi kumhlaba sicakisi. Nazo zinazo iidroweni ezibona ndumkankazi kunye nobeseleni obogonye abantwana, obaqalela ukuya abakwangoqongeda bakaleni.

Sebenzisa omagama ukugqibezala izivakalisi.

ukumkankazi	imbavane	ukuthanda
ihlala kunye	iidroweni	isasebeni
ingosi zobusi		

• Izimbuzane ezithanda kunye ezinamiselwazi eghlulileyo zibiza ngokuba zizimbuzane esi _____.

• _____ zihlala kwinkosi.

• _____ zihlala ezindawini zazo _____.

40 - IVEKI YESI-2 - LWESINE

BEGINNING KNOWLEDGE Concept review

30 min



KWL chart (page 11)

- Help learners to complete the last row.
- **Thumbs up/thumbs down**
 - Hold up a bilingual flashcard for each word and ask the questions.

helpful

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

harmful

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

protect

1. Some insects protect themselves by camouflaging themselves.
2. Some insects protect themselves by stinging.
3. All insects protect themselves by stinging.

Bridge to English: helpful, harmful, protect

PERFORMING ARTS Movement to music

30 min



Introduction

- Listen to the chosen piece of music.

Groups

- Divide the class into four groups.
- Each group talks about and practises a simple dance.

Perform

- Each group dances to the music in turn.

Evaluate

- Encourage positive comments after each performance.
- Comment on movement and music aligning, keeping to a steady rhythm and interpretation of music.



PHYSICAL EDUCATION Activity stations

25 min



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





LISTENING AND SPEAKING Review of week

15 min



Think-Pair-Share

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



PHONICS Dictation

(editor insert the 2 words from phonics manuscript)

- Follow the procedure for dictation on page 8.

Words: XX and XX

Sentence: XXXXXX

(editor insert the sentence from phonics manuscript)

PG 41
10 min

UMHLA

Ukufunda amagama ngexesha elibekiweyo.

Fundela iqabane lakho la magama ngomzuzu omnye.

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

Amagama awafunde ngokuchanekileyo: _____

IYEKI YESI-2 - LWESHLANU • 41



HANDWRITING

Consolidate capitals Y U W V

PG 26
10 min

- Follow the procedure for Handwriting lessons on page 9.



READING Independent work review

15 min

Read and answer questions

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

Discuss the texts

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

Marking

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



INDEPENDENT WRITING

15 min

Praying mantis information report

- Rub out the information on the shared reading report.
- Learners write their own information report on the praying mantis, choosing the information they insert.
- **Look for:** Correct layout and punctuation, understanding of sub-headings, present tense.

Information report
Heading: Praying mantis
Class: _____
Appearance:

Habits:



GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 42
30 min



BEGINNING KNOWLEDGE

DBE Workbook time

Checking and feedback

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

Complete DBE Workbook pages

- Life Skills Workbook 1 Worksheet 21 Insects, pages 43.
- Home Language Workbook 1 – select a page.

30 min



PHYSICAL EDUCATION

Activity stations

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

25 min



TEACHER'S WEEKLY REVIEW

This week, I have:

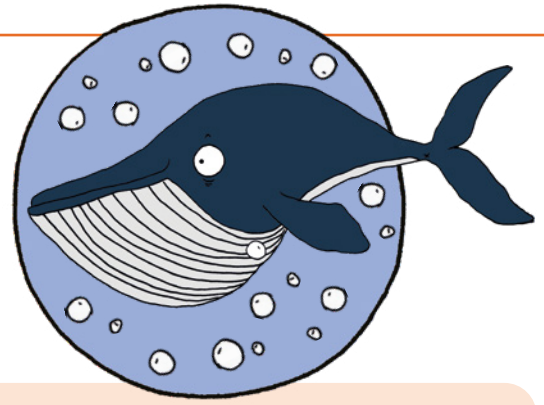
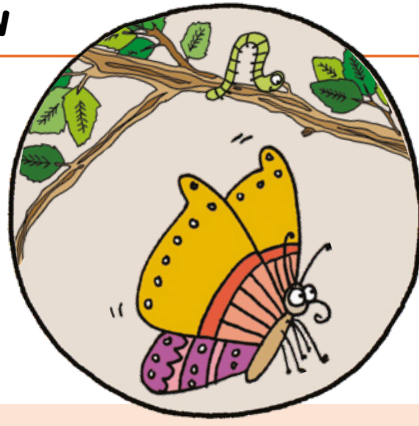
- **taken in the LABs**, Handwriting and Writing exercise books
- **checked and corrected the work** and identified areas of concern or specific learners needing more assistance
- **referred back to the Week Overview** and identified any lesson I was not able to complete
- **scanned my lap book** and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

I have scheduled a time next week for:

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

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

WEEK 3 OVERVIEW



Life cycles

OUTCOMES FOR THE WEEK

Learners will:

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

PREPARATION

Flashcards

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

Sentence

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

MATERIALS

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

ASSESSMENT

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

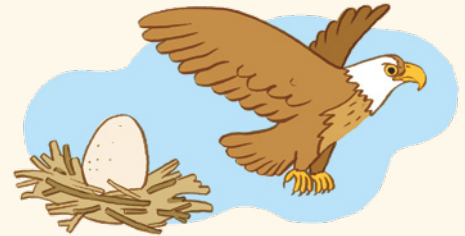
Informal: Timed word reading (Friday), Writing (facts); Handwriting; Comprehension, Vocabulary and language work, BK pages.

Life cycles

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

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

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



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

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

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

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

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



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

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

MONDAY


LISTENING AND SPEAKING News

15 min

Think-Pair-Share

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

Share:

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

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


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

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

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

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

PG 51

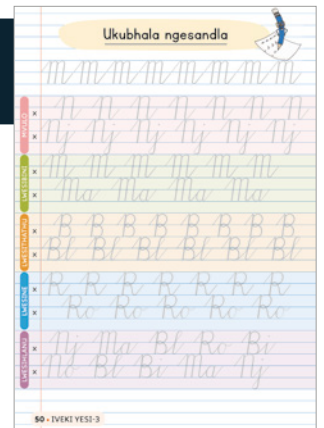
10 min


HANDWRITING Capital **N**

- Follow the procedure for Handwriting lessons on page 9.

PG 50

10 min


READING Teacher read aloud
TG
PG 51

15 min

Before reading

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

Read the text to the learners**After reading**

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

**EFAL**

- Teach a lesson from your EFAL programme.

15 min



GROUP GUIDED READING AND INDEPENDENT WORK



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

PG 52
30 min

UMHLA

Funda izivakalisi

Udadabawo ufikelwe lundwendwe lwasekhaleji.

UFuneka udinga iincwadi ezintsha zokubhala.

Izithwalandwe zifumene izatifiketi zokuphumelela izifundo zazo.

Indwe yintaka yesizwe yaseMantsi Afrika.

USisa ufincelela ithontsi lesiselo esiselelo ebhotlani.

Zifumene ntoni izithwalandwe?

52 - IVEKI YESI-3 - MYULO

BEGINNING KNOWLEDGE Life cycles



Think-Pair-Share

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

Shared Writing: KWL chart

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

PG 53
30 min

UMHLA

Imijikelo yobomi

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

53 - IVEKI YESI-3 - MYULO

VISUAL ARTS Art gallery: Natural drawing



About the painting

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

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

published in books. Someone called her 'The woman who made science beautiful'.

Pairs

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

Class discussion

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

PG 54
30 min

UMHLA

Iziko lemboniso yobugcisa

Izithothofosi ngokuzotywe nguMaria Sybilla Merian

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

54 - IVEKI YESI-3 - MYULO

PHYSICAL EDUCATION Introduction



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

30 min





LISTENING AND SPEAKING

Growing up

15 min

Think-Pair-Share

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



PHONICS

Practice

PG 55

10 min

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

UMHLA

Bhala amagama ngendlela echanekileyo.

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

IYEKI YESI-3 • LWESIBINI • 55



HANDWRITING

Capital M

PG 50

10 min

- Follow the procedure for Handwriting lessons on page 9.

LWESIBINI

x	
x	



SHARED READING

Comprehension

PG

44-49

15 min

Before reading

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

Shared reading

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

UMHLA

Umqqa wokunyamalala koonjubalala

Milo bhutani!

Makom bantwana!

Uzibi wayekunjabalala. Wayenobhuti noasisi abangaphezu kwekhulu ababengoonjubalala! Wayengayena amincinci, kwagye engayena mncinane ngesiqo. Umqqa koonjubalala lesulalala emanzini aqhahleqa nanzulu echibi. Bobekwazi ukubona ukuthanga kwelanga phezu kwaba behlala phantsi kwamanzi.

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

44 • IYEKI YESI-3



WRITING

Comprehension

PG 56

15 min

Read and discuss questions

Write

- Complete the LAB activity.

Check and correct.

UMHLA

Ingqiso

Funda ibali, Umqqa wokunyamalala koonjubalala.

Funda ucinge

1. Yayijintani umqqa kwisikhaka?
2. Uzibi wayecinga kwenzeke ntani koonjubalala? kwayecinga
3. Kwakutheni uzibi abe ngawokugqibela ukuba isele? Kungokuba

Ngokukokwam/Ngokuzemela

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

56 • IYEKI YESI-3 • LWESIBINI

GROUP GUIDED READING AND INDEPENDENT WORK



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

PG 57
30 min

UMHLA

Izilwanyana esiphila ixesha elide: Ufudo

Amafudo zizidolwesi ezintathu, ezizolwesi. Anamagqokobhe okuakhusela. Amafudo ophila ixesha elide, ngaphezulu kumabantsi. Okona didi lakholo lemafudo libizwa ngokuba ngamafudo i-Giant. UJanathan ligama lakholo lofudo i-Giant olunobuhlobo, uluhlala kwinyanga yenkululeko. Loona kuba babizwa ababonisi. UJanathan akazi i-PO ababizwa. UJanathan akazi ababonisi, amafudaphethu, nomo-ogile, kwaye uyakuthanda ukulala.

Ingaba abantu bangakwazi ukuphila iminyaka ezi-100?

Bhala izandakazi ezichaza ukuba kutheni amafudo ezizidolwesi ezinkulu umfola.

IVEKI YESI-3 - LWESIBINI - 57

BEGINNING KNOWLEDGE



Read and discuss

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

Life cycle of a butterfly

Think-Pair-Share

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

Write

- Complete the LAB activity.

PG 58
30 min

UMHLA

Umjikelo wobomi bebhabhathane

Izingeniso Amababhathane abizwa ngokuba abamini bawo. Oku kubizwa ngokuba ngamjikelo wobomi bebhabhathane.

Izigebo 1 → Ibhabhathane libeka amagqabi phezu kwegqabi. Ngaphezu kwamagqabi, kubizwa ngokuba amancinane.

Izigebo 2 → Umbungu uyafika ukukhula indlela yayo ukuphuma egqabini.

Izigebo 3 → Umbungu uyayimogqabi kwizinye izinyanga kuba uyabizwa ngokuba ude ukhula ubamkhalo.

Izigebo 4 → Xa umbungu uyabizwa ngokuba ude ukhula ubamkhalo, ukhumbisa sava sigawo. Ukhumbisa esitha sale amagqabi. Umphelele odu amandla amancinane.

Izigebo 5 → Xa umbungu uyabizwa ngokuba ude ukhula ubamkhalo, wenza uqhunguqhungu okanye ngokubizwa. Uza kutshintsha ngaphezu kwizinyanga.

Izigebo 6 → Emva kweeveki ezimbini, ibhabhathane iyaphuma kuzinyanga. Amagqabi aya amandla kwaye amancinane ngokuba. Emva kokuba amagqabi abhambambane omile, ibhabhathane iyagqibizela, iyabizwa ngokuba kwaye libeka amagqabi.

58 - IVEKI YESI-3 - LWESIBINI

VISUAL ARTS Draw a leaf



Prepare

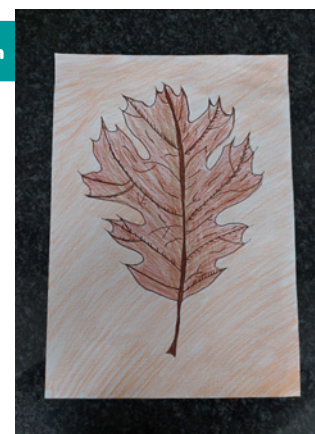
- Bring a variety of leaves (smooth edges, serrated edges, different shapes, different colours, etc.).
- Give each group one leaf.
- Tell learners to observe the leaf carefully (shape, colour, veins, marks or holes, edge).

Activity (pencil on paper)

- Learners draw their leaf, adding all the details they can see.
- Look at the leaf again and again as you draw.

Keep safe to complete next week.

30 min



PHYSICAL EDUCATION Activity stations



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

25 min





LISTENING AND SPEAKING

Think-Pair-Share

- **Think:** We learn a lot of new things at school but we can also learn outside of school.
- **Pair:** Tell your partner about how you would find out more about an animal you were interested in (e.g. asking adults,

Discussion on research

- internet search, observing the animal, library books etc.)
- **Share** with the class. (Teacher may want to write some suggestions down.)
- Use your lap book to record observations.

15 min



PHONICS **Revise sounds XX and XX**

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

[For Sepedi Monday and Wednesday, throughout PHONICS]

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

PG 59

10 min

UMHLA

Gqibezela isivakalisi ngegama elifanelekileyo.

indibongela intlekisa indwendwe uyancwina uncwela undwebile indlu

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

IYEKI YESI-3 - LWESTHATHU - 59



HANDWRITING **Capital B**

- Follow the procedure for Handwriting lessons on page 9.

PG 50

10 min

LWESTHATHU

x B B B B B B B B

x Bl Bl Bl Bl Bl Bl Bl Bl



SHARED READING **Vocabulary**

Vocabulary words

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

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

Shared reading

- Re-read pages 44 to 49 together **with** the learners.
- **Word search:** As you read learners spot the vocabulary words in the LAB text. They underline or circle each new word.

Learners sort flashcards into alphabetical order.

PG

44-49

15 min

UMHLA

Umnqa wokunyamalala koonjubilala

Malo bhutani!

Makani bhutani!

UZibi wayengunjubilala. Wayenobhuti noasisi obangaphesvu kwakhulu obabengonjubilali! Wayengoyama amncinci, kwaye engoyama imncinane ngesiqo. Uasipho loonjubilala lwaluhlala emanzini aqholileyo manulu echibi. Babekwazi ukubona ukuthanga kwelanga phezu lu kwaba behlala phantsi kwamanti.

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

44 • IYEKI YESI-3



WRITING **Vocabulary**

Oral

- Go through the LAB activities orally.

Write

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

Display vocabulary flashcards on the Word Wall.

PG 60

15 min

UMHLA

Isigama

unjubilala umnqa
ukunyamalala imfihlyeni incangathi

Tshatsha isigama nentsingiselo.

ukunyamalala	umntwana weselo
unjubilala	shila emanzini
umnqa	nosentliziyo
imfihlyeni	ukudaka
ncangathi	incamathela olu ngathi yifu
	kuncima ukuyiganda

Bhala omagama ukugqibezela itheybhule.

Isigama	Omabumba	Amalungu
um	_____	_____
im	_____	_____
nc	_____	_____

60 • IYEKI YESI-3 - LWESTHATHU



GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 61
30 min

UMHLA

Isilwanyana esiphila ixesha elide: Umnenga

Iminenga zizilwanyana ezinkulu ezizilanga, ezihlala elwandle. Zizona zilwanyana zinkulu ekhaya. Naye ihlala ibona abude. Okunye ukhoba lomnenga, okubizwa ngokuba ngumnenga onentloko engqokusa (Bowhead whale), ungaphila iminyaka engaphezu kwama-200! Le minenga zezona zilwanyana ziphila ixesha elide embabeni. Iminenga onentloko engqokusa ihlala kungenziwe ibandayo gqwelwande, kwazi ngayo ezininzi zaselwandle kunye nezilwanyana. Kodwa le minenga mihle iphantsi yimbhabhalo kuba abantu babulale unani lenge.

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

IVEKI YESI-3 - LWESITHATHU • 61



BEGINNING KNOWLEDGE Draw a life cycle

Read and discuss

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

Shared writing

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

PG 62
30 min

UMHLA

Umjikelo wobomi

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

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

62 - IVEKI YESI-3 - LWESITHATHU



PERFORMING ARTS Rehearse a call-and-response song

Prepare

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

Do

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

Discuss

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

30 min



PHYSICAL EDUCATION Activity stations

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

25 min





LISTENING AND SPEAKING

Think-Pair-Share

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

Discussion on research

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

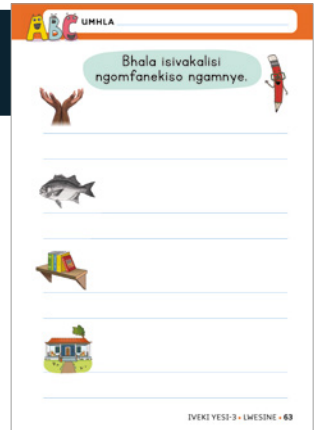
15 min



PHONICS Complete the sentences

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

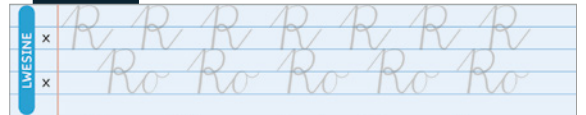
PG 63
10 min



HANDWRITING Capital R

- Follow the procedure for Handwriting lessons on page 9.

PG 50
10 min



SHARED READING Language

Introduce the sentences

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

Work with the sentences

- Which word is the **heading**? How can you tell? (*bold, position*)

- Which sentence **classifies** the animal? (*first, it says what group the animal belongs to*)
- What does the next sentence do? (*defines the group*)
- What is the difference between a classification and a definition?
- Read the table to the children (*provides examples*).

15 min

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



WRITING Language

Write

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

PG 64
15 min



GROUP GUIDED READING AND INDEPENDENT WORK



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

PG 65
30 min

UMHLA

Isilwanyana esiphila ixesha elifutshane: Impukane yeziqhamo

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

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

Impukane zeziqhamo zinika umdla kuba zinobomi obufutshane kakhulu. Ziphila zivaki ezimbini kuphela! Oku babona boni bufutshane kuzo naziqhamo na isilwanyana emhlabeni. Ngaphambi kokuba aye, imazi yempukane yeziqhamo bakha malunga nama-100 unyaka.

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

IVEKI YESI-3 - LWESINI - 65

BEGINNING KNOWLEDGE **Concept review**

30 min



KWL chart (LAB page 53)

- Help learners to complete the last row.

Thumbs up/thumbs down

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

caterpillar

1. Caterpillars hatch from eggs.
2. Caterpillars change into tadpoles.
3. Caterpillars shed their skins when they get too big.

pupa

1. The pupa is the last stage of the butterfly life cycle.
2. The caterpillar changes inside the pupa.
3. A butterfly emerges from the pupa.

butterfly

1. Butterflies lay eggs on leaves.
2. A butterfly comes out of the cocoon under water.
3. Butterflies and caterpillars are part of the same life cycle.

Bridge to English: caterpillar, pupa, butterfly

PERFORMING ARTS

Perform a call-and-response song

30 min



Prepare

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

Perform

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

Evaluate

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



PHYSICAL EDUCATION **Activity stations**

25 min



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





LISTENING AND SPEAKING

Review of week

15 min

Think-Pair-Share

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



PHONICS

Timed word reading

PG 66

10 min

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



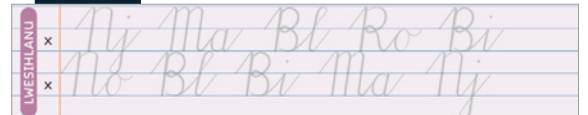
HANDWRITING

Consolidate capitals N M B R

PG 50

10 min

- Follow the procedure for Handwriting lessons on page 9.



READING

Independent work review

15 min

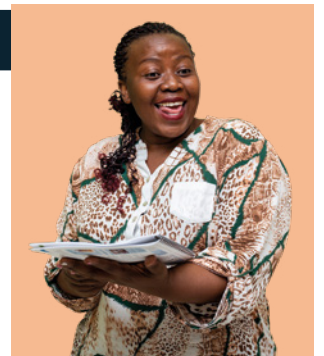
Read and answer questions

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

Discuss the texts

Marking

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



INDEPENDENT WRITING

Writing facts

15 min

Discuss

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

Facts about
the _____

(**cockroach**)

1. It can live
without a head.

2. _____

3. _____

4. _____



GROUP GUIDED READING AND INDEPENDENT WORK

- **Group reading:** Groups D & E
- **Independent work:** Flower with a short lifespan: Daylily

PG 67
30 min




BEGINNING KNOWLEDGE DBE Workbook time

Checking and feedback

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

Complete DBE Workbook pages

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

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

30 min



PHYSICAL EDUCATION Activity stations

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

25 min



TEACHER'S WEEKLY REVIEW

This week, I have:

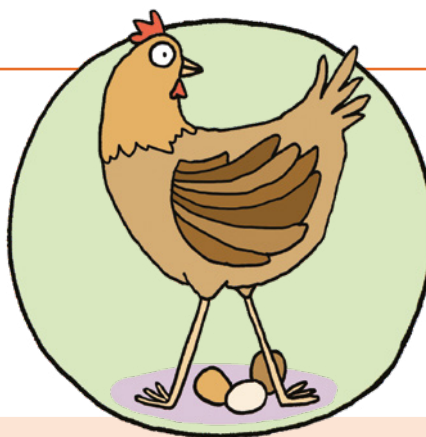
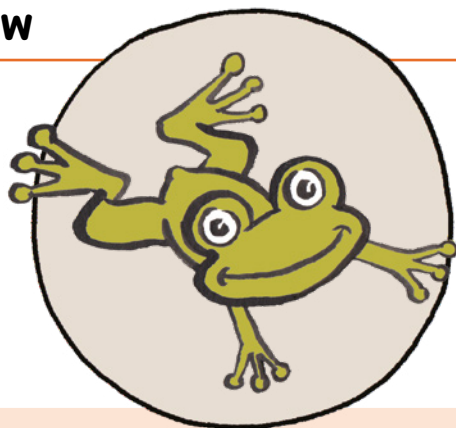
- taken in the LABs, Handwriting and Writing exercise books
- checked and corrected the work and identified areas of concern or specific learners needing more assistance
- referred back to the Week Overview and identified any lesson I was not able to complete
- scanned my lap book and noted any children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

I have scheduled a time next week for:

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

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

WEEK 4 OVERVIEW



Life cycles

OUTCOMES FOR THE WEEK

Learners will:

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

PREPARATION

Flashcards

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

Sentence

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

MATERIALS

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

ASSESSMENT

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

Informal: Dictation, Comprehension, Fluency practice BK activities

Formal Assessment Activities

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

Once there was a princess who lived in a palace with her father, the king. She had no brothers and sisters to play with, so her father gave her a golden ball.

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

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

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

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

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

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



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

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

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

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

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

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

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



MONDAY



LISTENING AND SPEAKING News

15 min

Think-Pair-Share

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

Share:

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

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



PHONICS Revise sounds XX and XX

PG 69

10 min

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

[For Sepedi Monday and Wednesday, throughout PHONICS]

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

LMHLA

Khangela la magama angezantsi.

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

Khetha amagama amathathu, uze ubhale isivakalisi esifutshane ngegama ngalinye.

-
-
-

IVUKI YESI-4 • MVULO • 69



HANDWRITING Capital H

PG 68

10 min

- Follow the procedure for Handwriting lessons on page 9.

Ukubhala ngesandla

Handwriting practice sheet showing the letter 'H' written in cursive on lined paper. The sheet is divided into sections for 'X', 'Y', 'Z', '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'.

68 • IVUKI YESI-4



READING Teacher read aloud

TG

PG 63

15 min

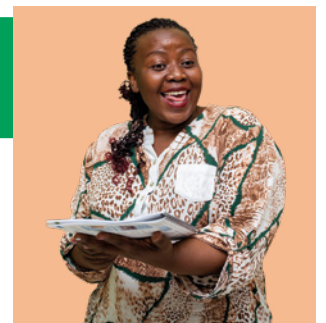
Before reading

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

Read the text to the learners

After reading

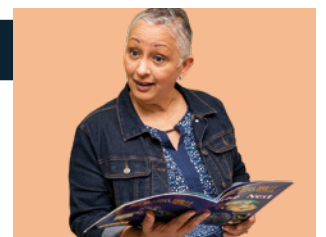
- Which three people were in the story?
- Where did the story take place?
- Did the princess keep her promise? What does that tell you about her?
- How did the story end?



EFAL

15 min

- Teach a lesson from your EFAL programme.





GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 70
30 min

UMHLA

Funda izivakalisi

Lo mntwana uyothandwa ziintwala.

Umakazi uthwele iqhiga entle.

Sele kusondele intwasahlobo.

Nceda umakhulu, uyasindwa ngumthwalo avuphetheyo.

Ndicela intwana yeswekile wethu mmelwane.

Yintoni le isindo umakhulu?

70 - IVEKI YESI-4 - MVULO



BEGINNING KNOWLEDGE Life cycle of a frog

Read and discuss

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

Think-Pair-Share

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

Write

- Complete the LAB activity.

PG 71
30 min

UMHLA

Umjikelo wobami besele

Ikhala izigaba zanjikelo wobami besele ukuba ziphethe nemifanekiso. Sebenzisa ulwazi olukwiphetha lama-49.

1 2 3 4

umjikelo wobami besele isele
omaganda umntwana wesele

IVEKI YESI-4 - MVULO - 71



VISUAL ARTS Colour your leaf

Activity (pencil or kokis and crayons or paint)

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

Keep safe to complete tomorrow

30 min

UMHLA

Iziko lemboniso yobugcisa

Ithothomafazi ngokuziqheka ngu/Maria Sibhila Merlan

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

54 - IVEKI YESI-3 - MVULO



PHYSICAL EDUCATION Introduction

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

30 min





LISTENING AND SPEAKING

Retelling a story

15 min

Think-Pair-Share

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

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



PHONICS Practice

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

PG 72

10 min

UMHLA

Fakela isandi esishiyiweyo.

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

72 • IVEKI YESI-4 • LWESIBINI



HANDWRITING Capital K

- Follow the procedure for Handwriting lessons on page 9.

PG 68

10 min

LWESIBINI

X

X



SHARED READING Comprehension

Shared reading

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

Paired reading

- Partners read a page in turn practising reading fluently and

with expression.

- Learners should change their voices where tadpoles speak in the story (in the speech bubbles).
- Listen and give feedback as you walk around or use this time for one-on-one time.

PG

44-49

15 min

Umnqa wokunyamalala koonjubalala

Mala bhutana!

Makom bantwana!

UZiZi wayengumjubalala. Wayenobhuti nasazi abangaphezu kwekhulu ababengamjubalala! Wayengajama amncinci, kwagxe engajama mncinane ngesiga. UIngqha koonjubalala lezululala emanzini aqhahlelo nanzulu echibi. Babekwazi ukubona ukuthanga kwelanga phezu kwada behlala phantsi kwamanzi.

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

44 • IVEKI YESI-3



WRITING Comprehension

Read and discuss the task

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

Write

- Complete the LAB activity.

Check and correct, allowing for differences in the story summary.

PG 73

15 min

UMHLA

Ingqha

Funda ibali, Umnqa wokunyamalala koonjubalala.

Ngokukhawam/Ngokuzimela

Sekantsa nawho amazwi ukuthawakathela ibali laseZiZi.

1. Umlinganiswa: Umlinganiswa uyintleko ngu _____

2. Isimo sentlalo: Izali lenzeka e _____

3. Isithwaskathelo sobali: _____

UZiZi wayehlala echibini kunye _____

Kwabakho umnqa. Abantakwabo noodade bakaZiZi babe _____

UZiZi wayecinga _____

Emva koko, uZiZi wababala _____

Wafumanisa ukuba abantakwabo noodade wabo seke be _____

73 • IVEKI YESI-4 • LWESIBINI

GROUP GUIDED READING AND INDEPENDENT WORK



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

PG 74
30 min

UMHLA

Amaganda azuba (Isahluko 1)

Nyaphambili, endle eAfrika, kwakha kwakho umthi onomoya. Elingeni somthi kwakulho umaganda. Emagandeni ngakho kwakulho inlawane efukumaleyo, eyonilwe ngemaga neentaba. Kule indawane kwakulho amaganda amane omahle okuhlaza mazuba ngakho umbala kancinci ebandakile.

Kwathi ka, amva kwemaga, kwenzeka into echulumancinye. Amaganda oqaliso ukugqokeka!

1. Lacinga ukuba yintoni eza kuganduselwa kula maganda?

2. Yintoni enye oyibonayo emthini?

74 • IVEKI YESI-4 • LWESIBINI

BEGINNING KNOWLEDGE

Write an information text



Read and discuss

Think-Pair-Share

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

Write

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

PG 75
30 min

UMHLA

Bhala isicatshulwa solwazi.

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

IVEKI YESI-4 • LWESIBINI • 75

VISUAL ARTS

Draw a leaf (continued)

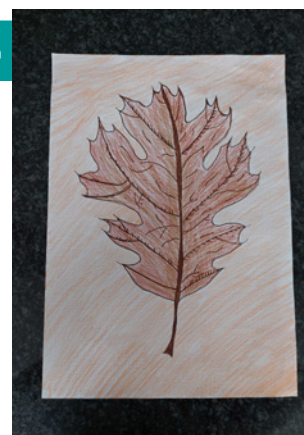


Complete the leaf drawings

Display and discuss

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

30 min



PHYSICAL EDUCATION

Activity stations



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

25 min





LISTENING AND SPEAKING

Sharing our research

15 min

Think-Pair-Share

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



PHONICS **Revise sounds XX and XX**

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

[For Sepedi Monday and Wednesday, throughout PHONICS]

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

PG 76

10 min

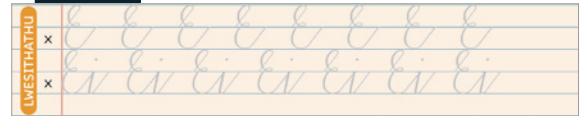


HANDWRITING **Capital &**

- Follow the procedure for Handwriting lessons on page 9.

PG 68

10 min



READING **Vocabulary and language review**

Vocabulary (LAB page 60)

- Read flashcards from last week:

tadpole	mystery	amphibian	disappearing	sticky
---------	---------	-----------	--------------	--------

- Learners check last week's LAB vocabulary activity and correct.

Sentence work (LAB page 64)

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

15 min



WRITING **Bridge to English**

Vocabulary

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

Sentence

- Discuss how to express the key sentences in English.

Write

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

PG 77

15 min





GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 78
30 min

UMHLA

Amaganda azuba (Isahluko 2)

Kubo moganda, kwaphuma amantshantsha entoko amama. Ayacelamisa kwaye emama engacelamisa. Ayagqalamezi ukuzingamkelisa. Kadwa umama wawo wayekhona ewafudumeza. Iqinisekisa umama namantshantsha ukulala.

Umama natata wawo balahlela bejenge i-ibhanga ukuya linto ezinkulu ezinkwenzakalisa izinsana zabo. Yonke imihla ayekhula esemeliso, kwaye neentaba zazo zingata ukukhula.

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

78 - IVEKI YESI-4 - LWESITHATHU



BEGINNING KNOWLEDGE

Read and discuss

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

Compare two life cycles

Think-Pair-Share

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

Write

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

PG 79
30 min

UMHLA

Thelekisa imijikelo yobomi embini

Ezi zidalwa zombini zigala umjikelelo wobomi zingamaganda.

Umjikelelo wobomi bewakhu	Umjikelelo wobomi befuda
<ol style="list-style-type: none"> 1. Ibhakuba ubomi kungaphela kufanele. Ibhakuba ubomi kungaphela kufanele. 2. Amaganda ayagqalamezi ukuzingamkelisa. 3. Umama natata wawo balahlela bejenge i-ibhanga ukuya linto ezinkulu ezinkwenzakalisa izinsana zabo. 4. Ucinga ukuba kuzo kwenzeka ntoni? 	<ol style="list-style-type: none"> 1. Umama natata wawo balahlela bejenge i-ibhanga ukuya linto ezinkulu ezinkwenzakalisa izinsana zabo. 2. Amaganda ayagqalamezi ukuzingamkelisa. 3. Umama natata wawo balahlela bejenge i-ibhanga ukuya linto ezinkulu ezinkwenzakalisa izinsana zabo. 4. Ucinga ukuba kuzo kwenzeka ntoni?

Yintoni efanayo?

Yintoni eyahlukileyo?

IVKEI YESI-4 - LWESITHATHU - 79



PERFORMING ARTS

Prepare

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

Do

- In groups, learners move like their chosen animal.
- Instruct them to concentrate on their bodies as they move:
 - Move as though your animal is in a hurry – think about the shape of your body.

Movement like an animal

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

Discuss

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

30 min



PHYSICAL EDUCATION

Activity stations

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

25 min





LISTENING AND SPEAKING

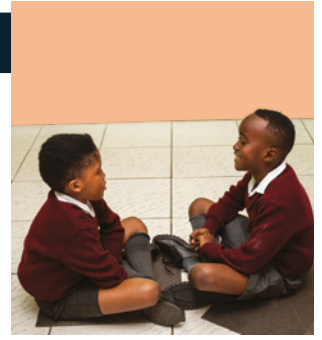
Think-Pair-Share

- **Think:** Think about all the animals you have read about this term in class or at home when you did your own research. Choose one to write about.
- **Pair:** Tell your partner which animal you have chosen to write

Animals we have learnt about

- about and why.
- **Share:** Invite all the children to tell the class which animal they have chosen. As they give you names, help them with classification, e.g. A snake? That is a reptile!
- Use your lap book to record observations.

15 min



PHONICS Revision

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

PG 80
10 min

UMHLA

Gqibezela izivakalisi ngamagama achanekileyo.

ntwasa iintwala ntwazana

umntwana umntwalo bathwele

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

80 • IVEKI YESI-4 • LWESINE



HANDWRITING Capital J

- Follow the procedure for Handwriting lessons on page 9.

PG 68
10 min

LWESINE

X

X

J J J J J J J J J J

J J J J J J J J J J



READING Fluency practice

Pairs read

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

Feedback

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

PG 81
15 min

UMHLA

Ukuziqhelanisa notyibiliko

Funda oku kabini. Mangaphi amagama owafundileyo?

UZiZi wayengunjubatala. Wayenoobhuti noosisi abangaphezu kwekhulu! Wayengoyena mncinci, kwaye engoyena mncinane ngesiqu. Uqoqo loonjubatala luhlala emanzini echibi aphalileyo nanzulu.

Ngenye imini uZiZi waqophela ukuba bambalwa oobhuti nosisi anakudlala nabo. Babengamalala! Yayingumnqo! Kwakubonakala oonjubatala abangama-90 kuqhelat! Suku nosuku, inani labo lafisayo lincintha. Kungekudala, kwasalo oobhuti abangama-20.

Inani lamagama endiwafundileyo	1	2
Inani lamagama endingawazanga		

81 • IVEKI YESI-4 • LWESINE • 81



SHARED WRITING Information report preparation

Discuss the task

- You are going to write an information report about the animal you have chosen.
- Read suggestions on chalkboard.
- Do an example, e.g. **Snake:** reptile, scaly skin, long and thin; eat animals; bite or spit; venom, born from eggs).
- If there is time, children can begin their Information Report on an animal of their choice.

15 min

Information report

(Heading) _____

(name) _____

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

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

Habits: (movement, diet, lifecycle, defense, habitat etc.)



GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 82
30 min



BEGINNING KNOWLEDGE **Concept review**

30 min

KWL chart (pg 53)

- Help learners to complete the last row.

Thumbs up/thumbs down

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

frog

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

tadpole

1. A tadpole is a young frog.
2. Tadpoles have legs when they hatch out of the egg.
3. Tadpoles leave the water when their lungs have matured.

lungs

1. A tadpole has fully developed lungs.
2. A frog has fully developed lungs.
3. Frogs breathe air through their lungs.

Bridge to English: frog, tadpole, lungs



PERFORMING ARTS **Make a movement sentence**

30 min

Introduction

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

Groups

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

Perform

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

Evaluate

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



PHYSICAL EDUCATION **Activity stations**

25 min

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





LISTENING AND SPEAKING Review of week

15 min



Think-Pair-Share

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



PHONICS Dictation

(editor insert the 2 words from phonics manuscript)

PG 83
10 min

UHLA

Ukufunda amagama ngexesha elibekiwayo.

Fundela iqabane lakho la magama ngomzuzu omnye.

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

Amagama owafunde ngokuchanekileyo: _____

IWEKI YESI 4 • LWESHLANU • 83

- Follow the procedure for dictation on page 8.

Words: XX and XX

Sentence: XXXXXX

(editor insert the sentence from phonics manuscript)



HANDWRITING

Consolidate capitals H K E J

PG 68
10 min

LWESHLANU

x H K E J h k e j

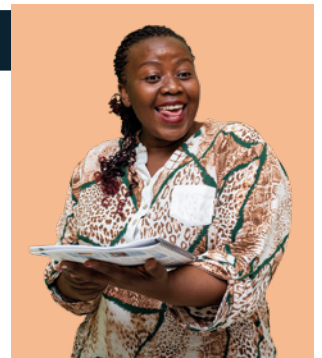
x H K E J h k e j

- Follow the procedure for Handwriting lessons on page 9.



READING Independent work review

15 min



Read and answer questions

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

Discuss the texts

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

Marking

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



WRITING: ASSESSMENT 1 Information report

15 min

Write

- Learners write their information report.

Marking

- **Look for:** Correct layout and punctuation, understanding of sub-headings, present tense, interesting choices of animals and facts.

Marking:
See page 142
Marks: 10

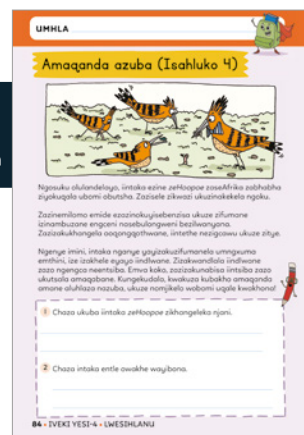
Information report
Heading:
Classification:
(1 sentence)
Appearance:
(2 sentences)
Habits:
(2 sentences)



GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 84
30 min



BEGINNING KNOWLEDGE DBE Workbook time

Checking and feedback

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

Complete DBE Workbook pages

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

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

30 min



PHYSICAL EDUCATION Activity stations

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

25 min



TEACHER'S WEEKLY REVIEW

This week, I have:

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

I have scheduled a time next week for:

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

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

WEEK 5 OVERVIEW



Recycling

OUTCOMES FOR THE WEEK

Learners will:

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

PREPARATION

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

Flashcards

Literacy	mongoose	bush pig	dung beetle	scruffy	smart
-----------------	----------	----------	-------------	---------	-------

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

Sentences

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

MATERIALS

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

ASSESSMENT

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

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

Mandla, Maya and the rubbish

This story is an introduction to the Life Skills theme of Insects. The teacher reads it on Monday (see TG page 76). It links to the pictures on the KWL page LAB page 95. Learners can look at the pictures in their LAB as you read.

As you read, mime the feelings and actions.

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

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

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

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

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

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

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



MONDAY



LISTENING AND SPEAKING

News

15 min

Think-Pair-Share

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

• Share:

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

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



PHONICS

Revise sounds XX and XX

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

[For Sepedi Monday and Wednesday,
throughout PHONICS]

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

PG 93

10 min



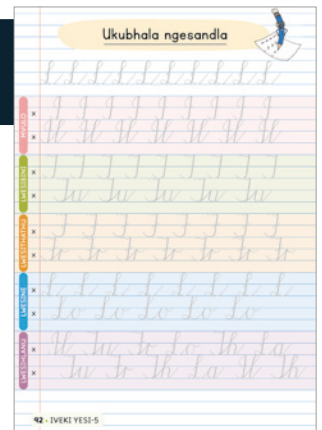
HANDWRITING

Capital J

- Follow the procedure for Handwriting lessons on page 9.

PG 92

10 min



READING

Teacher read aloud

TG
PG 75

15 min

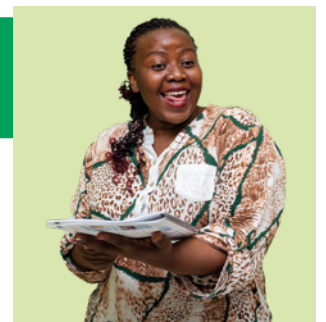
Before reading

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

After reading

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

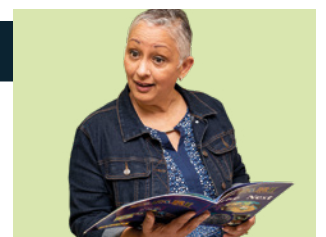
Read the story to the learners



EFAL

15 min

- Teach a lesson from your EFAL programme.



GROUP GUIDED READING AND INDEPENDENT WORK



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

PG 94
30 min

UMHLA

Funda izivakalisi

UNondumiso unxibe impahla endala.

Amaganda entaka aqandusele amantsantsho amahle.

Utata uthengele umama ilokhwe nezihlangu ezitsha.

Indoda yathi ifuna ukuzokhela ikhaya elitsha.

Ndophule umtshayelo katishala ngempazamo.

Ucinga ukuba wophuke xa bakutheni umtshayelo?

94 - IVEKI YESI-5 - MVULO

BEGINNING KNOWLEDGE



Introduce the concept

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

Think-Pair-Share

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

Recycling

Shared Writing: KWL chart

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

PG 95
30 min

UMHLA

Ukurisayikilisha

Inta emihlathisa

Inta emifuno ukusazi

Inta emihlathisa

Iveki yesi-5

Iveki yesi-6

95 - IVEKI YESI-5 - MVULO

VISUAL ARTS



Art appreciation: Sculpture

About the sculpture

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

Pairs

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

Class discussion

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

PG 96
30 min

UMHLA

Umfaneleko oqingqiweyo

Indawo emagqibaneleleko ngase-2D okanye ngase-3D?

Umfaneleko oqingqiweyo weNelson Mandela, eZIN

1. Ingaba lo mfaneleko webugcisa ngowe-2D okanye ngowe-3D?

2. Ucinga ukuba lo mfaneleko uqingqiweyo wenziwa njani?

3. Yintoni elawinileyo engasemva?

4. Yintoni elawinileyo esambindini?

96 - IVEKI YESI-5 - MVULO

PHYSICAL EDUCATION



Introduction

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

30 min





LISTENING AND SPEAKING

Think-Pair-Share

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

Story opinion

15 min

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



PHONICS Practice

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

PG 97
10 min

UMHLA

Bhala amagama ngendlela echanekileyo.

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

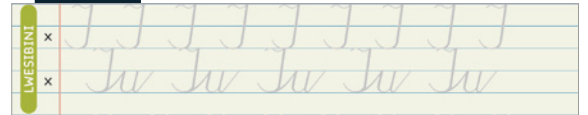
IYEKI YESI-5 - LWESIBINI - 97



HANDWRITING Capital

- Follow the procedure for Handwriting lessons on page 9.

PG 92
10 min



SHARED READING Comprehension

Before reading

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

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

After reading

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

PG 86-91
15 min

UMHLA

Esona sigebenga sinobubele ehlabathini

Nyqobambili, kwakufika sigebenga esalima izimato kwifomu yayo, size sizithengise kwemvelo gqalolile. Abantu bala lali babesithi, "Uasona sigebenga simakha ehlabathini. Usona linahe ilaphu elifane elidala kunye neembadada." Isigebenga esimbeka saqhuba ukuba inkuba si fanale si fumane impahla ezintle kusini na.

Sabona iwakile yemphahla eyayineimpahla ezilungana naye wawke umntu, ezinkulu nezincinci. Nalaba nempahla gasegebengal' isigebenga saqhuba ukubani sithenge impahla ezintle. Sathenga ...

Thenge inkulu emhlophe	qhina efenoyiga	Ishubakhe engandlali ezubo	Iinkawu ezimhubi ezinemigqa

Kunjye nezhilanga ezinyama ezintle.

Kwakutheni ukuba isigebenga si fane ukuxuba impahla ezintle?

86 - IYEKI YESI-5

Shared reading

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

WRITING Comprehension

Read and discuss questions

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

Write

- Complete the LAB activity.

Check and correct.

PG 98
15 min

UMHLA

Inqajozo

Funda Bala! Esona sigebenga silungileyo ehlabathini.

Phanda ufumane

- 1 Zaphu intlobo ezimbini zazinambuzane ezancedwe sigebenga? Kunye nee _____
- 2 Ucinga ukuba sigebenga sikhetho ukulungu okanye ukuba sibeshile? Chaza ukuba kutheni ucinga njalo. _____
- 3 Izilwanyana zazubonakalisa njani umbulelo? _____
- 4 Kazi njani ukuba ezi libali, ayikho ulwazi okuginyani? Kungokuba _____

98 - IYEKI YESI-5 - LWESIBINI

GROUP GUIDED READING AND INDEPENDENT WORK



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

PG 99
30 min

UMHLA

Umlambo

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

Kutheni lento ungasiseko la mlambo luyingazi?

IVEKI YESI-5 - LINESIBINI - 99

BEGINNING KNOWLEDGE Which bin?



Read and discuss

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

Write

- Complete the LAB activity.

PG 100
30 min

UMHLA

Ngowuphi umgqomo?

UMyaka noMandla bafika ezintu abo ezinkukhinda zisekuzeniwe kwiziko labugqirha kusetyenziswa. Ngowuphi umgqomo ekufuneka bawusebenzise?

Bhala igama lento nganye kumgqomo ochamkileyo.

igqosi	litati neyinkomo	iplastiki	amakhadi nomashapha
--------	------------------	-----------	---------------------

100 - IVEKI YESI-5 - LINESIBINI

VISUAL ARTS Foil sculpture



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

Introduce the task

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

Demonstrate, while learners follow

- Along the top edge, divide the foil into 3. Draw lines down from each mark.

- Along the bottom edge, divide the foil into 2. Draw line up from the mark.
- Cut along the lines.
- Squash the foil to make the legs and arms.
- Push the arms together to form a torso.
- Form the head.

Keep safe for next week

30 min

Head

Arms

Arms

Legs

PHYSICAL EDUCATION Activity stations



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

25 min



WEDNESDAY



LISTENING AND SPEAKING

Explain about opinions: Not all of us like the same stories and that is fine. But we must explain **why** we like or don't like it.

Think-Pair-Share

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

Opinions about stories

15 min

reminded you of something nice, made you want to be there etc.)

- Comment on well-articulated opinions that are justified by referring to something in the story.
- **Share** with the class.
- Use your lap book to record observations.



PHONICS **Revise sounds XX and XX**

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

[For Sepedi Monday and Wednesday, throughout PHONICS]

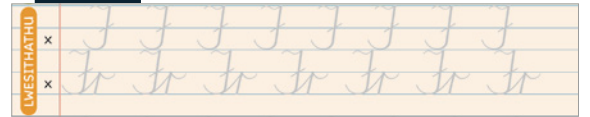
- Compare the two easily confused sounds.
- Learners complete the LAB page.
- Check and mark together.



HANDWRITING **Capital J**

- Follow the procedure for Handwriting lessons on page 9.

PG 92
10 min



PG 101
10 min

UMHLA

Gqibezela isivakalisi ngegama elifanelekileyo.

iindevu iphephandaba amanganda indala ngetshufu itshakolethi tshighe iindondo.

- 1 Uisi uqhosa _____ ekhishini.
- 2 Umama uthanda ukufunda _____.
- 3 Kubuye ubhuti awaye _____ eRhawutini.
- 4 USam uzisula isilevu _____.
- 5 _____ kuNomazo itshane emanzi.
- 6 Indoda ichebe iindevu ngomathiri wakucheba.

EVEKI YESI-5 - LWESITHATHU - 101



SHARED READING **Vocabulary**

Vocabulary words

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

mongoose	bush pig	dung beetle	scruffy	smart
----------	----------	-------------	---------	-------

- You can google/research and find pictures and information about these animals if they are unfamiliar to the children.

Shared reading

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

Learners sort flashcards into alphabetical order.

PG 86-91
15 min

Esona sigebenga sinobubele ehlabathini

Nyqakambili, kwakulho sigebenga esisima itumato kwifoma yaso, size siithengise kwamaka gradidini. Abantu bale lali babesithi, "Uasona sigebenga esimbika ehlabathini. Usona linthe iligahu elinye elidala kunye neembobola!" Isigebenga esimbika sasizibiza ukuba inkuba sifanale siFunane impahla ezintle kusini na.

Sabona iinklele gempahla eyajinempahla ezilingana naye wonke umntu, ezinkulu nezincinci. Nalaba nempahla gasebenzela Isigebenga sagqiba ekubeni aithenge impahla ezintle. Sathenga ...

Henge enkulu emhlophe	Igha elinemigca	Ibhakhuwe engandisi ezulw	Iinkwazi ezimhube ezinemigca
-----------------------	-----------------	---------------------------	------------------------------

Kunye nezilungu esinyama ezintle.

Kwakutheni ukaze isigebenga sifane ukunika impahla entle?

86 - EVEKI YESI-5



WRITING **Vocabulary**

Oral

- Go through the LAB activities orally.

Write

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

Display vocabulary flashcards on the Word Wall.

PG 102
15 min

UMHLA

Isigama

umhangala inkubuvungwe ihagu yasenle ezintle

Tshatsha igama nomfanekiso.

Bhala omagama use ugqibezele ithegibhile.

Isigama	Oonobumba	Amalungu
ig ...		
uth ...		
w ...		

102 - EVEKI YESI-5 - LWESITHATHU

GROUP GUIDED READING AND INDEPENDENT WORK



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

PG 103
30 min

UMHLA

Ithafa

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

Bahlangisa yintoni abantwana, izilwanyana, sintaka kunye nezindambuzane?

IWEKI YESI-5 - LWESETHATHU - 103



BEGINNING KNOWLEDGE

Know your plastics

Read and discuss

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

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

Write

- Learners tick the correct box in the LAB.

PG 104
30 min

UMHLA

Zazi iplastiki zakho

Xa uqonda into yepplastiki ugqibezwi ukubona ukuba iyalibona luni iplastiki. Iplastiki zamaqela 1, 2 kunye nelesi-4 zezona ziphinda ziphinda zingabizwa iingo eManteni Afrika. Esinye ziphinda ziphinda ngamanye amaxesha.

Ingaba zingaphinda ziphinda ezi zinto eManteni Afrika?
Bhala iingo okanye ngamanye amaxesha.

I04 - IWEKI YESI-5 - LWESETHATHU



PERFORMING ARTS

Rhythm games

Introduction

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

Listen and repeat

- Clap different rhythm patterns using variations of the

different sounds, e.g. clap-clap-pat-pat-slap-click.

Pairs

- Learners make up patterns for their partner to copy.

Conclusion

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

30 min



PHYSICAL EDUCATION

Activity stations

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

25 min





LISTENING AND SPEAKING

Think-Pair-Share

- **Think:** What did you like or dislike about the story The kindest giant in the world, e.g.
 - Did the story teach you something or make you think?
 - Did you find it funny (e.g. the way the animals used the clothes)?

Opinion of a story

15 min

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

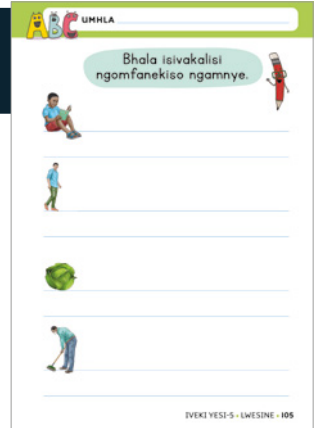


PHONICS

Complete the sentences

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

PG 105
10 min

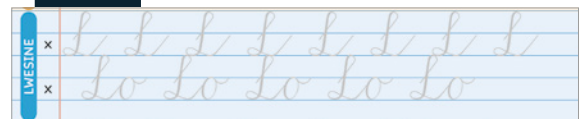


HANDWRITING

Capital L

- Follow the procedure for Handwriting lessons on page 9.

PG 92
10 min



SHARED READING

Language

15 min

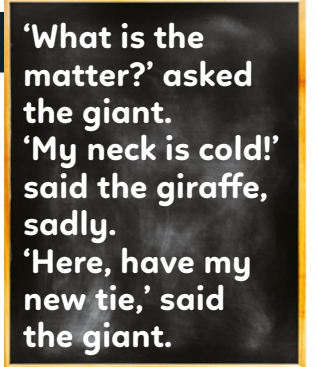
Introduce the sentences

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

Work with the sentences

- Identify the punctuation marks.
- Explain why noticing punctuation is important, e.g.
 - What do you do when you come to a full stop or comma? (pause briefly)

- Identify inverted commas. Should you change your voice a little for each speaker? (yes)
- With the children, practise reading the sentences aloud, noticing all punctuation.
- Introduce the word **noun**
 - Name four nouns/naming words in the sentences (giant, neck, giraffe, tie)



WRITING

Language

PG 106
15 min

Class

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

LAB activity

- Children will create their own story through their choices.





GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 107
30 min



BEGINNING KNOWLEDGE **Concept review**

30 min

KWL chart (LAB page 95)

- Help learners to complete the last row.

Thumbs up/thumbs down

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

litter

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

plastic

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

cans

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

Bridge to English: litter, plastic, cans



PERFORMING ARTS **Rhythm games**

30 min

Discuss

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

Make rhythms

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

Song

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



PHYSICAL EDUCATION **Activity stations**

25 min

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



FRIDAY



LISTENING AND SPEAKING

Review of week

15 min

Think-Pair-Share

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



PHONICS

Timed word reading

PG 108

10 min

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



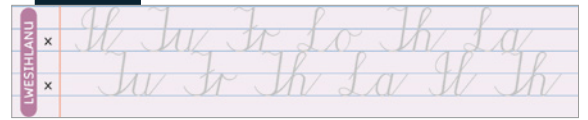
HANDWRITING

Consolidate capitals J j I i L l

PG 92

10 min

- Follow the procedure for Handwriting lessons on page 9.



READING

Independent work review

15 min

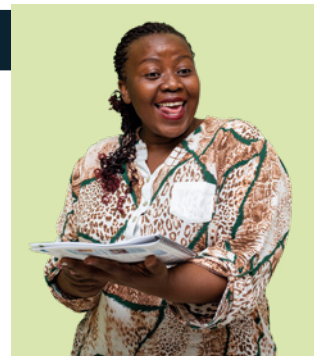
Read and answer questions

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

Discuss the texts

Marking

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



INDEPENDENT WRITING

Opinion about a story

15 min

Introduce reviews

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

Give opinion

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

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



GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 109
30 min

UMHLA

Ukwenza indawo zokudlala zikhuseleke

- 1 Abafundi besikolo samabanga aqhakamisa ngokufundisa inkunzi emlangeni. Bafaka inkunzi emingqamane. Basa imingqamane kwindawo yokuhlala inkunzi.
- 2 Abantu baselafini bacaca ihafa. Babiza abagqirisi benkunkuma ukuba bace kugqirisa eze ngama. Bayala imbi emantla.
- 3 Abantwana bacaca unwehwe baze bafaka inkunzi emingqamane.
- 4 Zibangama ezininzi, akubuzane kunge neentloko zabuyela kwazi ndawo. Abantwana bakwazi ukufafisa ngokufafisa imingqamane, yehafeni okanye elunwehwe kwakhona. Babekwazi ukufafisa kaze yenke indawo.

Ubukhe wayibona ghi inkunzi emhe soo? Ungenza ntoni?

IVEKI YESI-5 - UMSEHLANU - 109



BEGINNING KNOWLEDGE DBE Workbook time

- Checking and feedback**
- Go through last week's DBE Workbook pages together.
 - Learners correct or complete.
- Complete DBE Workbook pages**
- Life Skills Workbook 1 Worksheet 28 Insects, pages 56 and 57.
 - Home Language Workbook 1 – select a page.

30 min

Grade 3

Life Skills in ENGLISH Book 1 Terms 1 & 2

ENGLISH HOME LANGUAGE

Book 1 Terms 1 & 2

Name: _____ Class: _____

basic education
Department of Basic Education
REPUBLIC OF SOUTH AFRICA



PHYSICAL EDUCATION Activity stations

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

25 min



TEACHER'S WEEKLY REVIEW

This week, I have:

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

I have scheduled a time next week for:

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

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

WEEK 6 OVERVIEW



Recycling

OUTCOMES FOR THE WEEK

Learners will:

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

PREPARATION

Flashcards

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

Sentences

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

MATERIALS

- Equipment required for selected Physical Education activities
- Learners' exercise books

ASSESSMENT

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

Formal Assessment Activities

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

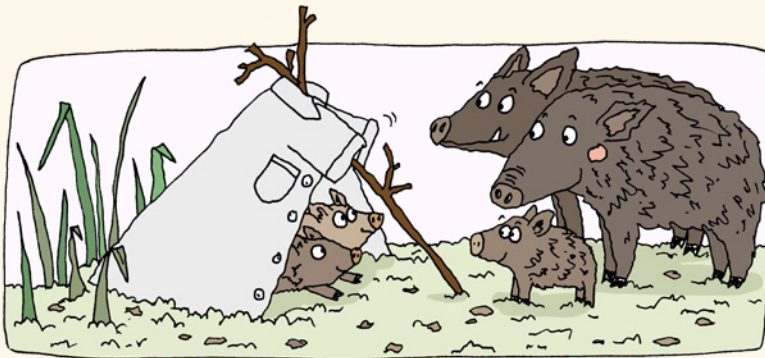
The trader learns a lesson

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

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

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

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



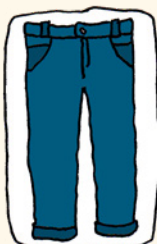
Now the trader felt ashamed. "You are right, Giraffe. You don't have to have smart clothes to be a good friend. I will go and say sorry. And maybe he can help me with this stuff I was about to throw away?"

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

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

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

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



MONDAY



LISTENING AND SPEAKING

News

15 min

Think-Pair-Share

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

• **Share:**

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

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



PHONICS

Revise sounds XX and XX

PG 111
10 min

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

[For Sepedi Monday and Wednesday, throughout PHONICS]

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



HANDWRITING

Capital &

PG 110
10 min

- Follow the procedure for Handwriting lessons on page 9.



READING

Teacher read aloud

TG
PG 87
15 min

Before reading

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

Read the text to the learners

After reading

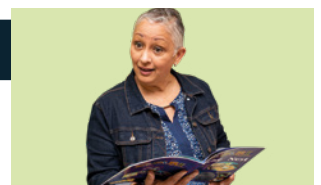
- What two lessons did the trader learn?
- Do you think they were important lessons? Why?
- Explain that tomorrow you will re-read the story and children will complete a practice listening comprehension.



EFAL

15 min

- Teach a lesson from your EFAL programme.



GROUP GUIDED READING AND INDEPENDENT WORK



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

UMHLA

Funda izivakalisi

Ingcuka izimele emva kweengcango.

Iimpahla zabantu zithinjwe ngoovenkile.

Ibhulukhwe kaMafu ibanjwe lucingo.

Abantwana bahlatywe ziingceba zebhotile.

Usana luzingcalisile, kumele luhlanjwe.

Ucinga bekutheni abantwana ze bahlatywe ziingceba?

112 - IVEKI YESI-6 - MVULO

PG 112
30 min

BEGINNING KNOWLEDGE

Making toys from waste



Think-Pair-Share

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

Read and discuss the LAB page

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

UMHLA

Ukwenza izinto zokudlala ngenkunkuma

Ekhaya, Julia Natoli umbutho obawo ngokuba nguSingakwenza, bawo inkunkuma baze baze izinto zokudlala zibantwana abancinci. ESingakwenza baqeqesho abantwana beehloni, kunye nabantwana besikolo ukuba baze izinto bazibonisa izibhotile, izibhola zikhodhodi, iziko zebhotile, igqolisi, zeziko kunye nenge inkunkuma emakuphinda senjengabawo. Baze izinto zokudlala kunye nezibhotile zokufunda, ukuse zincede abantwana abancinci balungile ukufunda, ukubhala kunye nezibho.

Ukwenza izinto zingqongileyo (Singakwenza) ukuze izinto zokudlala ezininzi ngenkunkuma zifundise ngendlela efanayo nazo izinto ezintsha. Kwenge xa sanye izinto zokho zokudlala ngenkunkuma kukwafusela okusingqongileyo.

1. Letiphi iphondo efumaneka kulo (Singakwenza)?
2. Basebenzisa ntoni ukwenza izinto zokudlala?
3. Yintoni efundwa ngabantwana xa bedlala ngezinto zokudlala?

113 - IVEKI YESI-6 - MVULO

PG 113
30 min

VISUAL ARTS ASSESSMENT 1

Foil sculpture (continued)

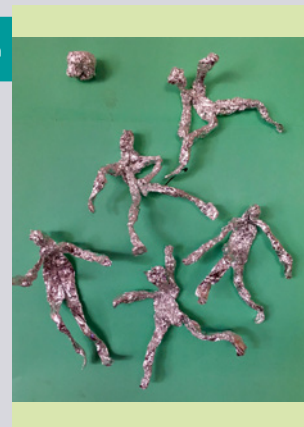


Groups

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

Keep safe for tomorrow

Marking:
See page 147
Marks: 5



30 min

PHYSICAL EDUCATION Introduction



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



30 min



LISTENING AND SPEAKING ASSESSMENT 1

Introduce assessment task

- You will present a story review for assessment purposes.
- Write the sentence starters on the board. Read the sentence starters and explain. Discuss examples.
- Explain what you will be looking for and give examples:

Oral story review (preparation)

15 min

- Good presentation (posture, eye contact, clear, loud voice)
- Short summing up of story (you remind us what it is about)
- Opinion that is justified (you explain why)
- Good oral language (full sentences)
- Interesting words (wide vocabulary)

Assessment from tomorrow

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

Story review

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

Marking: See page 138
Marks: 10



PHONICS Practice

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

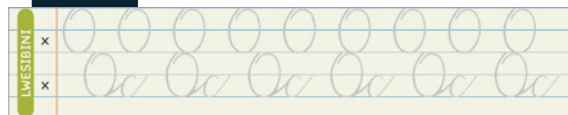


HANDWRITING Capital O

- Follow the procedure for Handwriting lessons on page 9.

PG 110

10 min



UMHLA

PG 114

10 min

Fakela isandi esishiyiweyo.

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

114 • IVEKI YESI-6 • LWESIBINI



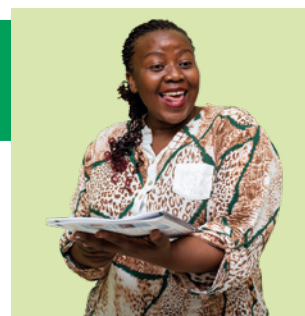
LISTENING Listening comprehension

Read

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

TG PG 87

15 min



WRITING Listening comprehension

Write

- Learners complete the LAB activity.

PG 115

15 min

UMHLA

Ukumamela ngengajaq



Bigela impendulo okanye impendulo ezichanekileyo.

1. Utrhwabi zange afune isigebenge sibangumhlobo wakhe kubo sasimolulo / sasidisa kunamntu wonke / sasithetha ulwimi olwabhakileyo.
2. Ngubani owayezingqa ngokuba ngumhlobo wesigebenge? umhwebi / abantu bafazi / indlalantshi.
3. Isigebenge sasibenziwa kwakona nangalinye uhlobo / ukuphinda lantgentsisa / sasimolulo impahla zaso ezinga.
4. Isigebenge sathi ungasebenzisa iemele endala ukuphatha amanzi/ ukukhulisa isigalo / ukungafika inga.
5. Isigebenge sathi ungazishayisa lipeni / litati / igilasi / ibhatili/ iemele / ibhatili zeplastiki / oomabonakude.

115 • IVEKI YESI-6 • LWESIBINI • HS



GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 116
30 min



BEGINNING KNOWLEDGE **Make a toy from waste**

Read and discuss

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

Read and create

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

Discuss

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

PG 117
30 min

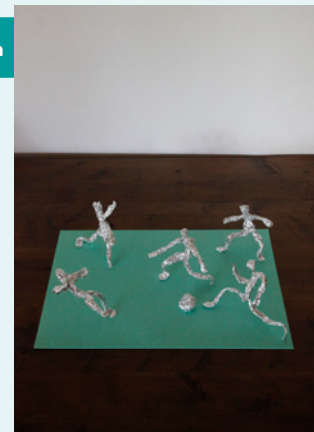


VISUAL ARTS ASSESSMENT 1 **Sculpture (continued)**

Group presentations

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

30 min



Marking:
See page 147
Marks: 5



PHYSICAL EDUCATION **Activity stations**

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

25 min



WEDNESDAY



LISTENING AND SPEAKING ASSESSMENT 1

Oral story review (continued)

15 min

Presentations

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

Marking:
See page 138
Marks: 10



PHONICS *Revise sounds XX and XX*

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

[For Sepedi Monday and Wednesday, throughout PHONICS]

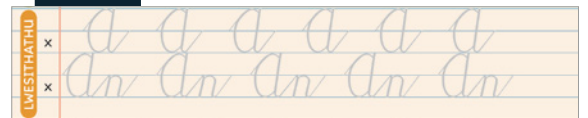
- Compare the two easily confused sounds.
- Learners complete the LAB page.
- Check and mark together.



HANDWRITING *Capital A*

- Follow the procedure for Handwriting lessons on page 9.

PG 110
10 min



PG 118
10 min



READING *Vocabulary and language review*

Vocabulary (LAB page 102)

- Read flashcards from last week:

mongoose	bush pig	dung beetle	scruffy	smart
----------	----------	-------------	---------	-------

- Learners check last week's LAB vocabulary activity and correct.

Sentence work (LAB page 106)

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

15 min



WRITING *Bridge to English*

Vocabulary

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

Sentence

- Discuss how to express the key sentences in English.

Write

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

PG 119
15 min





GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 120
30 min

UMHLA

UDyakalashe neNgonyama (Isahluko 2)

Nigokukawuleza uDyakalashe wabeka amathupha akhe phantsi kwelinye elikhulu, wenza ngathi ugqibikamisa. "Nceda, Nceda! Nigokukawuleza! Yizani nizakundincadi!" wathi ekhazisa uDyakalashe. Nentsi ngathi akukhange ayibone Ngonyama.

Ngonyama yaviva luhlobo lukaDyakalashe esila uncedo. Yabonakala phambili gaze yabona uDyakalashe ebambe iliva. UDyakalashe wathi: "Ulubo ndinkuluyeka eliliva, le mtaba ngawela phezu kwethu sababini. La mntu awabambelanga. Leli litye likhulu elibambe yanke into. Kumele undincade ukulibamba!"

Usinga uluba: Ngonyama ita kumceda uDyakalashe? Cacisa uluba kuhem usitha.

120 - IVEKI YESI-6 - LWESITHATHU



BEGINNING KNOWLEDGE Reduce, reuse, recycle

Read and discuss

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

Think-Pair-Share

- Where do you think each statement belongs?

Write

- Match the statements to the words.

PG 121
30 min

UMHLA

Neiphisa, sebenzisa kwakhona, risayikilisha

Neiphisa
Sebenzisa izinto ezinkusenzelwano kube kanye ezimbini.

Sebenzisa kwakhona
Sebenzisa izinto ezibandakanyisiwe.

Okunokusenzelwano kwakhona
Yenza izinto ezintsha ngentloko ngokuyisifiso.

Thatha ibhegi yakho yakuthenga xa usiya evenkeleni.

Phisa ngeempakki zakho ezininzi umgqalishi.

Shula kumacala amabini ephapha ukuse ungalalishi.

Sebenzisa amanzi okuhlamba itshya ukukhokekeshela igadi.

Thatha iibhotile neetoli uze kumbi wekuranyelisha.

Yenza umgqoko ngokutya okuselelile fimbululako zokutya.

IVEKI YESI-6 - LWESITHATHU - 121



PERFORMING ARTS ASSESSMENT 1

Group dramatisation

Prepare

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

Groups

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

30 min



Marking:
See page 148
Marks: 5



PHYSICAL EDUCATION Activity stations

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

25 min





GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 124
30 min



BEGINNING KNOWLEDGE Concept review

30 min

KWL chart (page 95)

- Help learners to complete the last row.

Thumbs up/thumbs down

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

reduce

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

reuse

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

recycle

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

Bridge to English: reduce, reuse, recycle



PERFORMING ARTS ASSESSMENT 1

Group dramatisation (continued)

Perform

- Each group performs their play for the class.

Evaluate

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

30 min



Marking:
See page 148
Marks: 5



PHYSICAL EDUCATION Activity stations

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

25 min



**LISTENING AND SPEAKING** Review of week

15 min

Think-Pair-Share

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

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

- Follow the procedure for dictation on page 8.

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

PG 125

10 min

UMHLA

Ukufunda amagama ngexesha elibekiweyo.

Fundela iqabane lakho la magama ngamazwi omnye.

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

Amagama owafunde ngokuchanekileyo: _____

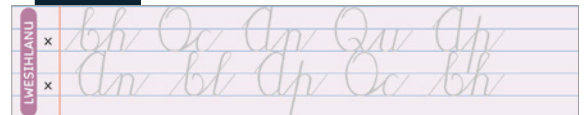
IVEKI YESI-6 - LWESHLANU - 125

**HANDWRITING****Consolidate capitals** b O a Q

- Follow the procedure for Handwriting lessons on page 9.

PG 110

10 min

**READING** Independent work review

15 min

Read and answer questions

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

Discuss the texts

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

Marking

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

**INDEPENDENT WRITING** Story review

15 min

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

Story review

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

GROUP GUIDED READING AND INDEPENDENT WORK



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

PG 126
30 min



BEGINNING KNOWLEDGE

DBE Workbook time

Checking and feedback

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

Complete DBE Workbook pages

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

30 min



PHYSICAL EDUCATION ASSESSMENT 1

Game

25 min

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

Marking:
See page 149
Marks: 5



TEACHER'S WEEKLY REVIEW

This week, I have:

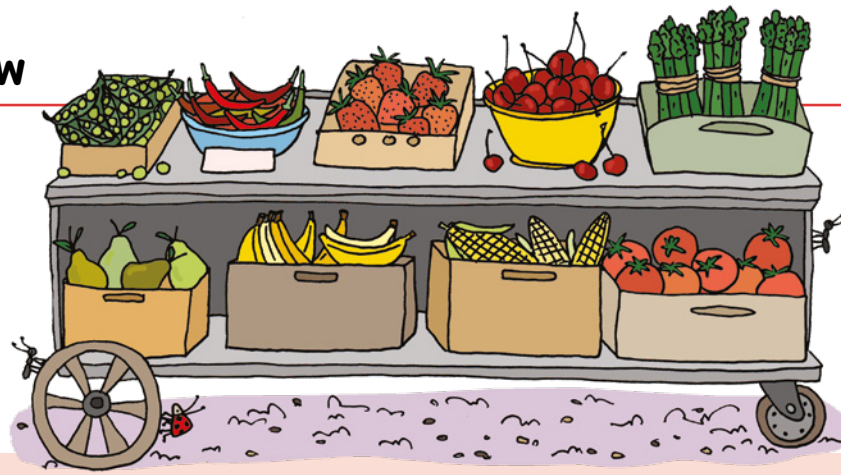
- **taken in the LABs, Handwriting and Writing exercise books**
- **checked and corrected the work** and identified areas of concern or specific learners needing more assistance
- **referred back to the Week Overview** and identified any lesson I was not able to complete
- **scanned my lap book** and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

I have scheduled a time next week for:

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

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

WEEK 7 OVERVIEW



Healthy eating

OUTCOMES FOR THE WEEK

Learners will:

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

PREPARATION

Flashcards

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

Sentence

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

MATERIALS

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

ASSESSMENT

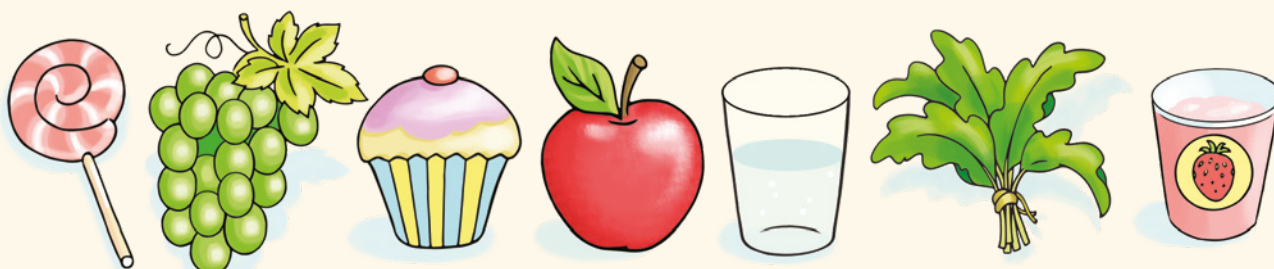
Take in and mark: Vocabulary (Wednesday); Sentences (Thursday); Handwriting (Friday)

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

Formal Assessment Activities

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

A balanced diet



This factual text is an introduction to the Life Skills theme of Healthy Eating. The teacher reads it on Monday (see TG page 100). It links to the pictures on LAB page 137. Learners can look at the pictures in their LAB as you read.

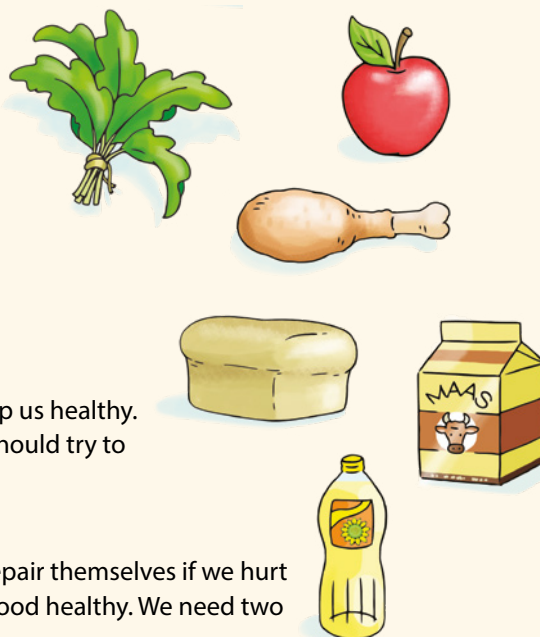
We all have food that we like to eat lots of. What is your favourite food?

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

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

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

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



How do fruit and vegetables help us keep healthy?

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

How does protein help us keep healthy?

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

How do carbohydrates help us keep healthy?

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

How do dairy products help us keep healthy?

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

How do oils and fats help us keep healthy?

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

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

MONDAY


LISTENING AND SPEAKING News

15 min

Think-Pair-Share

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

- Record observations in your lap book.

Prepare children for school week ahead

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


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

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

[For Sepedi Monday and Wednesday, throughout PHONICS]

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

PG 135

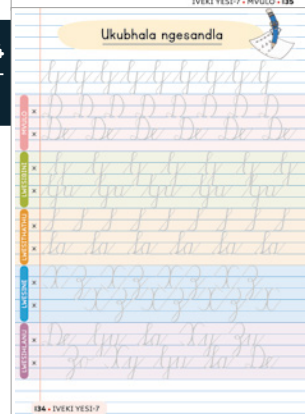
10 min


HANDWRITING Capital **D**

- Follow the procedure for Handwriting lessons on page 9.

PG 134

10 min


READING Teacher read aloud
TG
PG 99

15 min

Before reading

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

Read the story to the learners**After reading**

- How many food groups are there? What are they?

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

**EFAL**

- Teach a lesson from your EFAL programme.

15 min



GROUP GUIDED READING AND INDEPENDENT WORK



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

PG 136
30 min

UMHLA

Funda izivakalisi

UKumkani osisityebi unegumbi elizele bubuncwane begolide.

UNoludwe yintwazana ethandekayo kuba unobubele.

Sive ngaye sele encwina ziintlungu.

Beza bethwele amapheyile amanzi entloko.

Utata ubize umtywini aze kutywina impempe evuzayo.

Kutheni le nto ethandisa uNoludwe?

136 • IVEKI YESI-7 • MVULO

BEGINNING KNOWLEDGE



Food groups

Introduce the concept

- What do you remember about eating healthy food from Grade 2?

Think-Pair-Share

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

Shared Writing: KWL chart

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

PG 137
30 min

UMHLA

Amaqela okutya

Into endiyaziyo

Into endifuna ukuyazi

Into endiyifundileyo

Izeki yesi-1

Izeki yesi-2

137 • IVEKI YESI-7 • MVULO

VISUAL ARTS

Balance in art



Review

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

Pairs

- Look closely at the two pictures.

Class discussion

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

Activity

- Answer questions in LAB.
- Complete the drawing.

PG 138
30 min

UMHLA

Ungqinelwano kwezobugcisa

Yintoni umahluko phakathi kwale mfanekiso mibini?

Umfanekiso wesi-1

Umfanekiso wesi-2

Kumfanekiso woku-1, onke ama-apile a

Kumfanekiso wesi-2, ama-apile a

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

Gqibezala lo mfanekiso ukuzo ulungelane.

138 • IVEKI YESI-7 • MVULO

PHYSICAL EDUCATION ASSESSMENT 2



Introduction

Prepare

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

Rhythm

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

Introduce activity stations

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

25 min



Marking: See page 149
Marks: 5



LISTENING AND SPEAKING ASSESSMENT 1

15 min

Oral story review (continued)

Presentations

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

Marking:
See page 138
Marks: 5

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



PHONICS ASSESSMENT 1 Write words

PG 139

10 min

Write the sounds

- Call out five sounds: xxx ← **[versioner please insert from Phonics manuscript]**
- Learners write the sounds in the corresponding spaces in the LAB.

Fill in the missing letters

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

Marking:
See page 139
Marks: 10



HANDWRITING Capital *ly*

PG 134

10 min

- Follow the procedure for Handwriting lessons on page 9.



SHARED READING Comprehension

PG 128–133

15 min

Before reading

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

- Choose a few children to answer the discussion question at the end of each page.

Shared reading

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

After reading

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



READING ASSESSMENT 1 Comprehension

PG 140

10 min

Read the questions once

- Tell learners this is an assessment activity.

Write

- Complete the LAB activity.

Marking:
See page 140
Marks: 10



GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 141
30 min

UMHLA

Ukutya ngaphandle kwekhaya

Ekhaya Afrika sinizi indawo onokuthenga kuzo ukutya okusile kuphekwe.

Ngamanye amaxesha unokubona abantu bathengisa ukutya okokupheka ecaleni kwendlela. Ungabona umbono, ingama eyigxwayo okanye amagcinga.

Kwivivile ezithenga ukutya okokubekuzayo umngamele kwikhasimontu. Ungathenga amagcinga emakhasini, isigaba okanye itshayisi ezichuhu kwezinye izivivile. Kukho nezinye ekutyelwa kuzo, ngakho ufunda phantsi, ucindele iweyitara ithathe isidlo yakho.

Ukutya kwamazwa kwakhihi lolapho. Lingakhi ngaye ngqethayo kwacala lokupheka. Abantye babopheki beli liphantsi Afrika babongabopheki abanemidmasi.

1 Chaza imisebenzi emibini eyenziwa kwindawo ekutyelwa kuzo?

2 Kokughi ukutya okuphekwa ezitatweni awakhi wakubona?

IVUKI YESI-7 • IMESIBINI • 141



BEGINNING KNOWLEDGE **The food pyramid**

Read and discuss

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

Think-Pair-Share

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

Write

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

PG 142
30 min

UMHLA

Iphiramidi yokutya

Ubukhulu bekhulu kwiphiramidi yokutya, buibanisa ukuba kokona kutya okumile ekutye kokhulu.

Zoba ukutya okufanelekileyo kwisithuba ngasinye.

Amakhasimontu awazi wekhaya	Kanye ngakho	Ulinganiso amanzi ngakho
Isidlo samafu ukusuka amandla nokugcina okubandakanya	2 ukusuka 3 ngakho	
Imveliso ezininzi ezingama-omile	2 ngakho	
Imveliso ezininzi ezininzi ezininzi ezininzi	3 ngakho	
Imveliso ezininzi ezininzi ezininzi ezininzi	5 ngakho	

142 • IVUKI YESI-7 • IMESIBINI



VISUAL ARTS **Draw a bowl of fruit**

Pairs

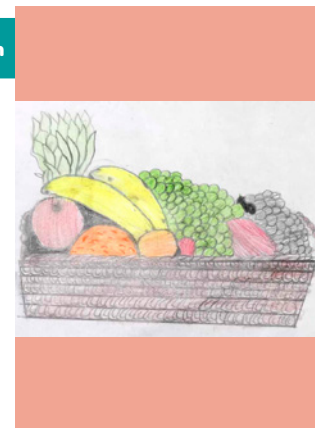
- Learners talk about different types of fruit they like to eat.

Activity (pencil on paper)

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

Keep safe to complete next week.

30 min



PHYSICAL EDUCATION ASSESSMENT 2

Activity stations

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

25 min



Marking:
See page 149
Marks: 5



LISTENING AND SPEAKING ASSESSMENT 1

15 min

Oral story review (continued)

Presentations

- Assess the next group of children.

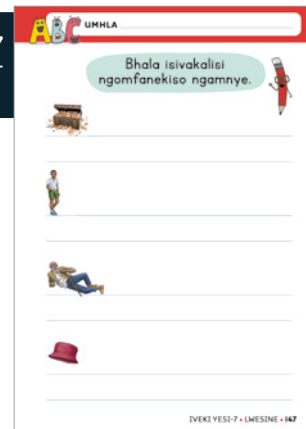
Marking:
See page 138
Marks: 10



PHONICS Complete the sentences

PG 147
10 min

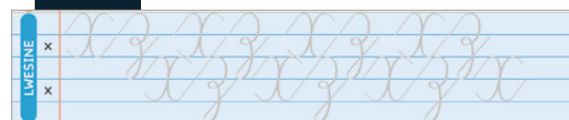
- Do rapid sound recognition of the sounds taught in Grade 2.
- Learners complete the LAB page.
- Check and mark together.



HANDWRITING Capital X Z

PG 134
10 min

- Follow the procedure for Handwriting lessons on page 9.



SHARED READING Language

15 min

Introduce the sentences

- Write the two sentences on the board.
- Read the sentences slowly with the children.
- Children find and underline the sentences in the **story**.

Work with the sentences

- Identify another function of the **commas** (to separate items in a list).
- Revise why noticing punctuation as you read aloud is important (helps us

read aloud fluently and with meaning).

- Revise: What do you do when you come to a full stop? (take a breath)
- Revise: What do you do when you come to a comma? (pause briefly)
- Draw attention to the possessive 's in *King's*.
- Revise the word noun. Identify some nouns (King, supper, chicken chips, soup).



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



WRITING Language

PG 148
15 min

Write

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

Individuals

- Complete the LAB page.
- Some children read their sentences aloud to a partner.



GROUP GUIDED READING AND INDEPENDENT WORK



- **Group reading:** Groups B & C
- **Independent work:** *Reuben Riffel – South African chef*

PG 149
30 min

BEGINNING KNOWLEDGE

Concept review

30 min



KWL chart (LAB page 137)

- Help learners to complete the last row.

Thumbs up/thumbs down

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

fruit and vegetables

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

carbohydrate

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

carbohydrate

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

Bridge to English: fruit and vegetables, carbohydrate, protein

PERFORMING ARTS

Sensory awareness

30 min



Warm up

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

Play the game

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

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

Cool down

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



PHYSICAL EDUCATION ASSESSMENT 2

25 min

Activity stations

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



Marking:
See page 149
Marks: 5



**LISTENING AND SPEAKING** Review of week

15 min

Think-Pair-Share

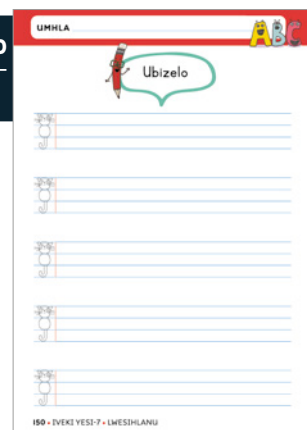
- **Think:** Talk about one interesting thing you learnt this week.
- **Pair:** Share with your partner.
- **Share:** King Midas became more grateful. What are you grateful for today? How could you be more grateful next week?

**PHONICS** Timed word reading

PG 150

15 min

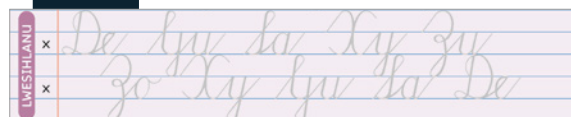
- Follow the procedure for timed word reading on page 8.

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

PG 134

10 min

- Follow the procedure for Handwriting lessons on page 9.

**READING** Independent work review

15 min

Read and answer questions

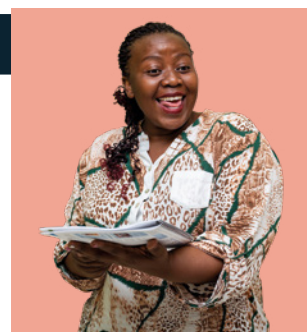
- Read this week's IW texts aloud **to** the class. Learners follow in their books.
- After each text, read the question/s. With texts for Monday to Thursday give answers, learners self-mark.

Discuss the texts

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

Marking

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

**INDEPENDENT WRITING** Story review

15 min

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

Marking

- Walk around and check. Take in books.

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



GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 151
30 min




BEGINNING KNOWLEDGE

DBE Workbook time

Checking and feedback

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

Complete DBE Workbook pages

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

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

30 min



PHYSICAL EDUCATION ASSESSMENT 2

Activity stations

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

25 min



Marking:
See page 149
Marks: 5

TEACHER'S WEEKLY REVIEW

This week, I have:

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

I have scheduled a time next week for:

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

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

WEEK 8 OVERVIEW



Healthy eating

OUTCOMES FOR THE WEEK

Learners will:

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

PREPARATION

Flashcards

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

Sentence

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

MATERIALS

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

ASSESSMENT

Take in and mark: Vocabulary and language work (Wednesday)

Informal: Dictation, Comprehension, Fluency practice, BK activities

Formal Assessment Activities

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

Stone soup



A traveller, Mr Z, came to a village. He saw that the door to each house was shut tight. He knocked on a few doors to ask if he could join them for supper but no-one would let him in. He saw that the village had forgotten how to share.

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

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

The villagers all came to see the stone soup.

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

A villager went to get his big pot.

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

Another villager went to fetch some wood.

Then, 'Does anyone have some fresh, clean water?'

Another villager went to fetch some water from the pump.

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

Then he said, 'Does anyone have a few carrots to add to the stone soup?'

Someone did.

He asked:

- ... a few onions?
- ... a meat bone?
- ... some cabbage leaves?
- ... a little pumpkin?
- ... a few potatoes?
- ... some dried beans?
- ... a little salt?

One by one the villagers brought something for the soup.

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

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

'The best I have ever tasted,' said another.

They all agreed.

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



READING ASSESSMENT 2 Individual Reading (Group A)

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

Marking:
See page 140
Marks: 10



- **Independent work:** Sentences

PG 154
30 min

UMHLA

Funda izivakalisi

Intle kakhulu imini yanamhlanje.

Intloko kaLizo igcwele yinkwethu.

Yaba buhlungu intliayo kamama ngokubanjwa kukabhuti.

Naboya abantwana bentswayiza isitatweni.

Sambona uPhelo ethe tywelele endloleni.

Yasokutheni ukaze ibe buhlungu intliayo kamama?

IB4 • IVEKI YESI-8 • MVULO



BEGINNING KNOWLEDGE Anytime and sometimes foods

Think-Pair-Share

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

Read and discuss

- Read the LAB page together.

Think-Pair-Share

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

PG 155
30 min

UMHLA

Ukutywa kwamaxesha anke nokwamaxesha athile

Ukutywa kwamaxesha anke	Ukutywa kwamaxesha athile
Oku kukutya okugqitya nongqityi watho. Kukutya kutya kwamaxesha. Imisekelo: isingano namifuno, ubisi	Oku kubizwa ukutya ukungqityi ngqinane. Kungqityi kutya kwamaxesha athile. Imisekelo: iintyambo, iintyaka, isiqalathini

Dwelisa akona kutya ukuthandayo okutya kwamaxesha anke

Ehala izivakalisi uchaze ngendlela oziya ngayo xa uthe wutya ukutya okusempilweni.

IVEKI YESI-8 • MVULO • 155



VISUAL ARTS A bowl of fruit (continued)

Activity (paint or crayons)

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

Keep safe to complete tomorrow

30 min



PHYSICAL EDUCATION Activity stations

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

25 min



LISTENING AND SPEAKING

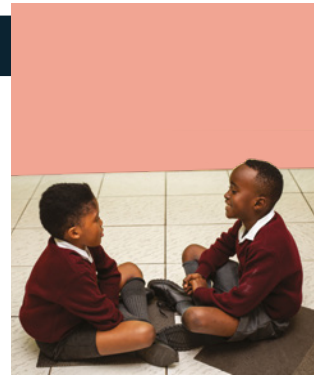
Special meal

15 min

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

Think-Pair-Share

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



PHONICS Practice

PG 156

10 min

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

UMHLA

Bhala isandi

1 2 3 4 5

Fakela isandi esishjiweyo.

i n t l a n z i i b a _ _ a

i _ n g o s u _ _ a l a

u b h o _ _ i _ _ i z i y o

156 - IVEKI YESI-8 - LWESIBINI

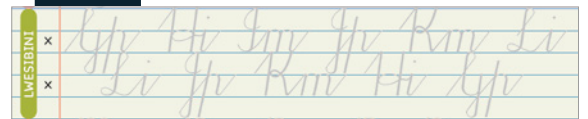


HANDWRITING Consolidate cursive upper case letters

PG 152

10 min

- Follow the procedure for Handwriting lessons on page 9.



SHARED READING Comprehension

PG 128-133

15 min

Shared reading

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

Paired reading

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

UKumkani uMidasi

Kudaladla kwakho isithyabi sakumkani ayagijizwa ngakuba ngakumkani uMidasi. Yasiyagabi sandaba kwizwe jikelele. UKumkani uMidasi wengathanda izinto ezine. Wengathanda umswanano wakhe ekuphela kwakhe uNogolide, wengathanda amawetho akhe akutya, wengathanda igadi yakhe, kanye wengathanda negolide. Nakubani ukunakisa ukuba igolide iyayayona into ayithandayo kubo zonke. Wajayemagumbi ngamagumbi azale yigolide. Wajayemengingqa azolide, emal sasekazi ayigolide, ubonwabe bapalide - naye nantoni na ayenawo ngegolide. Nangona wajayemantombi emile, igadi ethandakayo, ezinga akutya okumamandi mihla yomke, wajayengwabongwa kubo wajayesayifuna ngakumbi yigolide!

Ucinga ukuba uKumkani kumele abe wonwabile? Ngoba?

128 - IVEKI YESI-8 - LWESIBINI



LISTENING AND SPEAKING ASSESSMENT 2

Listening comprehension

PG 157

15 min

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

Discuss the task

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

Write

- Complete the LAB activity.

Check and correct, allowing for differences in the story summary.

Marking:
See page 138
Marks: 5

UMHLA

Ukumamela ngengqiqo

Gqibezela isishwankathelo sabali. Isishy gqiligo. Sebenzisa amagama esebhakisini.

Ibali gqiligo mizani inifuno kwelelele
netyuna lobugq atilini imandini bazane

Isishy gqiligo _____ isiphumazano uZ
awafika _____ wathi angenza isishy
_____ kwifaka amanye e
waze wacela abantu _____ amanzi.
_____ amothambo kunye
Bothe xa bayingqamba isishy, yavakala
Itali yagcinga ukuba Isishy _____ kanti
ngaphumazano uZ waze _____

157 - IVEKI YESI-8 - LWESIBINI



READING ASSESSMENT 2 Individual Reading (Group B)

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

Marking:
See page 140
Marks: 10



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

PG 158
30 min

UMHLA

Ukutya esikutya rhoqo

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

Izwe ngalinye linokutya kwalo elikutya rhoqo, oku kushomekela ukuba yintoni ekhulu kubalulekileyo. Okona kutya esikutya rhoqo okufana nombono, iragisi kunge nengqilwana kukutya okuzinzayo. Ezinye izintlobo zengqilwana, wifano nequm (yam) okanye neqatshelwa. Zenke be esi zingabala iisacha elide, kwaye okutha mifanekiso yakuba usigcine emahembenzi.

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

IB8 • IVEKI YESI-B • LMESIBINI



BEGINNING KNOWLEDGE

Saeed learns to make good choices

Think-Pair-Share

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

Read and discuss

- Read the story to and with the learners.

- Discuss what happened to Saeed.
- Talk about how making good choices, e.g. not eating too many sweets, could have helped him.

Write

- Help learners write a sentence.

PG 159
30 min

UMHLA

USandile ufundo ukwenza ukhetho olululo

USandile usingqongileyo lizinga kakuhle. Usona walike wama kwagqirha wamazinyo.

Kwakulho imingquma emazinyeni kaSandile. Uqirha wamazinyo wafinywina izinyo.

"Yitya iikese ngamaziso athile, kungcono utye isigquma."

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

IVEKI YESI-B • LMESIBINI • IB9



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

Complete the pictures

Display and discuss

- Learners describe the different fruits in their bowls.

30 min



PHYSICAL EDUCATION **Activity stations**

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

25 min





LISTENING AND SPEAKING

Opinions about food

15 min

Explain

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

Think-Pair-Share

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

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



PHONICS **Revise sounds XX and XX**

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

[For Sepedi Monday and Wednesday, throughout PHONICS]

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

HANDWRITING

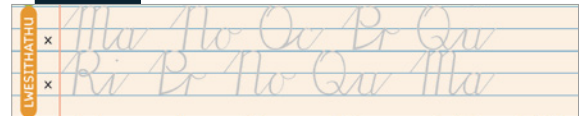
Consolidate cursive upper case letters

PG 152

10 min



- Follow the procedure for Handwriting lessons on page 9.



READING **Vocabulary and language review**

15 min

Vocabulary (LAB page 144)

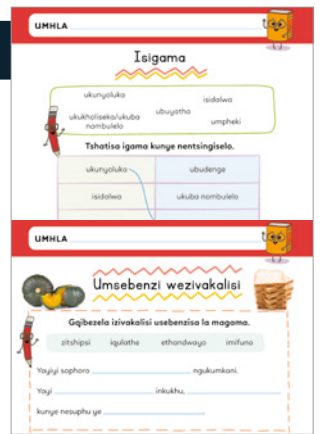
- Read flashcards from last week:

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

- Learners check last week's LAB vocabulary activity and correct.

Sentence work (LAB page 148)

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



WRITING **Bridge to English**

PG 161

15 min

Vocabulary

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

Sentence

- Discuss how to express the key sentences in English.

Write

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





READING ASSESSMENT 2 Individual Reading (Group C)

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

Marking:
See page 140
Marks: 10



- Independent work: *Maize*

PG 162
30 min

UMHLA

Umbona





Umbona kukuba lwengca okumelelamo esilayimayo. Kukutya okutywa thogo okubakubiliyo kwindawo ezininzi emhlabeni. Ukwabizwa nangokuba yemiba okanye ikhoni. Imbewu zombona zaziswa abafrika zisuka eRhantsi Mafike kwinyaka engama-500 egadulayo. Ezi mbewu zigumbolile ayikukutya Umbona omhlophe okanye omnyama ayetyhwa jakhe eAfrika. Umbona kwenzelwa ngokwenza wena (ngoba ebizwa ngokuba sisidudu, ngoba gendimbi, sanda nabona okanye ugoli). Umbona uyasivisa acacile abe ngamgqabi abawenti intlobo-ntlobo amakhulu. Ezinga lincane zombona ziyagxhambisa xa sibene nabahluhu, zisavike amashushu amamandla eluhlwayo ngamagqabi. Ekhonkqeni sidudu sikusasa esisebhekisani zenzwe ngombona.

1. Ingaba umbona kukutya kwemveli eAfrika?
2. Ingaba umgqabi wekhoni wenzwe ngombona?
3. Amagqabi amzwe ngombona, kodwa ingaba akukutya okutywa thogo? Ngaba?

IB2 • IVEKI YESI-B • LMESTHATHU



BEGINNING KNOWLEDGEASSESSMENT 2

Making good choices

Read and discuss

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

Write

- Learners complete the LAB activity.

PG 163
30 min

UMHLA

Ukwenza ukhetho olululo

Funda ibali elikwiphepha le-159. Phendula imibuzo.

1. Bujelo amagama achanekelelayo.
 - a. UGandile wengaminyo elubhunga kuba waganomgqomo esingamisi labha / wengqethwa ngemthetho / wengqethwa imba eqhutywa.
 - b. Umama wakhe wambatha wama-**kwangqetho / kwangqetho wamanyisa / esikhaweni.**
 - c. Uqigqho wamanyisa wadandisa labha / igqili malibona ukukhanyisa / igqili egama ekulu ukungama eminyeni kaSondile.
 - d. Uqigqho wamanyisa wakuhupha lango **lhaSondile / wengqetho imingquma iyengqetho igqili / wengqetho lango.**
 - e. Uqigqho wamanyisa wawo kaSondile bakwe / langotho / igqili gabisi emeni kukuba igqilo lakhe linyenisisa.
2. Uqigqho wayafela uSondile ukuba enza ukhetho olululo. Bujelo ukutya okukungqetho amanyisa ethu.
 - a. Kumela nditye _____ kunye _____.
 - b. Si _____ ukuzo ndibe namanyisa awamalelayo, _____ ekikho kutya zincazo amanyisa amalela.
 - c. Kumela nditye sikhesa ngama _____.

IVEKI YESI-B • LMESTHATHU • IB3

Marking:
See page 146
Marks: 15



PERFORMING ARTS Group drama

Prepare

- Divide class into groups of three or four.

Discuss

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

Do

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

30 min



PHYSICAL EDUCATION Activity stations

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

25 min





READING ASSESSMENT 2 Individual Reading (Group D)

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

Marking:
See page 140
Marks: 10



- **Independent work:** *Rice*

PG 166
30 min

UMHLA

Irayisi

Irayisi hahleba kwengaga olunembawu eTeyateya. Kukunye okungama ritho kwadintsa obangaphakathi kwesingatha elizweni, ngakumbi ekwa oasethetisa Afrika. Irayisi abuka kwindawo ekuhlaleni, ndawo mizila emveni. Kumbi abo othe ngabo othe amanzi. Kukho imibobo-ntlalo zemoya. Irayisi emadisa, kusivela umthetho wengaphandle oqinileyo. Inefayibha nezandla okuchula inqubo emhlophe. Irayisi inqubo yama be ngumgubo odwebenisi ikhulu zemoya malinge imveliso zibhokisiyo. Amalungu anjalo zemoya angakunyezi osetengisa ukwenza imitha, inqubo, umgquba kunye namafuta.

1. Bhala igama elisixela ukuba sitya imbewu kwizinyelo zemoya.

2. Bujela impendulo echanekelelo. Irayisi kulungo okungama ritho kwaseChina / eAfrika / eMazantsi?

3. Inqubo irayisi emdaka semphevu kunenzisi emhlophe?

166 • IZWEKI YESI-S • LINESINE



BEGINNING KNOWLEDGE Concept review

KWL chart (pg 137)

- Help learners to complete the last row.

Thumbs up/thumbs down

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

dentist

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

decay

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

filling

1. Something that fills a hole in a tooth.
2. Something that makes your tummy feel full.
3. A dentist puts a filling in your teeth.

Bridge to English: dentist, decay, filling



PERFORMING ARTS Perform

Perform

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

Evaluate

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

30 min



PHYSICAL EDUCATION Activity stations

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

25 min





LISTENING AND SPEAKING

Review of week

15 min

Think-Pair-Share

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



PHONICS ASSESSMENT 2

Dictation

PG 167
10 min

- Follow the procedure for dictation on page 8.

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

(editor insert the 2 words from phonics manuscript)

Sentence: **XXXXXX**

(editor insert the sentence from phonics manuscript)

Marking:
See page 139
Marks: 5

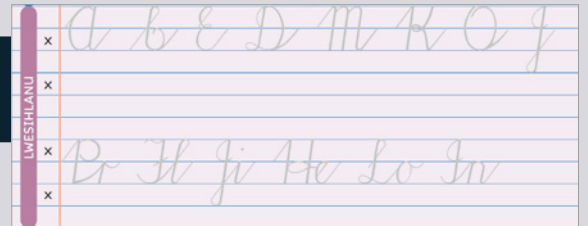


HANDWRITING ASSESSMENT 1

Cursive capitals and upper and lower joins

- Follow the procedure for Handwriting lessons on page 9.

PG 152
10 min



Marking: See page 141
Marks: 5



READING

Independent work review

15 min

Read and answer questions

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

Discuss the texts

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

Marking

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



WRITING ASSESSMENT 2

Story review

15 min

- Learners use their plan to write the story review.

Marking:
See page 142
Marks: 10

Story review

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



READING ASSESSMENT 2 Individual Reading (Group E)

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

Marking:
See page 140
Marks: 10




- **Independent work:** *Wheat*

PG 168
30 min

UMHLA

Inqolowa

Inqolowa luhlobo lwengca olunembewe elinyawo. Inwenyane yomphazulu wemhlabo ngaphandle yinqolowa ehlukile kunazo nazo ezingelisiyo. Kwifama ephakulu, amantshini abahlu bakusona ababizwa ngokuba silombane. Amantshini bakho inqolowa bahlala imizozo kwiziga kanti inqolowa inekhhabhoyidrethi ezininzi, kodwa inqolowa emini kunombono okungenani. Inqolowa zenzelwa kuziziga okungenani rhoqo ukwenza umgobo wesanta, ishikishi, izingeli (iziga zakusona ezisekhekeke), ipasta kunye nekhukhus (soups). Inqolowa ngemvelo ukwenza ukwenza kungamantshini amantshini. Abantu engabalingeli inqolowa bangaphandle kuziziga xa bathi bayilwa.



1. Buzela isikrino esilwisa rhoqo esineprotheni emini: **umbano / inqisi / inqolowa**
2. Lithini igama lomantshini omkhulu osetyenziswa ukusona inqolowa?
3. Ukuba ayikufuneki inqolowa, ingaba kumele uyete ukuyitya?

IBB - IVEKI YESI-B • IMESHILANI



BEGINNING KNOWLEDGE DBE Workbook time

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

- Complete DBE Workbook pages**
- Life Skills Workbook 1 Worksheet 19 healthy eating, pages 38 and 39.
 - Home Language Workbook 1 page **XX**.

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

30 min

Grade 3

ENGLISH HOME LANGUAGE

Book 1 Terms 1 & 2

Life Skills in ENGLISH Book 1 Terms 1 & 2

basic education

REPUBLIC OF SOUTH AFRICA



PHYSICAL EDUCATION Games

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

25 min



TEACHER'S WEEKLY REVIEW

This week, I have:

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

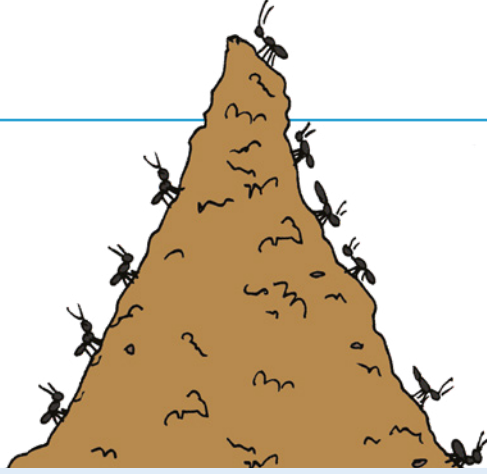
I have scheduled a time next week for:

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

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

- I have asked learners to collect clean recycled waste materials for the Visual Arts activity, e.g. paper or plastic straws, toilet/paper towel roll inners, egg boxes, yoghurt tubs, bottle tops, etc.

WEEK 9 OVERVIEW



More about insects

OUTCOMES FOR THE WEEK

Learners will:

- Understand more about insects
- Learn about some unusual insects and unusual facts about insects
- Read and talk about the meaning of six poems
- Present a poem to the class in a group
- Read simple diary entries and keep a diary for one week
- Identify and practise language features associated with writing a diary
- Identify some characteristics of diaries.

PREPARATION

Flashcards

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

Sentence

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

MATERIALS

- Collect clean recycled waste materials, e.g. paper or plastic straws, toilet/paper towel roll inners, egg boxes, yoghurt tubs, bottle tops, etc.
- paint and/or crayons
- Equipment required for selected Physical Education activities
- Learners' exercise books

ASSESSMENT

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

Informal: Timed word reading (Friday), Writing (diary entry); Handwriting; Comprehension (poem review), Vocabulary and language work, BK pages, daily diary entries.

Mandla and the little black spider

This story is related to the Life Skills theme of Insects.

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

Mandla's mother came in. "A spider!" she said. "Let me get the Doom spray and kill it!"

"No, Ma," said Mandla, "it is helping us. Look, it's eating a fly that sat on my bread and jam. Gogo says that flies put germs on our food and make us sick."

"That's true," said Mandla's mum. They watched the spider.

"I'd like to find another fat fly," said the spider, although of course Mandla and his mum could not hear him. They watched the little spider following another fly. "See, Ma," said Mandla, "it's hunting! It's just like that leopard we saw on TV, hunting impala!" Mandla's mum clapped her hands. "You and your little hunter!" she said. "Well, let it catch more flies. I don't like using Doom anyway. If Doom is poisonous for insects, it must be bad for us too."

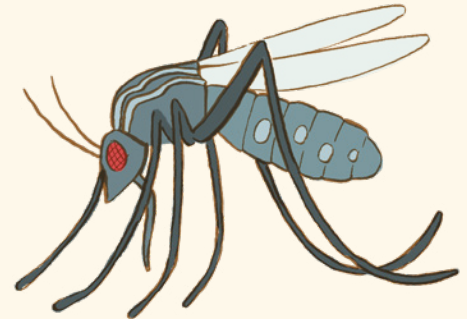


Just then Mandla's big brother came in. He saw Mandla and his mother watching the spider. "A spider!" he said, "Let me squash it!"

"No, no, buthi," said Mandla and his mother together. "Just leave it, buthi," said Mandla. "It's killing flies that sit on our food, like a leopard."

"Like a leopard?" said Mandla's big brother, "Are you mad now Mandla?"

Their mother laughed. "It's true," she said, "Just watch. It's like a tiny leopard that helps us."



So they all sat and watched the little spider. The spider caught another fly. Then it caught a mosquito.

"Hayibo!" said Mandla's big brother. "I hope that is the mosquito that kept me awake last night. You go little spider. You go like a leopard. I won't be squashing you or your family anymore!" Mandla smiled.

The little spider didn't hear Mandla's big brother. He was just finishing his mosquito. "That was tasty!" he said, although of course Mandla and his brother and their mum could not hear him.



MONDAY



LISTENING AND SPEAKING

News

15 min

Diaries

- Before sharing weekend news, explain this week children will be reading and writing diaries.
- Explain what a diary is (record of events, thoughts, feelings, observations). It can be written daily, weekly or just when you feel like writing.
- Explain that we write a diary to help us remember what happened and how we felt at certain times.

Think-Pair-Share

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

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



PHONICS

Revise sounds XX and XX

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

[For Sepedi Monday and Wednesday, throughout PHONICS]

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

UMHLA
Tshatshisa umfanekiso negama.

inciniba
incukuthu
ditha
chola
ichokozo
incanda
ishaphaza
tsichotha
incindi
uncedo

177 - IVEKI YE-9

PG 177

10 min



HANDWRITING

Consolidate joins

- Follow the procedure for Handwriting lessons on page 9.

Ukubhala ngesandla

176 - IVEKI YE-9

PG 176

10 min



READING

Teacher read aloud

Before reading

- What do you do when you see a fly? A mosquito? A spider?
- Provide a purpose for listening: Listen to find out how spiders help protect us against some insects.

Read the text to the learners

After reading

- What did the little spider eat?
- What did Mandla's mother want to do to the spider?
- What did his brother want to do?
- Why did Mandla stop them from killing the spider?
- What did he compare the spider to? Why?
- Will you look after spiders from now on?

TG

PG 123

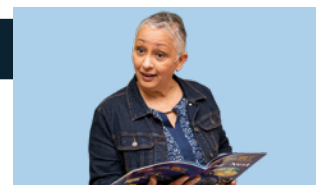
15 min



EFAL

- Teach a lesson based on phonics readers.

15 min



GROUP GUIDED READING AND INDEPENDENT WORK



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

PG 178
30 min



BEGINNING KNOWLEDGE

Introduce the concept

- How much do you already know about insects and other bugs? Would you like to learn more?

Think-Pair-Share

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

More creatures

Shared Writing: KWL chart

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

PG 179
30 min



VISUAL ARTS Bug art

About the sculptures:

- These huge sculptures of a spider, a cockroach and some ants are on the wall of the KwaZulu-Natal Museum in Pietermaritzburg.
- They are sculpted out of fibreglass (a special kind of plastic that can be moulded and is very strong) and metal.
- They were designed to make people curious about the Museum.

Pairs

- Look closely at pictures of the creatures.
- Answer questions in LAB.

Class discussion

- Let us design a big bug using waste materials like boxes, egg boxes, plastic bottles, yoghurt cups, old straws, etc.
- What type of creatures could we make? How many legs? How many eyes? How many body parts?
- Draw a sketch of your bug.

PG 180
30 min



PHYSICAL EDUCATION Introduction

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

30 min





LISTENING AND SPEAKING

Presenting poems

- Talk about how you present a poem in a group, chorally.
- Demonstrate with a small group. (Stand, taller ones at the back, read from books but look up from the book sometimes, leader starts you off, read together with expression, one or two lines

Read and present a poem

can be read by one child/just the boys/softly or loudly, etc).

Groups

- Divide the class into groups of 5–6 children. Appoint a leader for each.
- Groups discuss and vote on which poem they will read from the LAB (pages 170–175).

15 min



PHONICS Practice

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

PG 181

10 min

UMHLA

Bhala amagama ngendlela echanekeleyo.

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

170 - IVEKI YE-9 - LWESIBINI - 181



HANDWRITING Consolidate joins

- Follow the procedure for Handwriting lessons on page 9.

PG 176

10 min

LWESIBINI

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



SHARED READING Comprehension

Before reading

- Explain that this week you will read poems.
- How is a poem different from a story text?
- How is it organised? (into lines and verses or stanzas)
- Is the punctuation the same as a story? (No, often a line begins with a capital letter, or there are commas between lines.)

Shared reading

- Read the poems **with** the children.
- Explain any new words or concepts.
- Ask the question after each poem and have a few children respond.
- Read the Poem review on the final page. Discuss if the children agree.

After reading

- Which poem did *you* like best/least? Why?

PG 170–175

15 min

UMHLA

Umbongo I:
Izidalwa jikelele

Umbhali: Funda Wande

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

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

Esiyng ezana ukutya, esiyng ehlukutya.
Esiyng zinceda izityalo zikhule
Kodwa zonke ziluncedo emhlabeni
Yinto ekhumele zonke isiyng.

Umlungu noneni le mbongo?
Ngowaphi amagama awathandileyo?

170 - IVEKI YE-9



WRITING Comprehension

Read and discuss questions

- These are *on your own* questions. There is no right or wrong answer.
- Learners must justify opinion. Examples:
 - I like poem because it is has nice words/sounds nice/is funny/is true etc.
 - I don't like it because it is babyish/not true/I don't understand it/it is boring.

Write

- Learners write a short poem review.

Check and correct.

PG 182

15 min

UMHLA

Ukuphononga umbongo

Khetho amnye umbongo. Bhala uphonongo.

Ishiko:

Umbhali:

Ulwakhiwe: Lo mbongo uneevesi azi:

Ishiswankathala:

Uluva kunye nenpendulo kumbongo:

Elana gama okanye owona mnga ndiwathandileyo:

182 - IVEKI YE-9 - LWESIBINI



GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 183
30 min



BEGINNING KNOWLEDGE

Fun facts about bugs

Read and discuss

- Review the story of Mandla and the little black spider. Which creatures did you read about?
- Have you ever seen a spider like that?
- Read the LAB page to and with the learners.

Think-Pair-Share

- **Think:** Which fact was most interesting?
- **Pair:** Explain to your partner in your own words.
- **Share** with the class.

Write

- Complete the LAB activity.

PG 184
30 min



VISUAL ARTS Bug art (continued)

Learners need: Clean recycled waste materials (see page 122), paint and/or crayons

Introduce the task

- In groups, make a larger-than-life-size bug using recycled materials.

Demonstrate box sculpture techniques before they begin

- Stacking one piece of material on top of another to create texture, e.g. a bottle top onto an egg box to create eyes
- Joining legs or feelers to the sculpture by making small holes

and inserting a straw, stick or pipe cleaner into the hole and then securing it from inside. Packing tape can also be used.

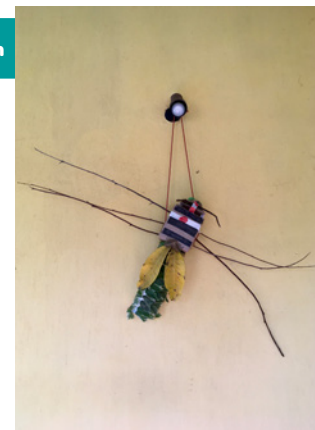
- Surface decoration using paper, thick paint and other materials.

Groups

- Learners plan a bug and select materials.
- They begin to construct their bug using the techniques you have taught.

Keep safe and complete during the final week of term

30 min



PHYSICAL EDUCATION Activity stations

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

25 min



WEDNESDAY



LISTENING AND SPEAKING

Read and present a poem

15 min

Groups

- Each group chooses one poem from LAB pages 170 to 174.
- Read your chosen poem together two to three times. Some lines can be read by one child.
- Move from group to group and assist.



PHONICS

Revise sounds XX and XX

PG 185

10 min

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

[For Sepedi Monday and Wednesday, throughout PHONICS]

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

UMHLA

Gqibezela isivakalisi ngegama elifanelekileyo.

acaelela ukuthwala tywina
tywelele zithweswe incanda
inciniba yintwazana

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

IYEKI YE-9 - LWESITHATHU - 185



HANDWRITING

Consolidate joins

PG 176

10 min

- Follow the procedure for Handwriting lessons on page 9.

LWESITHATHU

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



SHARED READING

Vocabulary

PG 170-175

15 min

Shared reading

- Re-read the poems together **with** the learners.
- Own words: Children underline the five words they each like best as you read.
- Children share their chosen words with a partner.
- Share some with the class.
- Discuss any words the learners are unsure of.

Vocabulary words

- Show and read the week's vocabulary words on the board or on flashcards. These are not in the poems but about poems:

verse/stanza	poem	diary	diary entry	observations
--------------	------	-------	-------------	--------------

Learners sort flashcards into alphabetical order.

Umbongo I: Izidalwa jikelele

Umbhalo: Funda Wande

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

Zingaphi izigidi zeentshoviyane,
"Zingaphi zama linyazi?"
Zonke zimosebenzi kwimulalo.
Zonke zigcina iglanethi ighilile.

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

Uma kungu nantoni lo mbongo?
Ngomaphi amagama awathandileyo?

170 - IYEKI YE-9



WRITING

Vocabulary

PG 186

15 min

Oral

- Go through the LAB activities orally.

Write

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

Display vocabulary flashcards on the Word Wall.

UMHLA

Isigama

Tshatsha igama kunge nentsingisela.

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

Bhala la magama angentlo ngokulandelelana kweafabhethi.

Krwela umgca ngqophantsi kwamagama amahlano awathandayo kwimibongo okanye kumbhalo wedibayi.

186 - IYEKI YE-9 - LWESITHATHU



GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 187
30 min



BEGINNING KNOWLEDGE More fun facts about bugs

Read and discuss

- Review the Creative Arts page (LAB page 180) and discuss the creatures.
- Read the LAB page to and with the learners.

Think-Pair-Share

- **Think:** Which fact was most interesting?
- **Pair:** Explain to your partner in your own words.
- **Share** with the class.

Write

- Learners complete the LAB activity.

PG 188
30 min



PERFORMING ARTS Songs and poetry

Warm up

- Learners recite a well-known rhyme, focusing on articulation and saying the words clearly.

Discuss

- Ask learners to name their favourite songs.
- Choose one song and together say (not sing) the words.
- Elicit that the words are a poem. A song is a poem set to music.

Class work

- Sing the song together.

Cool down

- Hum the song without words.

30 min



PHYSICAL EDUCATION Activity stations

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

25 min





LISTENING AND SPEAKING

Read and present poems

Groups

- Each group reads and presents their chosen poem to the class.
- Use your lap book to record observations.

15 min



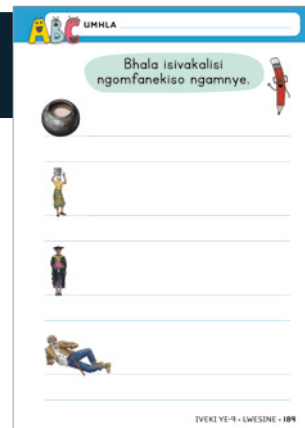
PHONICS

Complete the sentences

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

PG 189

10 min



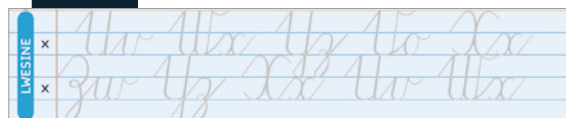
HANDWRITING

Consolidate joins

- Follow the procedure for Handwriting lessons on page 9.

PG 176

10 min



SHARED READING

Language

Introduce the sentences

- Write the three sentences on the board.
- Read the sentences slowly with the children.
- Children find and underline the sentences in the Monday IW (LAB page 178). Read the whole entry.

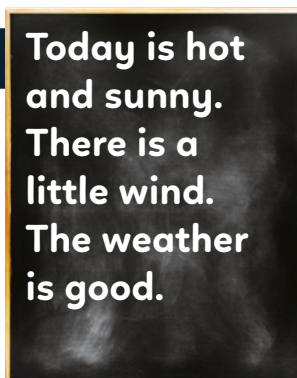
Work with the sentences

- Identify punctuation marks (capital letters, full stops) in all three sentences.
- What is the tense? (present tense)
- What is the tone of the sentences? (describing what you observe, factual, no feelings)
- What is the tense of the sentences after the weather sentences? (past tense; describing an incident from your own point of view)

- Revise the word noun. What or who is the first sentence about (today). This is a noun.
- Introduce the word verb. What is the doing word or verb in the sentence? (is)
- What are the two describing words or adjectives? (hot and sunny)

Note: In Grade 3, children begin to learn the correct terms for different parts of speech. This is just an introduction. Next term each part of speech will be looked at in depth.

15 min



WRITING

Language

Class

- Complete the sentences together orally.
- Demonstrate how to use the sentences as a pattern using the given words.

Individuals

- Complete the LAB page.

Some children read their sentences aloud. Check the tense is correct..

PG 190

15 min





GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 191
30 min



BEGINNING KNOWLEDGE Concept review

30 min

KWL chart (LAB page 179)

- Help learners to complete the last row.

Thumbs up/thumbs down

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

spider

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

spray

1. Spraying with Doom is healthy when humans breathe the spray in.
2. Spraying with Doom kills spiders and insects.
3. There are other ways to control insects.

squash

1. To squash something is to crush it.
2. You should never squash spiders.
3. It is okay to squash spiders.

Bridge to English: spider, spray, squash



PERFORMING ARTS Perform

30 min

Groups

- Group members choose a song they all know.
- Practise the song for a few minutes.

Perform

- Groups perform the song for the class.

Evaluate

- Praise and comment on the performance.



PHYSICAL EDUCATION Activity stations

25 min

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





LISTENING AND SPEAKING

Review of week

15 min

Think-Pair-Share

- **Think:** Talk about one interesting thing you learnt about songs and poems this week.
- **Pair:** Share with your partner.
- **Share:** Next week is our last week at school before the holidays. Will you do anything differently?



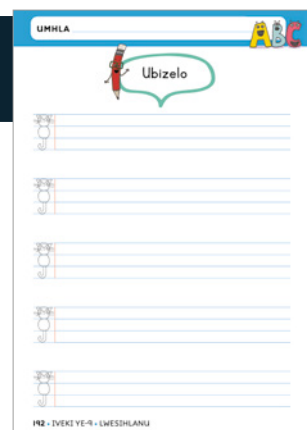
PHONICS

Timed word reading

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

PG 192

10 min



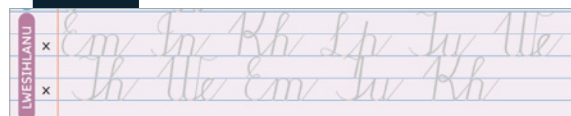
HANDWRITING

Consolidate joins

- Follow the procedure for Handwriting lessons on page 9.

PG 176

10 min



READING

Independent work review

15 min

Read and answer questions

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

Discuss the texts

- Which text did you like best? Why?
- Did you learn any new facts? New words?
- If there is time, ask one or two children to read their diary entries.

Marking

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



INDEPENDENT WRITING

Diary entry

15 min

Discuss

- Write a diary entry about anything that you observed that you would like to record and remember.
- It can be a happy, sad, funny or an everyday observation.
- **Look for:** correct format, creativity, individual expression.

Marking Take in the diary entries and comment.

My diary

Date and time:

Introduction: Dear diary,

What happened?....

Thoughts and

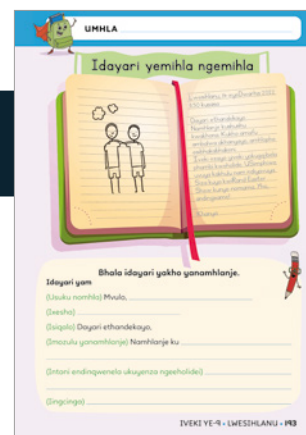
feelings:



GROUP GUIDED READING AND INDEPENDENT WORK

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

PG 193
30 min



BEGINNING KNOWLEDGE DBE Workbook time

Checking and feedback

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

Complete DBE Workbook pages

- Life Skills Workbook 1 Worksheet 24, page 48.
- Home Language Workbook 1 page xx.

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

30 min



PHYSICAL EDUCATION Activity stations

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

25 min



TEACHER'S WEEKLY REVIEW

This week, I have:

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

I have scheduled a time next week for:

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

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

Consolidation and revision

This is a revision week with no structured daily programme. The suggested revision activities can be done at any time in the week.



LISTENING AND SPEAKING

- Let learners choose a poem or story they would like you to read again.
- Pairs: tell a favourite story to their partner.
- Tell the class something interesting about insects or animals that you learnt this term.
- Tell your partner about the most interesting independent work text you read this term.



READING

- Reread stories or poems in the LAB that the learners have particularly enjoyed this term.
- Swop roles with learners who can be the 'teachers' for different stories.
- Pairs: read the individual work reading texts from each week.
- Individuals: read books from the reading corner/library.
- Repeat timed text reading fluency activity.



PHONICS

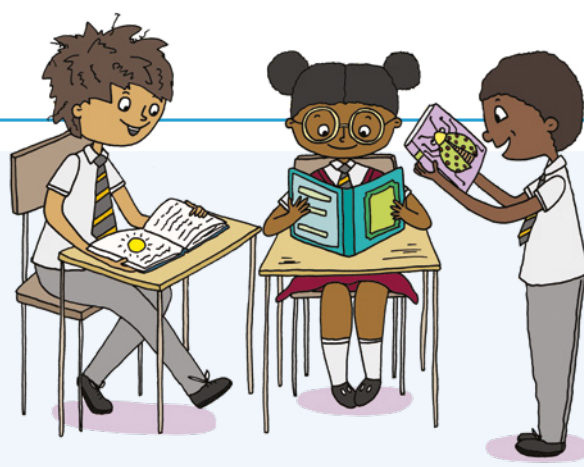
- Pairs reread the words on phonics pages.
- Team competition to read flashcards correctly.
- Repeat timed word reading and dictation activities and try to improve your score.
- Ensure that all phonic pages have been completed in the LAB correctly.
- DBE workbook phonics activities.



WRITING

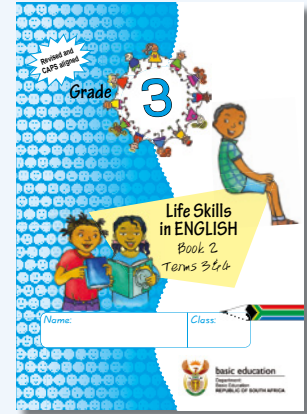
- Learners can write diary entries each day.
- Tell learners to try to sound out unknown words or use the Word Wall words.
- Encourage groups of learners to make a book for the book corner about interesting insects or animals.
- Write an information report about any animal or plant that interests you.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





BEGINNING KNOWLEDGE/PSWB

- Make individual timelines showing your Term 2 highlights.
- Make a poster of what the class could recycle.
- In groups, dramatise the life cycle of a creature you learned about
- In pairs role-play ordering or buying healthy food in a restaurant or shop.
- Complete any uncompleted pages in the DBE Life Skills workbook.



VISUAL ARTS

- Provide art supplies such as crayons, kokis and paper of different sizes or colours.
- Allow learners to choose what they would like to draw.
- Let learners show their work to the group or class and explain what they chose to draw.
- Complete the bug made out of recycled materials.
- Learners draw an imaginary bug.



PERFORMING ARTS

- Pairs mime to their favourite South African singer's music.
- Dramatise how Mandla saved the little spider from being killed.
- Groups create a dance showing different dynamics.



PHYSICAL EDUCATION

- Play team games.
- Have a sports day, where teams compete against each other. Do activities from the term.



ASSESSMENTS

PLANNING FOR CONTINUOUS AND FORMAL ASSESSMENT TERM 2

- **Curriculum links** for each week are shown with light colour blocks.
- **Formal assessment tasks** are shown with darker blocks.

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

CONSOLIDATION

CONSOLIDATION

CONSOLIDATION

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

ASSESSMENTS

LISTENING AND SPEAKING

Assessment Rubrics and Checklists

LISTENING AND SPEAKING Assessment 1: Makes an oral presentation (Oral story review)
(Week 6 Monday–Friday, can be continued in following weeks)

TG pages 90, 92, 94

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

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

2	4	6	8	10
Fulfils 1 criteria	Fulfils 2 criteria	Fulfils 3 criteria	Fulfils 4 criteria	Fulfils all 5 criteria

LISTENING AND SPEAKING Assessment 2: Listening comprehension
(Week 8 Tuesday)

LAB page 157, TG page 114

5 marks**½ mark per correct answer**

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

[Versioners: Delete 10 appropriate words in LAB for cloze test– they do not have to align to English words.]

LISTENING AND SPEAKING Assessment 3: Classroom Observation
(Weeks 1–9)**5 marks**

The learner:

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

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

Total**20 marks**

PHONICS Assessment Rubrics and Checklists

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

ASSESSMENTS

READING AND COMPREHENSION

Assessment Rubrics and Checklists

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

LAB page 140, TG page 102

10 marks

1. Gold (1), Garden (1), Food/meals/mealtimes (1); daughter/child/Marigold (1).
2. That everything he touched turned to gold (1) **Full sentence required.**
3. His garden/the trees and flowers turned to gold and the birds or butterflies went away (1); his food/soup/spoon turned to gold and he could not eat (1) and his daughter became a gold statue and couldn't move (1).
4. He learnt that some things are more important than gold. or He changed from being greedy to being grateful. (2)

**READING Assessment 2: Oral reading aloud
(Week 8 Monday–Friday)**

TG pages 113, 115, 117, 119, 121

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

The learner:

1. Can **read aloud** at a good pace for 1 minute
2. Uses **decoding skills** to read unfamiliar words
3. Monitors self and **self-corrects** when necessary
4. Notices **punctuation**
5. Reads **fluently** and with expression

2Fulfils 1
criteria**4**Fulfils 2
criteria**6**Fulfils 3
criteria**8**Fulfils 4
criteria**10**Fulfils all
5 criteria**READING Assessment 3: Classroom observation in all reading lessons
(Weeks 1–9)****5 marks**

The learner:

1. Timed text reading **Fluency Practice**: shows increasing speed.
2. Participates in **shared reading**
3. Completes weekly **comprehension activities** in LAB satisfactorily
4. Completes **vocabulary activities** in LAB satisfactorily
5. Completes **language activities** in LAB satisfactorily

1Fulfils 1
criteria**2**Fulfils 2
criteria**3**Fulfils 3
criteria**4**Fulfils 4
criteria**5**Fulfils all
5 criteria**Total****25 marks**

HANDWRITING

Assessment Rubrics and Checklists

HANDWRITING Assessment 1: Cursive upper and lower cases and upper and lower joins (Week 8 Friday)

LAB page 152, TG page 120

5 marks

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

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

5 marks

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

Total

10 marks

WRITING

Assessment Rubrics and Checklists

WRITING Assessments 1 and 2: Information report and story review (Weeks 4 & 8 Friday)

TG pages 72 and 120

10 marks each

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

HOME LANGUAGE TERM 2 MARKSHEET

(for copying)

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

ASSESSMENTS

PLANNING FOR CONTINUOUS AND FORMAL ASSESSMENT TERM 2

- **Curriculum links** for each week are shown with light colour blocks.
- **Formal assessment tasks** are shown with darker blocks.

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

3	Sensory awareness: touch, taste, smell, hearing and sight in dramatic activities										REVISION	
4	Rhythm games: listening skills, recall contrasting rhythm patterns, keep a steady beat, use different timbres											
5	Locomotor movements with co-ordinated arm movements											
6	Non-locomotor movements: in time to music											
7	Developing control: co-ordination, balance and elevation in jumping with soft landings											
8	Cooling down and relaxation: breathing in and out and visualising											
Improvise and interpret												
9	Interpret and rehearse South African songs, rounds, call and response											
10	Dramatise in groups using an existing story based on appropriate topics, to develop own endings											
11	Classroom dramas: express feelings and portray themes from the environment and own life											
12	Movement sentence showing beginning, middle and end on a selected topic working in small group											
PHYSICAL EDUCATION		1	2	3	4	5	6	7	8	9	10	
1	Locomotor • Simulation activities such as running like a horse, walk like a duck, jump like a frog, etc.											REVISION
2	Perceptual motor: Tennis-set • Catch/throw a high ball											
3	Rhythm • Rope skipping in groups of three • Rope skipping individual double take-off • Rope skipping individual single take-off while running											
4	Co-ordination • Basketball – dribble a ball zigzag through markers • Hockey – dribble a ball through obstacles • Netball – pass while running • Rugby – running and passing the ball in a backline action • Soccer – dribble a ball through markers											
5	Balance • Relay running: zigzag through skittles/markers • Balance on one leg • Gymnastics: head stand/hand stand • Bridge standing											
6	Spatial orientation • Complex obstacle course											
7	Laterality • Hand apparatus sequences such as hula hoops or ribbons that require left and right actions of similar kind											
8	Sports and games • Indigenous games • Mini-soccer, hockey, rugby, netball and basketball											

ASSESSMENTS

BEGINNING KNOWLEDGE & PSWB

Assessment Rubrics and Checklists

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

VISUAL ARTS

Assessment Rubrics and Checklists

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

ASSESSMENTS

PERFORMING ARTS

Assessment Rubrics and Checklists

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

PHYSICAL EDUCATION

Assessment Rubrics and Checklists

PHYSICAL EDUCATION Assessment 1: Games (Week 6 Friday)					
TG page 97					5 marks
The learner:	1	2	3	4	5
<ul style="list-style-type: none"> Follows instructions Understands the rules of the game Participates actively in the game Co-operates with other learners 	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
PHYSICAL EDUCATION Assessment 2: Rhythm and co-ordination (Week 7 Tuesday to Friday)					
TG pages 103, 105, 107, 109					5 marks
The learner:	1	2	3	4	5
<ul style="list-style-type: none"> Skips alone Skips while running Takes off on two feet Skips rhythmically in a group Co-operates with other learners 	Is unable to skip at all – cannot co-ordinate arms and feet. Is unable to participate in a group skipping game at all. Is reluctant to try	Is able to skip while stationary but not while running. Co-ordination is poor. Tries to participate in the group game, but cannot co-ordinate the skipping.	Is able to take off on two feet when stationary but unable to run and skip. Co-ordination needs attention. Is willing to participate in group skipping game but often misses the beat.	Is able to take off on two feet and to run and skip. Co-ordination is fair. Participates in the group game both skipping and turning the rope.	Competently takes off on two feet and runs and skip. Co-ordination is good. Participates in the group game both skipping and turning the rope.
PHYSICAL EDUCATION Assessment 3: Classroom observation (Weeks 1-9)					
1 mark = 1 criterion <ol style="list-style-type: none"> Follows instructions Takes turns Works in a team Warms up and cools down Balances on one leg Gymnastics: Head stand/hand stand, bridge standing Run and walk in different ways like a horse, walk like a duck, jump like a frog, etc. Plays laterality games which include left and right actions of similar kind Skips to a rhythm Participates in a complex obstacle course 			<ol style="list-style-type: none"> Participates in a complex obstacle course Catches/throws a high ball Plays ball games involving dribbling, throwing, running and passing Plays an indigenous game Follows rules in other games Movement sequences that require left and right movements of similar kinds Plays laterality games with hula hoop, ribbons, etc. Participates in complex relay races: zigzag through skittles/markers Skips with a rope, alone and with partners Reacts quickly to commands in reaction drills Participates in games like mini-soccer, hockey, rugby, netball and basketball 		
Total					30 marks



Funda Wande

Reading for Meaning