


Grade **R**
**LESSON PLANS
AND
ASSESSMENTS**

ENGLISH VERSION



 **basic education**
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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About Me

WEEK 1 + 2

CAPS/MILESTONES:

LIFE SKILLS

Beginning Knowledge and Personal and Social Well-being

The child is able to: Say his/her personal details (name, age, address, contact number)/Know school surroundings such as classrooms, toilets and play areas/Follow rules and routines at home and school /Express his or her emotions appropriately/Know who may or may not touch his or her body/Display good toilet habits.

Creative Arts

The child is able to: Draw and give own interpretation to drawings.

Physical Education

The child is able to: Sing songs while pointing at body parts/Jump, hop, skip, throw and catch.

MATHEMATICS

Numbers, Operations and Relationships

The child is able to: Count objects up to five/Know number symbol 1/Tell his or her age/Count using number rhymes and songs/Estimate many and few.

Patterns, Functions and Algebra

The child is able to: Identify patterns in clothes, objects in the environment.

Space and Shape (Geometry)

The child is able to: Understand the concept up, down in and out/ Understand size (big/small)/ Name colours/Correctly name different shapes/Complete six-piece puzzles.

Measurement

Tell the time of the day in terms of day or night.

Data Handling

The child is able to: Collect and sort objects according to their physical attributes.

HOME LANGUAGE

Listening and Speaking

The child is able to: Listen to simple questions, instructions and answer appropriately/Listen to and repeat rhythmic patterns, e.g. clap clap-clap, clap, and copies correctly/Recognise and point out common objects in pictures/Sing and recite simple songs and rhymes/Talk about pictures in books, magazines and newspapers etc. /Point and name parts of the body.

Phonics

The child is able to: Identify familiar symbols and signs in the environment e.g. KFC, Coca-Cola, STOP.

Reading and Viewing

The child is able to: 'Read' picture books, newspapers and magazines/Tell stories about the pictures/Recognise family members and friends by name/ Solve and complete at least five or more piece jig-saw puzzle.

Writing

The child is able to: Draw or paint pictures/Tear paper and cut with scissors etc./Throw and catch balls and other objects/Take the right hand across the midline to touch the left shoulder etc.

CONCEPTS

WEEK 1

Mathematics:
Number 1/one.

Sentence Structure:

I am a (girl/boy). He is... /
She is... /My name is... /
We like...

Wordplay:

ball, bike, boy, car, cat,
children, classroom, dog,
girl, home, kick, kite, school,
schoolbag, string, teacher,
years old.

WEEK 2

Mathematics:
Number 1/one.

Sentence Structure:

Asking questions: How tall
are you? /How much do
you weigh? /I am/am not
... /I like ... / I don't like
... /Yes, I like ... / No, I
don't like ...

Wordplay:

apple, ball, banana,
beetroot, blocks, build,
cabbage, carrots, colour,
cupcake, dance, eyes,
friends, hair, orange, play,
read, sandwich, sing, story,
sweets, tall, tomato, weigh.

ADDITIONAL RESOURCES:















Poster: Poster 1
About Me.

Big Book Story:
Big Book 1 We Play.























About Me

MONDAY














 Arrival 15-30 mins	<p>Welcome each learner. Ask parents or caregivers to please send a photograph of their child as a baby to school tomorrow.</p>		
 Health check			
 Morning Circle 10-15 mins	<p>Introduce the theme, 'About Me', which is covered over the next two weeks and explain the theme table. (For tips on preparing a theme table, refer to LSF, The Theme Table.)</p>	<p>Use the Grade R kit poster 'About Me' to introduce the theme.</p>  <p>(For help on using posters, refer to LSF, Using Posters.)</p>	<p>Learners talk about the picture. The teacher facilitates the discussion with questions, e.g. 'How many boys can you see?' or 'What are all the children carrying?'</p>
 Work Time Activities 30-35 mins	<p>Language focus 1 Learners write their names in the placeholder on page 3 in Workbook 1.</p> 	<p>Language focus 2 Learners trace the word that applies to themselves ('boy' or 'girl') on page 3 in Workbook 1.</p> 	<p>Creative focus Learners make body rubbings using cardboard cut-out bodies. (They place these under paper and rub over the paper with crayon.)</p>
 Small Group Time Activity 10-15 mins	<p>Life Orientation focus Encourage the learners to tell the group something about themselves. It can be a physical attribute or a preference they have, e.g. 'I am tall' or 'I like drawing'. Prepare pictures (drawings or magazine pictures) of items or activities that children enjoy. The learners will choose which pictures represent something about themselves. A learner who likes ice-cream may choose a picture of an ice-cream. (More than one learner can choose the same picture.) Use this activity to encourage an awareness of the similarities and differences in all of us. You can also use the LEAP audio lesson Sentence Play, Term 1-O1.</p>		
 Tidy-up time			
 Hand washing			
 Snack time			
 Music and Movement Ring	<p>Introduce learners to the song, 'I Am Special' on page 65 of this Teacher's Guide. You can also use the LEAP audio lesson Sing-along Term 1-O1.</p>		
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. (For tips on outdoor safety, refer to LSF, The Outdoor Classroom). Learners play 'Stuck In The Mud'. One learner is 'on' and must try and catch the other learners. Caught learners are 'stuck', i.e. must stand still with legs apart until another learner crawls through their legs and shouts the learner's name three times.</p>		
 Story Time	<p>Learners share their stories about being younger or being babies. Ask them to talk about the things they used to do when they were smaller.</p>		

TUESDAY












 Arrival 15-30 mins	<p>Welcome each learner. Collect the baby photographs (these will be used them during the Morning Circle).</p>			
 Health check				
 Morning Circle 10-15 mins	<p>Learners sit in a circle on the carpet. Hold up the baby photographs one by one and ask the learners to guess who is in the photograph. (Remind learners not to spoil the activity by claiming their photograph as their own as it is shown.) Discuss how each child has changed physically.</p>			
 Work Time Activities 30-35 mins	<table border="0" style="width: 100%;"> <tr> <td data-bbox="520 682 854 1211"> <p>Creative focus Learners draw a picture of themselves in the picture frame on page 4 in Workbook 1.</p>  </td> <td data-bbox="854 682 1212 1211"> <p>Literacy focus Learners write their name in the placeholder on page 5 in Workbook 1.</p>  </td> <td data-bbox="1212 682 1528 1211"> <p>Mathematics focus Learners colour in the correct number of candles to show their age and trace the matching number (5, 6 or 7) on page 5 in Workbook 1.</p>  </td> </tr> </table>	<p>Creative focus Learners draw a picture of themselves in the picture frame on page 4 in Workbook 1.</p> 	<p>Literacy focus Learners write their name in the placeholder on page 5 in Workbook 1.</p> 	<p>Mathematics focus Learners colour in the correct number of candles to show their age and trace the matching number (5, 6 or 7) on page 5 in Workbook 1.</p> 
<p>Creative focus Learners draw a picture of themselves in the picture frame on page 4 in Workbook 1.</p> 	<p>Literacy focus Learners write their name in the placeholder on page 5 in Workbook 1.</p> 	<p>Mathematics focus Learners colour in the correct number of candles to show their age and trace the matching number (5, 6 or 7) on page 5 in Workbook 1.</p> 		
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Ask all the learners who are five years old to put up their hands. Everyone claps to five. Repeat with five-, six- and seven-year olds. Place different coloured counters in a pile on the carpet. Learners sit in a circle around the counters. Ask them to choose a colour and collect the number of counters that represents their age. Learners take turns to count their counters out aloud for the group.</p>			
 Tidy-up time				
 Hand washing				
 Snack time				
 Music and Movement Ring	<p>Learners sing 'I Am Special'. Perform the actions to the song (page 65 of the Teacher's Guide) or ask the learners to share their own ideas for movement.</p>			
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Play 'Stuck In The Mud' again but this time, only boys can 'set free' boys while only girls can 'set free' girls.</p>			
 Story Time	<p>Read the Big Book 1 story 'We Have Fun' on page 4. Begin by letting learners look at the pictures and saying what they see. Ask learners the following question: 'Who do you see?', 'What are they doing?', 'Are they having fun?', 'How can you tell?'. (For help on using a Big Book, refer to LSF, Using The Big Book).</p>			

About Me

WEDNESDAY












 Arrival 15-30 mins	<p>Welcome each learner. Place pictures of children doing different activities in the learners' lockers. They must bring these to the Morning Circle.</p>		
 Health check			
 Morning Circle 10-15 mins	<p>Learners sit on the carpet. Ask each learner to tell you what the child in their picture is doing. They should use the following sentence structures: 'He is... /She is...'. You can also use the LEAP audio lesson, Term 1-O1.</p>		
 Work Time Activities 30-35 mins	<p>Life Orientation focus Discuss hair and eye colour. Discuss hair type, e.g. short, long, straight, curly. Learners fill in the third and fourth blocks relating to their personal appearance on page 7 in Workbook 1.</p> 	<p>Creative focus Learners trace around their hands and feet. Cut these out and make a class mural. Let them discuss what they like doing with their hands and with their feet.</p>	<p>Technology focus Baking: Learners make biscuit faces, using sweets for facial features.</p> 
 Small Group Time Activity 10-15 mins	<p>Life Orientation focus Encourage learners to describe what their bodies can do. Use action words like 'walk', 'run', 'jump', etc. Prepare cards of people and cut them in half. Learners match the tops and bottoms.</p> <p>Play 'Who Is ...?' Learners need to listen and choose the male pronoun, 'he', or the female pronoun, 'she'. For example, the teacher will say: 'The boy is cutting. Who is cutting?' A learner will reply, saying: 'He is cutting.' If the learner says 'she' instead of 'he', the learner is out of the game. You can also use the LEAP audio lesson Playtime, Term 1-O1.</p>		
 Tidy-up time			
 Hand washing			
 Snack time			
 Music and Movement Ring	<p>Play some recorded music or bang a drum. Learners move freely to the rhythm. When the music stops, give a sentence beginning with 'he' or 'she', e.g. 'He jumps'. If you begin the sentence with 'he' all the boys must perform the actions and the girls stand still. If you begin the sentence with 'she', the girls will perform the action and the boys will stand still. Repeat.</p>		
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Provide hula-hoops for the learners. They can twirl the hoops on different parts of their bodies (waist, arm, wrist, ankle, etc.) Count who can make the most twirls with the hoop.</p>		
 Story Time	<p>Tell learners they are going to make a class book called 'We Play'. Ask learners what games they like playing. Make a note of who likes what. On each page, write a sentence, e.g. 'We like skipping.' Learners draw a picture for the book. Read the book to the class. Keep the book in the reading centre for learners to access at their leisure.</p>		

THURSDAY

 Arrival 15-30 mins	Welcome each learner.
 Health check	
 Morning Circle 10-15 mins	Learners sit on the carpet in a circle. They toss a tennis ball to one another. The learner who throws the ball must say who has caught it, followed by the sentence structure being reinforced this week, e.g. 'Peter has the ball. He has the ball.' If a girl catches the ball the learner who threw the ball might say, 'Gloria has the ball. She has the ball.' Continue until all learners have had a chance.
 Work Time Activities 30-35 mins	<p>Life Orientation focus Let learners look at themselves in mirrors and describe what they see.</p> <p>Mathematics focus 1 Learners practise writing the numeral '1' in the sand tray.</p> <p>Mathematics focus 2 Learners complete puzzles.</p> <p>Literacy focus Revise action words from previous day's activity: 'I run', 'walk', 'hop', etc. Provide a sheet of paper folded in half. Learners can make an 'About Me Book', including drawings of themselves hopping, walking, jumping, etc. On the cover they draw themselves. On each page, write the action word for them. Read through each book a few times with the group.</p>
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Give each learner five counters. Learners count them out aloud. Show learners the numeral '1' and the word 'one' (Use the flash cards on Pages 53 and 54 of Workbook 1). Place a single counter onto the flash card. Ask: 'How many?'</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Sing 'I Am Special'. Sing other songs about being special in different languages. Play the movement game 'Do this, do that'. Mime an action and learners have to follow, e.g. Say, 'Do this' and clap your hands. Learners must copy you. But if your action is preceded by the instruction 'Do that', then learners must not copy it. Those that do must sit out for a short time, after which they can join the game again.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Provide different sized balls. Learners can throw and catch the balls to each other. Play 'Pig-in-the-Middle' which encourages throwing and catching skills as well as hand-eye coordination.
 Story Time	Read a story about a child taking part in a sport. Discuss the story and the characters and talk about that specific sport in particular. Talk about what parts of the body are used to perform that sport, e.g. cycling mostly exercises the legs.












About Me

FRIDAY

 Arrival 15-30 mins	Welcome each learner. Ask each learner how he/she is feeling today and encourage them to ask how you are as part of their reply. Return the baby photographs to the parents.
 Health check	
 Morning Circle 10-15 mins	Revise all that learners have learnt this week. Ask leading questions that will check their understanding of the usage of 'he' and 'she', 'boy' and 'girl' and 'I can...'. Ask learners to say something about themselves that makes them feel special.
 Work Time Activities 30-35 mins	Literacy Focus Learners complete their 'About Me Book' from yesterday's lesson. Creative focus Learners make faces on paper plates using waste materials, e.g. buttons for eyes, a cork for a nose, etc.
 Small Group Time Activity 10-15 mins	Mathematics focus Get learners to use their bodies to count to five. They can clap hands, stamp feet, pat tummies, etc. (For help on counting with learners, refer to LSF, Counting.) Revise the number '1'. Ask: 'What number is this?' Learners can practise writing '1' in the air. Get learners to stand up and compare their height: 'who is the tallest, shortest, who is taller than... , who is shorter than...' etc. Measure learners' heights. Learners can fill in the second block on page 7 of Workbook 1.
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Hand out a beanbag to each learner. Let them play with their beanbag for a few minutes. Then ask learners to balance the beanbag on their head. Play some music and get learners to move around to it, challenge them to do some actions while balancing the beanbag. Call out a different part of the body and learners have to balance their beanbag on it.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. One learner starts the game holding a ball. He/she listens to the instructions and throws to a classmate matching the description. For example, say 'Throw the ball to a tall girl' or 'Throw the ball to a boy who is 6 years old'.
 Story Time	Select a story of your choice. Get the learners to retell the story in their own words – help them answer relevant questions if they need assistance. (For help on selecting stories, refer to LSF, Choosing Books For Storytime.)






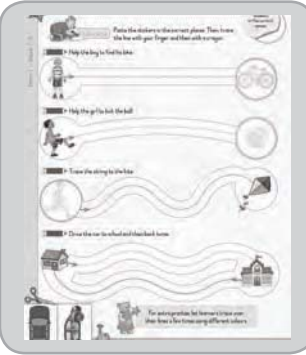









MONDAY













 Arrival 15-30 mins	Welcome each learner. As learners arrive at school, tell them to take their shoes off and put them into their lockers. Collect one shoe from each locker and bring the shoes to morning circle.		
 Health check			
 Morning Circle 10-15 mins	Learners sit on the carpet in a circle. Place the pile of shoes in the middle of the circle. One by one, ask the learners to take a shoe from the pile (not their own shoe). The learner asks the owner of the shoe a question, e.g. 'How old are you?', 'When is your birthday?'		
 Work Time Activities 30-35 mins	<p>Life orientation focus Cut out pictures of babies, children and adults from magazines. The learners group them according to age and gender. Learners must use language to describe their groupings, e.g. 'old', 'young', 'baby', 'mother' etc.</p> <p>Science/technology focus Provide different textured fabrics and materials. Try to include the following: sandpaper, velcro, silk, velvet, felt, wool, elastic, tinfoil, vinyl. Let learners feel each item and describe how each item feels and looks, e.g. 'rough', 'smooth', 'soft', 'hard', 'cool' and 'shiny'.</p>		
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners click their fingers and count to five. (For help on counting with learners, refer LSF, Counting). Revise the number flash card 1. Revise the numeral '1' and word 'one'.</p>	<p>Give learners a pile of socks. Let them count the socks and say how many there are. Let them match the socks and say how many pairs there are.</p>	<p>Get learners to order the socks from shortest to longest. They can then describe the socks using mathematical language, e.g. 'longest', 'shortest', 'longer than', 'shorter than', etc.</p>
 Tidy-up time			
 Hand washing			
 Snack time			
 Music and Movement Ring	Sing this week's theme song, 'I Like Carrots, I Like Peas' on page 65 of Grade R kit Teacher's Guide. You can also use the LEAP audio lesson, Term 1-02.		
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Learners stand in a line, one behind the other. The learner in front is the leader. This learner must walk, jump, hop around the playground while the other learners follow and copy whatever the leader does. (Change the leader as many times as possible.)		
 Story Time	Read the Big Book story 'We Have Fun' on page 4 again. Ask learners the questions at the bottom of page 5. (For help on using a Big Book, refer to LSF, Using The Big Book.)		

About Me

TUESDAY

 Arrival 15-30 mins	Welcome each learner. Ask parents for a recent photograph of their child (ask them for one that they don't mind not getting back.) These photographs will be used to add to the birthday poster (included in the Grade R kit) or for a bulletin display.	
 Health check		
 Morning Circle 10-15 mins	Learners sit on the carpet. Say the months of the year. Use the Birthday Train poster from the Grade R kit. Let them repeat the months of the year. Ask learners to say when they celebrate their birthdays. Mark their names on the Birthday Train using name flash cards. (Have a birthday list so you can tell if they know.) 	
 Work Time Activities 30-35 mins	Literacy focus Learners use their fingers to trace the patterns on page 6 of Workbook 1. They can cut out the little car on the page and use it to trace the patterns. Finally let them trace the patterns using crayons. As extra practise, let them draw patterns on different textures with their fingers. 	Creative focus Learners make string paintings. They dip string attached to a peg into paint and trail it along paper. Mathematics focus Learners use modelling clay to make a number one.
 Small Group Time Activity 10-15 mins	Literacy focus Make flash cards with learners' names on them. Place them on the carpet and have the learners sit around the words. Let them each have a turn to find their names. When they find their name, they turn the card over. When all the cards have been turned over, let each child have a chance to turn over a card. If they find their name, they can keep their card. If not, the card is turned over. This is a good visual memory game.	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Play music while the learners dance around the room. When the music stops, the learners should sit down on the floor. The last learner to sit down is out of the game.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Prepare a large basin of water. Add some dish washing liquid to the water. Learners take turns to blow bubbles in the water using drinking straws.	
 Story Time	Read a story about someone having a birthday. After reading the story, ask the learners questions about the characters and the events in the story. Alternatively, write a birthday story with the help of the learners. Write it on large sheets of paper. On the first page, write the name of the character, e.g. 'I am Ben. I am a boy.' On the second page, write the topic of the story, e.g. 'It is my birthday.' On the third page, write how old he is, e.g. 'I am six years old.' On the fourth page, draw a cake with candles. Write, 'I like cake. Happy Birthday.' This activity reinforces the new words 'I', 'am', 'a', 'like', 'boy' and 'girl'.	


WEDNESDAY

 Arrival 15-30 mins	<p>Greet the learners individually. Make an extra effort to make each learner feel welcome and special – give them nametags, a flower or a sticker that says ‘You are special’ or ‘I like you’.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Practise the months of the year as a follow-up from yesterday’s morning ring. Use the birthday poster. Hold up their photo and help them find their birthday month on the poster. Ask the learners what kinds of activities they enjoy. Allow each learner to have a turn to say something that they like to do and that makes them feel happy.</p>
 Work Time Activities 30-35 mins	<div style="display: flex; justify-content: space-between;"> <div data-bbox="538 740 862 1034"> <p>Literacy focus Learners complete the activity about things that they like doing on page 8 of Workbook 1. They indicate the things they like doing by pasting a star sticker from the middle of Workbook 1 next to the relevant pictures. Help learners ‘read’ each picture.</p> </div> <div data-bbox="879 740 1195 1046" style="text-align: center;">  </div> <div data-bbox="1212 740 1528 1034"> <p>Life Orientation focus Learners make potato print faces. When the paint is dry, they can add on features using marker pens. Ask them to make their potato print faces look happy – the way they feel when they are doing things that they like doing.</p> </div> </div>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Learners make textured feeling books. On each page they draw a child (full body) showing a different emotion. At the bottom of each page, help them write a label or copy a simple sentence. Provide textured materials e.g. sandpaper, velcro, silk. Let learners glue a piece of textile that reminds them of a certain feeling onto the corresponding page, e.g. glue a piece of rough velcro onto the angry page, or soft velvet onto the love page.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Sing last week’s theme song, ‘I Am Special’ on page 65 of the Teacher’s Guide. You can also use the LEAP audio lesson, Term 1-02.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Provide thick cloth bags to play ‘sack’ races. Make a start and finish line. Learners put both feet inside the bag, while holding onto the sides. They see who can jump to the finish line first.</p>
 Story Time	<p>Let learners read the Big Book story made as a class yesterday or ask them questions about the story you read to them. Ask them questions to assess their recall.</p>



About Me

THURSDAY

 Arrival
15-30 mins

Welcome each learner.
Remind the parents to bring a recent photograph of their child.
Give each learner a cut-out heart and tell them to put it in their locker.
They must bring the heart to morning circle.

 Health check

 Morning Circle
10-15 mins

Learners sit in a circle on the carpet. Give each learner a piece of paper bearing the name of another class learner. Tell the learners that you gave each of them a heart because they are all loved and are special. One by one, ask the learners to show the name on their piece of paper. They must give their cut-out heart to that learner. Talk about how we can show others we love them.

Lerato

 Work Time
Activities
30-35 mins

Life Orientation focus
Learners look at page 8 of Workbook I again and 'read' the pictures and simple sentences. Let them draw a picture of themselves doing something that they like to do in the frame on page 9 of Workbook I.



Literacy focus
Learners practise writing their names in the placeholder at the top of page 10 in Workbook I.



Literacy / Mathematics focus


Learners cut out the flash cards on the back cover of Workbook I. Give each child a small plastic bank bag to store their cards in.

 Small Group
Time Activity
10-15 mins

Mathematics focus
Learners count the boys and girls in each frame on page 8 of Workbook I. Let them place a counter on each child (one to one correspondence). Then ask them to show which frames have the same number of children, which frame has the least number of children and which has the most number of children.



Literacy focus
Let learners read their feeling books that they made yesterday to each other. They must make sure they hold the book the right way up, turn the pages carefully and point to the words as they read.

 Tidy-up time

 Hand washing

 Snack time

 Music and
Movement Ring

On three pieces of paper, draw a face, each showing a different emotion (happy, sad, angry). Stick each page on a wall in different areas of the classroom. Learners dance around the room and when the teacher calls out an emotion such as 'Happy!', they run and stand near that face. Learners who run to the wrong face or take too long, are out of the game.






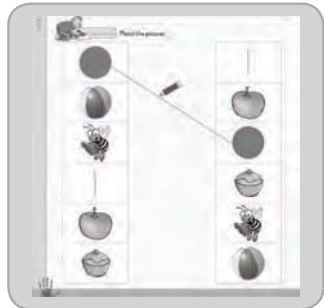








 Outdoor Play

Include the activity below as one of your daily outdoor activities.
Draw large 'number ones' on the ground outside. Let learners walk the numbers starting at the top and ending at the bottom.

 Story Time

Read a book about feelings.
(For help on selecting stories, refer to LSF, Choosing Books For Storytime.)
After reading, hand out pictures of different faces showing different emotions. Learners must describe how they think the person is feeling. Encourage them to give suggestions about why the person could be feeling that way.

FRIDAY

 <p>Arrival 15-30 mins</p>	<p>Welcome each learner. Ask them how they are feeling. Place enough happy and sad faces into a basket. Get learners to choose a happy or sad face.</p>	
 <p>Health check</p>		
 <p>Morning Circle 10-15 mins</p>	<p>Make a recording of 'crying', 'laughing', 'shouting' (playful), 'shouting' (angry), 'arguing', 'sighing', etc. voices on it. You can do this on your cell phone. Ask learners to identify the sound and then act out the same emotion.</p>	
 <p>Work Time Activities 30-35 mins</p>	<p>Mathematics focus Provide a tray with a few objects on it. There should be two of each object. Hold up two objects and ask if they are the same or different. Repeat with different and alike objects. Let learners use the words 'the same' and 'different'. Then let them complete the one-to-one correspondence activity on page 10 of Workbook 1.</p>	
 <p>Small Group Time Activity 10-15 mins</p>	<p>Mathematics focus Learners count to five. Make sure learners cut out the number flash cards at the back on Workbook 1. Learners use the picture on pages 2 and 3 of Workbook 1 to practise counting. Make sure that each learner has their number flash cards that they cut out yesterday. Ask: 'How many apples are on each tree?', 'How many sunflowers can you see?', 'How many boys are in the picture?' They count them and then find the correct numeral flash card and hold it up. Learners can then complete the activity on page 11 of Workbook 1. They must draw a circle around the blocks that have one item in them. They then practise writing the numeral 'one', starting at the top of the number and ending at the bottom of it.</p>	
 <p>Tidy-up time</p>		
 <p>Hand washing</p>		
 <p>Snack time</p>		
 <p>Music and Movement Ring</p>	<p>Sing the song, 'I Like Carrots' on page 65 of this Teacher's Guide. You can also use the LEAP audio lesson, Term 1-O2. Learners copy the actions shown by the teacher and they can think of some different actions to do. For example, 'If you're happy and you know it, jump three times', etc.</p>	
 <p>Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Prepare a texture table for the learners. Place sand, twigs, stones and leaves on it and let them feel these items during their free playtime.</p>	
 <p>Story Time</p>	<p>Learners try to recall the story that was read yesterday. Ask questions to help them if necessary. Reread the story, stopping at appropriate points in the story, and ask the learners to show a particular emotion on their face.</p>	



About Me

TERM I
WEEKS 1 AND 2



LITERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks learners:

- shared about themselves and about personal experiences
- listened to stories with moral lessons
- demonstrated understanding of the principles in the above stories, such as, respect, and kindness.
- identified action words like 'run', 'jump', etc.
- sang and recited songs
- demonstrated body awareness by drawing pictures of themselves, tracing their hands and feet, etc.
- drew patterns
- used language for learning.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

Part One

- Use a picture of a boy and a picture of a girl for this task.
- Ask the learner to identify the boy and the girl.
- Ask the learner to identify a baby, a young child, an older child and an adult. The learner must identify which age group he/she fits into.
- Ask the learner to describe one activity that he/she enjoys.

Part Two

- Use the sentence frame: I am a _____ (boy/girl).
- Place the ending words and matching picture on the table.
- Ask: Are you a boy or a girl? Point to the pictures. The learner replies 'I am a ____' and matches the name label and the boy or girl picture.
- Have the learner 'read' the sentence together with you, pointing to each word as you read.

GRADE R: TERM I

Holistic rubric for Literacy Assessment Task Part One and Part Two

	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
ORAL							
1. Follow the instructions							
2. Answer questions							
PHONICS							
3. Identify the sound at the beginning of their name							
READING							
4. Recognise the images of a boy and a girl							
5. Retell a story in their own words, using picture clues							
6. Can interpret a picture to identify emotions							
7. Can use an action word in a sentence							
8. Recognise the symbol for the initial letter in their name in print							

1+2 MATHEMATICS ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme.

Over the last two weeks learners:

- counted to 5 and more
- were introduced to number 1
- were introduced to the shape of a circle
- were able to name 'one more' and 'one less'
- worked concretely comparing and ordering objects using appropriate vocabulary to describe length (e.g. tall, short, longer, shorter).

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

- Place five counters in front of the learner.
- Ask the learner to tell you how many counters there are altogether.
- Then let the learner count the counters.
- Ask the learner to hold up one counter, then two counters, etc.
- The learner must then add one more. How many?
- Show learner the flash cards for '1' and 'one'. Ask them to make the number. They can use any medium to make the number, e.g. modelling clay, crayons.
- The learner must find five different items of which there are only one in the classroom, e.g. the door, the teacher's table, a dustbin.
- Ask the learner how old he/she is. Ask them to show their age with counters.

GRADE R: TERM 1

Checklist for Assessment Task

Name:	Date:	
The learner is able to:	Yes	No
1. Count the items		
2. Add one more item		
3. Identify the number one /1		
4. Write the number 1 correctly		
5. Identify single items in the environment		
6. Say how old he/she is and show this with counters		

LIFE SKILLS ASSESSMENT

Over the last two weeks learners engaged in various life skills linked activities that required them to be aware of themselves as unique individuals. They described themselves and some personal experiences. Learners were also made aware of basic moral principles and good behaviour, as well as identifying and interpreting emotions in themselves and others.

TASK

Show learners these pictures on page 8 of Workbook 1 and ask them to:

- point to the picture of the girl singing
- point to the picture of the girls reading
- point to the picture of the children playing football
- point to the boys in the pictures

See if learners are able to apply what they have learnt over the past two weeks when looking at these pictures.



In the classroom

WEEK 3+ 4

CAPS/MILESTONES:



LIFE SKILLS

Beginning Knowledge and Personal and Social Well-being

The child is able to: Say his/her personal details (name, age, address, contact number)/Know school surroundings such as classrooms, toilets and play areas/Follow rules and routines at home and school/Express his or her emotions appropriately/Know who may or may not touch his or her body/Display good toilet habits.

Creative Arts

The child is able to: Draw and give own interpretation to drawings.

Physical Education

The child is able to: Sing songs while pointing at body parts/Jump, hop, skip, throw and catch.



MATHEMATICS

Numbers, Operations and Relationships

The child is able to: Count objects up to five/Know number symbol 1/ Tell his or her age/Count using number rhymes and songs/Estimate many and few.

Patterns, Functions and Algebra

The child is able to: Identify patterns in clothes, objects in the environment.

Space and Shape (Geometry)

The child is able to: Understand the concept up, down in and out/ Understand size (big/small)/ Name colours/Correctly name different shapes/Complete six-piece puzzles.

Measurement

Tell the time of the day in terms of day or night.

Data Handling

The child is able to: Collect and sort objects according to their physical attributes.



HOME LANGUAGE

Listening and Speaking

The child is able to: Listen to simple questions, instructions and answer appropriately/Listen to and repeat rhythmic patterns, e.g. clap clap-clap, clap, and copies correctly/Recognise and point out common objects in pictures/Sing and recite simple songs and rhymes/Talk about pictures in books, magazines and newspapers etc. /Point and name parts of the body.

Phonics

The child is able to: Identify familiar symbols and signs in the environment e.g. KFC, Coca-Cola, STOP.

Reading and Viewing

The child is able to: 'Read' picture books, newspapers and magazines/Tell stories about the pictures/Recognise family members and friends by name/ Solve and complete at least five or more piece jig-saw puzzle.

Writing

The child is able to: Draw or paint pictures/Tear paper and cut with scissors etc./Throw and catch balls and other objects/Take the right hand across the midline to touch the left shoulder etc.

CONCEPTS

WEEK 3

Mathematics:

Number 1/one. Short/long. Red, yellow, green, blue. Ovals.

Sentence Structure:

I can see.../The... is green/red/blue/yellow etc.

Wordplay:

blackboard, blue, book, carpet, chair, children, desk, green, orange, paint, pink, poster, red, rubbish bin, schoolbags, table, teacher, yellow.

WEEK 4

Mathematics:

Number 1/one. Opposites: hard and soft. Positional language: in and out.

Sentence Structure:

I have... in my school bag./I like to... at school.

Wordplay:
















box, count, crayons, cut out, draw, eraser, friend, lunch, paint, pencil, pencil box, pictures, read, ruler, school, school bag, scissors, sharpener, story, walk.

ADDITIONAL RESOURCES:

Poster: Poster 1
In The Classroom.














Big Book Story:
Big Book 1
Jabu's Schoolbag.

MONDAY







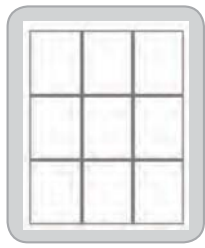






 <p>Arrival 15-30 mins</p>	<p>Welcome each learner. Give each learner a picture showing an activity that is done in the classroom, e.g. a child reading a book or a child drawing. The learners will bring their picture to the morning ring.</p>		
 <p>Health check</p>			
 <p>Morning Circle 10-15 mins</p>	<p>Introduce the theme, 'In the Classroom' which will be investigated over the next two weeks. Look at the Grade R kit Poster 2 called 'In the Classroom' and discuss the picture with the learners. (For help on using posters, refer to LSF, Using Posters).</p> <p>Look at the theme table and discuss the school-related items on it. Let learners name each item and say how the item is used.</p> <p>Learners discuss the pictures that they were given when they arrived at school. Talk about the many different activities that are done during a school day.</p>		
 <p>Work Time Activities 30-35 mins</p>	<p>Literacy focus 1 Learners write their name in the block on page 13 of Workbook 1. Let them read the sentence they have made, 'My name is...'</p> 	<p>Literacy focus 2 Learners find the correct stickers to paste on pages 12 and 13 in the Workbook.</p> 	<p>Creative focus Learners glue toothpicks on paper to make patterns.</p> 
 <p>Small Group Time Activity 10-15 mins</p>	<p>Mathematics focus Learners count to five. (For help on counting with learners, refer LSF, Counting.) Revise the number flash cards '1' and 'one.' Ask them to hold up one finger. Ask learners to look at Poster 1 'In the Classroom' or any other picture. Ask them to find objects that only appear once, e.g. one blackboard, one bookshelf, one vase, one teacher, one wheelchair. Learners can count each item, e.g. one blackboard. Learners can draw a circle around all the objects that appear only once on pages 12 and 13 in the Workbook.</p>		
 <p>Tidy-up time</p>			
 <p>Hand washing</p>			
 <p>Snack time</p>			
 <p>Music and Movement Ring</p>	<p>Introduce the theme related song 'Balloons are Red' to the learners on page 66 of this Teacher's Guide. You can also use the LEAP audio lesson Term, 1-O3. The song can be sung every day of the teaching week.</p>		
 <p>Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Hang up an old white sheet outside, e.g. on a fence. Prepare plastic spray bottles containing different colours of watered down paint. Let learners take turns to spray the sheet until it is completely soaked. When dry, it can be used as a tablecloth. Let them name the colours.</p>		
 <p>Story Time</p>	<p>Select a story about a child going to school. After reading the story, talk about the events, the characters and the feelings involved.</p>		

In the classroom

TUESDAY














 Arrival 15-30 mins	Greet each learner individually. Ask them which their favourite area of the classroom is. If at all possible, decorate your classroom with some red, yellow, green and blue balloons that you have blown up. Attach different length strings to each balloon. Give each learner a balloon and have them take it to the floor for Morning Circle.		
 Health check			
 Morning Circle 10-15 mins	Learners sit on the floor with their balloons. Ask the learners with red balloons to hold them up. They should say, 'The balloon is red'. Do this with the yellow, green and blue balloons. Let learners compare the length of the strings of the balloons. Ask which balloon has the shortest string and which has the longest string. You can also use the LEAP audio lesson Term 1-03. This lesson reinforces the sentence frame 'The... is...'.		
 Work Time Activities 30-35 mins	Creative focus Put a piece of paper and a marble inside a lid with a high rim. Spoon in some paint. Learners roll the marble to create a design on the paper.	Creative focus Give each learner a ball of white play dough. Place a few drops of food colouring in the middle. Learners mix the dough in their hands until the colour comes through.	Mathematics focus Let learners trace the strings and colour in the balloons on page 14 of Workbook 1. 
 Small Group Time Activity 10-15 mins	Literacy focus Discuss all the different things learners do at school, e.g. drawing, painting, counting, playing etc. As each activity is discussed ask them if they like or dislike it. Let them tell you how it makes them feel.	Learners look at the pictures on page 15 of Workbook 1 and 'read' each face, e.g. 'He is sad, he is happy, she is confused, she is happy.' Let them complete the activity.	
 Tidy-up time			
 Hand washing			
 Snack time			
 Music and Movement Ring	Draw large balloon shapes (ovals) on the floor using chalk. Divide the learners into groups and send them to stand inside a circle. Learners follow instructions group by group, e.g. Group 1 sit down, Group 2 hop on one leg, Group 3 dance, Group 4 clap hands, etc. Swap instructions.		
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Stick masking tape on an outside wall at various heights. See if learners can jump and touch each height. How many times can they do this in a row? Learners can then throw balls against the wall and try to hit each height.		
 Story Time	Read the Big Book 1 story 'Jabu's Schoolbag' on page 14. Begin by letting learners look at the pictures and saying what they see. Ask learners the following questions for each picture: 'Who can you see?', 'Where is it happening?', 'What are they doing?', 'How are they feeling?', 'What do you think will happen next?'. In this way learners are building a story. (For help on using a Big Book, refer to LSF, Using The Big Book).		

WEDNESDAY












 Arrival 15-30 mins	<p>Welcome each learner. Give each learner an object from the classroom e.g. a paintbrush, blackboard duster etc.). Ask them to bring it to the Morning Circle.</p>		
 Health check			
 Morning Circle 10-15 mins	<p>Learners sit in a circle on the carpet. They will bring the items given to them during Arrival time. Ask individual learners to show their object, name it and then put it back where it belongs.</p>		
 Work Time Activities 30-35 mins	<p>Creative/Literacy focus Learners use various hard and soft classroom items to paint with, e.g. the back end of a pencil, cotton wool, a feather, etc. Encourage them to paint the patterns alongside.</p>		<p>Numeracy focus Provide learners with an assortment of cut-out paper objects or actual objects from around the classroom. They must sort the objects according to shape, colour and size.</p>
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count to five. Revise the number flash cards '1' and 'one'. Hold up a flash card that reads '1' and ask them to read the card and show you that number of fingers. Repeat with the remaining flash cards. Prepare a three by three grid for learners. Ask learners to draw one pencil in the top left-hand block.</p>	<p>Next, ask them to draw one book in the second square. In the third block they draw one cap. Continue until each block is filled with a single item. Make sure learners fill the blocks from top to bottom left to right. They then 'read' the pictures in each block, again from left to right and top to bottom.</p>	<p>Learners then draw the numeral '1' in each block.</p> 
 Tidy-up time			
 Hand washing			
 Snack time			
 Music and Movement Ring	<p>To the tune of 'Here We go Round the Mulberry Bush', sing 'We Love Our Classroom' on page 66 of this Teacher's Guide. Sing this song a number of times and ask learners to dance around as they sing (on their own or with a friend).</p>		
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Trace large number 1 numerals on the outside paving. Let learners walk these numerals starting and ending in the correct positions.</p>		
 Story Time	<p>Together with the learners, make up a story about the classroom. Use the picture on pages 12 and 13 of 'Workbook 1' as guidance.</p>		

In the classroom

THURSDAY






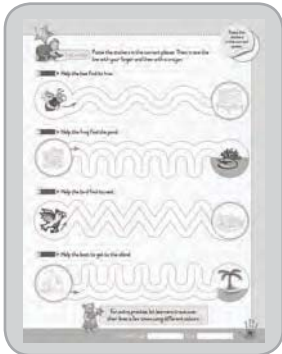








 Arrival 15-30 mins	<p>Welcome each learner. Give each learner a plastic shape. Ask them to bring this shape to the Morning Circle.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Learners bring their plastic shapes to morning circle. Name shapes and ask learners to hold them up, e.g. "If you have a circle hold it up." Do the same with colours. Then ask the learners to find objects in the classroom that have the same shape as the one they were given. They can return to the carpet when they have found an object. Let them tell you and the class what they found.</p>
 Work Time Activities 30-35 mins	<p>Mathematics/Creative focus 1 Learners use wax crayons to practice the correct numeral formation of 1 on a piece of paper folded horizontally to make four lines. Instruct them to touch the top and bottom lines and to begin writing the one at the top and to end at the bottom.</p> <div data-bbox="1089 771 1402 872" style="border: 1px solid gray; padding: 5px; text-align: center;">  </div> <p>Mathematics/Creative focus 2 Learners make the numeral one (1) using modelling clay.</p> <div data-bbox="782 912 946 1138" style="border: 1px solid gray; padding: 5px; text-align: center;">  </div> <p>Technology focus 1 Baking: Learners make biscuits using shape cookie cutters.</p> <p>Technology focus 2 Learners make stick puppets. They cut out shapes, add facial features, arms, legs, etc. then paste it onto a stick. You will use these in story time at the end of the day.</p>
 Small Group Time Activity 10-15 mins	<p>Life Orientation/Mathematics focus Discuss how we can mix two colours to create a new one. Each learner will need a sheet of white paper. On each learner's left hand, put a blob of yellow paint. Put a blob of blue paint on their right hands. On a sheet of paper ask them to make a yellow handprint on the top left, and a blue one on the right. Learners then rub their hands together and make handprints in the middle of the paper. Discuss the new colour they have made (it will be green). Repeat mixing other colours in the same way. Red and blue (purple), yellow, red and green (brown), red and yellow (orange), etc.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Sing the song 'Balloons are Red' on page 66 of this Teacher's Guide. You can also use the LEAP audio lesson, Term 1-O3. The song can be sung every day of the teaching week. Give each learner a piece of coloured cellophane or acetate in red, blue or yellow. Put on music and let the learners dance. When the music stops, they must find a partner, hold their two colours together up to the light, and tell everyone what new colour they made.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Learners play a colour matching game. Collect empty egg cartons and small stones that can fit in the eggcups. Choose six different colours. Paint each cup a different colour. Paint the stones different colours. When the stones have dried, hide them in the sandpit. Learners take turns to find the stones and to place each one in a matching coloured section of the egg carton.</p>
 Story Time	<p>Use the shape stick puppets made earlier to tell a story about children at school. Start the story and have learners continue. As learners dictate the story, write it onto large sheets of white paper. It can be turned into a class storybook.</p>

FRIDAY












 Arrival 15-30 mins	<p>Greet each learner with a smile. Give each learner a sticker with a smiley face on it. They can wear the sticker for the day.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Play 'Scavenger Hunt'. Describe a classroom object, e.g. say, 'I am thinking of, something you draw with'. Set a timer and give learners 20 seconds to find objects matching the description. When the timer goes off, learners return to the circle and talk about what they found.</p> <p>Look at the items on the theme table again and discuss them with the learners. Show learners an item and ask them to complete the given oral sentence, e.g. 'When we cut out pictures, we use a pair of...'. The learners say, 'scissors'.</p>
 Work Time Activities 30-35 mins	<p>Creative focus Learners use medicine droppers to dribble paint onto paper. They first just experiment with dribbling the paint. Once they have grasped the idea, ask them to try to make a picture. For example, a house or a stick figure. (Display these pictures around the classroom).</p> <div data-bbox="543 999 854 1246" data-label="Image"> </div> <p>Mathematics/Literacy focus Learners complete a worksheet like the one alongside. This worksheet is available as free download from 'Sparklebox' (www.sparklebox.co.uk).</p> <div data-bbox="1212 952 1477 1293" data-label="Image"> </div>
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Prepare various cards with colour patterns on them. Make two of each. Make them similar so that learners pay attention to the fine details. Place all the cards face down. Learners must turn over two cards and see if they match. If yes, they keep the pair. If not, they turn them back face down.</p> <div data-bbox="1212 1387 1520 1481" data-label="Image"> </div>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Play music or sing a song with the learners that they know well. Learners dance around the classroom. Call out a number. Learners get into groups of that number and sit down. The first learners to make their group and sit down, get a chance to choose a song that they would like to sing.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Prepare a large sheet of paper with different coloured ovals on it. Lay it out on the ground. One by one, learners listen to an instruction, e.g. 'Throw your bean bag onto the red oval'. Continue with other coloured ovals until each learner has had a chance to toss their bean bag.</p>
 Story Time	<p>Divide the learners into groups. Ask them to use their stick puppets to make up a short story about children in a classroom. Give each group some ideas to get them started, if necessary.</p>

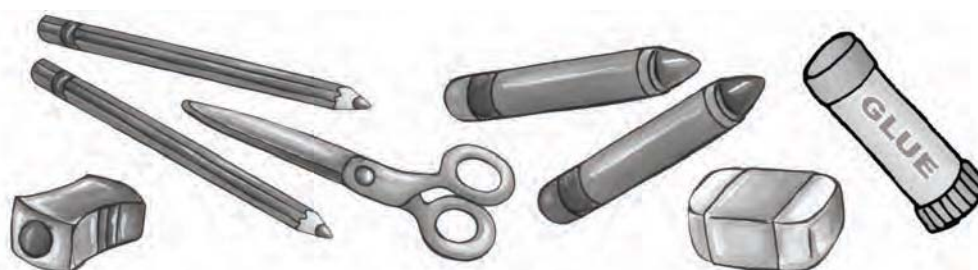
In the classroom

MONDAY

 Arrival 15-30 mins	<p>Welcome each learner. Ask learners to open their schoolbags and show what is inside – check for neatness, hygiene etc. and comment appropriately.</p>	
 Health check		
 Morning Circle 10-15 mins	<p>Continue discussing the theme, 'In The Classroom'. Look at the items on the theme table and discuss each one. (For help on preparing a theme table, refer to LSFFL, The Theme Table).</p>	<p>Unpack a school backpack. Name each item as it is removed from the backpack. Ask learners what the item is used for. They can practice the sentence structure 'I have a... in my schoolbag'. You can also use the LEAP audio lesson, Term 1-04.</p> <p>Talk about personal hygiene at school. Discuss the toilet routine. Talk about neatness and looking after their belongings. Also, discuss keeping their belongings in the right place.</p>
 Work Time Activities 30-35 mins	<p>Life Skills focus Learners complete the activity on page 18 in Workbook 1. They need to find the correct stickers to paste onto the page.</p> <p>Literacy focus Learners trace the writing patterns on page 19 of Workbook 1. They trace the lines from left to right. They can verbalise the writing actions as they draw, e.g. up, down, up down.</p>	 
 Small Group Time Activity 10-15 mins	<p>Numeracy focus Learners clap their hands as they count to five. (For help on counting with learners, refer to LSF, Counting.)</p>	<p>Revise the number flash cards '1' and 'one'. Choose learners to find one item around the classroom, e.g. one pencil, one blackboard duster etc.</p> <p>Give each learner a whiteboard or blackboard and let them practice the correct number formation for the numeral '1'.</p> 
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	<p>Introduce the theme related song 'Listening, Reading, Writing' to the learners on page 66 of this Teacher's Guide. You can also use the LEAP audio lesson, Term 1-04. The song can be sung every day of the teaching week.</p>	
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Let learners work in pairs. Each pair of learners will need a tennis ball. Let them sit opposite each other and get them to throw the ball to each other.</p>	
 Story Time	<p>(To learn more about the importance of stories and how to choose books for your learners, refer to LSF, Choosing Books for Storytime). Select a story and prepare pictures that relate to it. Show the pictures as you tell or read the story. After reading the story, mix up the pictures. Ask the learners to put the pictures in sequence and retell the story.</p>	















TUESDAY

 Arrival 15-30 mins	<p>Welcome every learner by name. Ask learners to give you one reason why they like school.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Talk about why different children like different activities. Discuss how different people are good at different things but we are all special. Divide the learners into groups according to what they like doing at school. Learners practise the sentence structure, 'I like to... at school'. You can also use the LEAP audio lesson Term 1-O4. Let learners who enjoy the same activities to work together as a group today.)</p>
 Work Time Activities 30-35 mins	<p>Literacy focus Learners sit in pairs and 'read' the pictures on page 20 of Workbook 1. They then use stickers to complete the activity. They stick stickers next to the pictures of the activities that they enjoy doing at school.</p> <div data-bbox="871 747 1192 1058" data-label="Image"> </div> <p>Life Skills focus Learners clean out their school bags.</p>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Prepare pictures cards with showing the following activities: writing, painting, drawing, counting, playing, reading etc. Learners will pick a card and practise the sentence structure 'I like to... at school'.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>The learners sing along to the theme related song 'Listening, Reading, Writing' to the learners on page 66 of this Teacher's Guide. Help learners add their own words like; singing, running, playing. Sing the song a number of times and, each time, instruct the learners to sing in a different way, e.g. softly, slowly, with a deep voice, etc. Encourage the learners to clap the beat while they sing.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Divide the learners into groups. Set up three outdoor activity stations, e.g. hopscotch, wheelbarrow races, and beanbag toss. Learners go to a station assigned to them and play. When they hear the whistle they must stop doing the activity and move to the next one.</p>
 Story Time	<p>Read the Big Book 1 story 'Jabu's Schoolbag' on page 14 again. Begin by letting learners look at the pictures and ask learners to recall the story from last week. (For help on using a Big Book, refer to LSF, Using The Big Book).</p>















In the classroom

WEDNESDAY












 Arrival 15-30 mins	<p>Welcome each learner. Place an object from the theme table in each locker. Learners must bring it with them to Morning Circle.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Learners bring their object to Morning Circle. They describe what it looks like and what it is used for. They must also say where this item is usually kept (stored). Learners then put the item back where it belongs.</p>
 Work Time Activities 30-35 mins	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Creative focus Learners make a necklace using fat and thin macaroni.</p>  </div> <div style="width: 45%;"> <p>Mathematics focus Learners practise the formation of the numeral 1 using water and paintbrushes on the outside paving.</p>  </div> </div> <p>Creative focus Learners draw and colour in a picture of what they like doing at school on page 21 of Workbook 1.</p> 
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners stamp their feet as they count to five. Revise the number flash cards '1' and 'one'. Revise the names of classroom items already learnt. Provide learners with various objects from the theme table. Tell them to sort the items but don't give them any criteria. Once sorted, learners must explain their reasons for doing it that way. Now tell them to sort the items again, but this time using a different method of sorting, e.g. size, colour, etc. (For help on sorting, refer to LSF, Sorting.)</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Play a musical freeze game. Play some music. Tell learners to move or dance around the classroom. When you stop the music, shout 'STOP!' When you start the music again, shout 'GO!' Repeat.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Play a game called 'In and Out of the Classroom'. Draw a large circle on the ground outside (you can also use rope to make a circle on the ground.) Tell the learners to jog around the inside and outside of the circle while music plays. Before each round starts, tell learners whether they must be in (or out of) the classroom i.e. inside or outside the circle when the music stops. If they are not where they should be when the music stops, they are out of the game.</p>
 Story Time	<p>Prepare picture cards with different classroom objects on them. (Make sure that the name of the object is written under it so that the learners start becoming familiar with print.) Hand out the picture cards. Select a learner to hold up the card and 'read' the word. This learner then chooses another learner to do the same. Repeat.</p>

THURSDAY

 Arrival 15-30 mins	Welcome each learner. Place a picture card in each locker. (The picture cards need to represent opposites, e.g. thin and fat, short and tall, night and day.) Tell learners to bring their card to Morning Circle.		
 Health check			
 Morning Circle 10-15 mins	Each learner will get a turn to hold up their card and 'read' it aloud. The learner who has the matching opposite card then stands up and 'reads' out their card. Continue until all learners have had a turn.		
 Work Time Activities 30-35 mins	Creative focus 1 Learners paint using fat and thin strings to make paint trails on pieces of paper.	Mathematics focus Learners make balloons (ovals) from modelling clay.	Literacy focus Learners write their name on page 21 of Workbook 1. They read the sentence, 'My name is...' 
 Small Group Time Activity 10-15 mins	Life Orientation focus Talk about how things can change from hard to soft or from soft to hard. Can learners think of any examples of this? Have a boiled egg and a raw egg. Ask about what happened to the egg after it was boiled – did it change from hard to soft or from soft to hard? Another example is bread to toast. Have some raw pasta and cooked pasta. Let the learners touch it. Have other examples of foods that change from hard to soft like popcorn, raw and fried onions, raw and cooked carrots and pumpkin.		
 Tidy-up time			
 Hand washing			
 Snack time			
 Music and Movement Ring	The learners sing along to the theme related song 'Listening, Reading, Writing' to the learners on page 66 of this Teacher's Guide. Line up the chairs to make a bus. Choose one learner to be the driver. Ask each learner for the opposite of a word, e.g. hard-soft, big-small, clean-dirty, etc. After answering correctly, the learner can go sit on the bus. Continue until all the learners are on the bus. When the bus is full, the driver chooses a place to go to. All learners help to make the motor sound until the bus driver stops and 'drops the learners off at school'. Select a new bus driver and start again.		
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Place a box filled with classroom items on the playground. Let learners play with these items, pretending they are teaching, learning and so on.		
 Story Time	Make a Big Book focussing on opposites and the sentence frame 'I have a... in my bag'. Guide the learners, e.g. say 'I have a big ball in my bag'. Learners give the opposite sentence, e.g. 'I have a small ball in my bag'. Write the sentences on facing pages and ask learners to help with the drawing on each page. 'Read' the Big Book together as a whole class.		

In the classroom

FRIDAY

 Arrival 15-30 mins	Greet the learners individually. Tell each learner that there is a picture card in their locker and they should bring it to the Morning Circle.
 Health check	
 Morning Circle 10-15 mins	Learners stand in a circle. Each learner will get a turn to hold up their card and 'read' it aloud. The learner who has the matching opposite card then stands up and 'reads' out their card. If the class agrees that the cards match, the two learners may sit down. Repeat until all learners are sitting.
 Work Time Activities 30-35 mins	Creative focus Learners make big and small finger puppets from paper. Mathematics focus Learners practise the formation of the numeral '1' using string, glue and paper. They form the numeral '1' with string and glue it to the paper.
 Small Group Time Activity 10-15 mins	Literacy focus Use the picture cards from the Morning Circle to play a memory game. Spread the cards out face down on the carpet. One learner flips over a card and says what is on the card. The learner then flips over another card. If the cards match, the learner takes both cards and gets a point. If they do not match, both cards are replaced.
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Learners choose a favourite song to sing. One learner will be the leader and will march around the classroom as the other learners follow in a line behind him/her.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Learners stand in a line, one next to the other. They are told in which direction to hop. When they hear the instruction 'Change!' they must stop, turn around and start hopping in the opposite direction. Learners who don't change direction, are out of the game.
 Story Time	As a class, 'read' the Big Book made yesterday. Ask if individuals would like to read the book to the class.



In the classroom

TERM I
WEEKS 3 AND 4



LITERACY ASSESSMENT

This assessment task will assess whether the learner has understood and can apply the concepts taught in this theme. Over the last two weeks learners:

- listened to stories related to the theme;
- demonstrated an understanding of the above stories;
- identified and practised the initial sound in their own name;
- sang and recited songs;
- talked about the activities we do in the classroom;
- identified items associated with different classroom activities, e.g. scissors for cutting;
- 'read' the words on picture cards relating to the theme;
- practised the letter formation of the letters in their own name; and
- used language for learning.

This assessment task may take several days to complete. You can do it one-to-one with the learner or in a small group.

TASK

Part One

- Ask the learner to 'read' their name and then to isolate the initial sound.

- Now ask learners to trace their name. Check that they start and end in the correct positions for each letter.
- Finally ask the learner if they know other words that begin with the same sound as their name. Remember to say the sound and not the name, for example, 'bah' not 'bee'.

Part Two

- Use the picture of the classroom on pages 12 and 13 of Workbook 1.
- Ask the learner to name various classroom items.
- Ask the learner to name the activities done with certain apparatus, e.g. we draw with crayons.
- Learners say which activity they enjoy doing in the classroom.

Part three

- Use the sentence frames: 'I can see...'/ 'The ... is green/red/blue/yellow' etc.
- Place the ending words and matching pictures on the table.
- Say, 'I can see a...'. Ask the learner to choose the picture card that shows what you have asked.
- Say, 'What colour is the...'. The learner answers, 'The... is...'
- Let the learner make the sentence.

GRADE R: TERM I

Holistic Rubric for Literacy Assessment Task Part one, two and three

	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
ORAL							
1. Follow the instructions							
2. Answer questions							
3. Take turns to speak							
PHONICS							
4. Identify the initial sound in their name							
5. Identify that same sound in the environment							
READING							
6. Recognise the classroom objects in the picture							
7. Explain what each object is used for							
8. Answer questions using the sentence frames							
9. Recognise their own name in print							

1+2 MATHEMATICS ASSESSMENT

This assessment task will assess whether the learner has understood and can apply the concepts taught in this theme. Over the last two weeks learners:

- counted to 5 and more;
- revised the number 1/one;
- were introduced to the circle and oval;
- created and continued patterns;
- identified the colours red, yellow, green and blue; and
- described, compared and sorted objects according to different criteria – size, colour or use.

TASK

- Provide the learner with coloured counters, pegs and a board or even coloured Unifix™ cubes.
- Start a basic pattern with the two colours. Ask the learner to describe what you did.
- As the learner to continue the pattern with more coloured counters.
- Now ask the learner to create a new pattern using three colours.
- Place all the counters in a pile, ask the learner to sort them into groups. The learner must explain how it was sorted.

This assessment task may take several days to complete. You can do it one-to-one with the learner or in a small group.

GRADE R: TERM 1		
Checklist for Numeracy Assessment Task		
Name:	Date:	
The learner is able to:	Yes	No
1. Continue the pattern of two colours		
2. Describe what was done		
3. Create a pattern of three colours		
4. Explain reasons for sorting items		

Copy this rubric. You will need one for each learner.

LIFE SKILLS ASSESSMENT

Over the last two weeks, learners engaged in various life skill linked activities that required them to talk about classroom activities and to observe and describe classroom objects and apparatus. They began to describe and be aware of what and how they use items in the classroom on a daily basis.

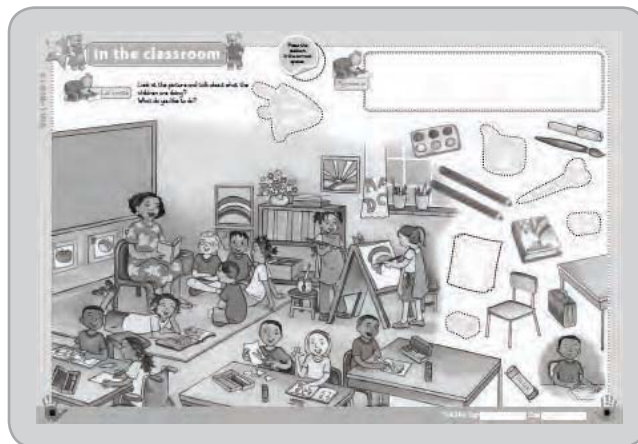
TASK

Show learners the pictures on page 20 in Workbook I and ask them to:

- name the classroom activities;
- list objects/apparatus that are/is used for these activities; and
- talk about which activity they like most and which activity they would like to do with a friend.

Show learners the pictures on page 15 of Workbook I and ask them to:

- point to the picture that has a sad girl and a happy girl;
- point to the picture of the boy who looks angry;
- identify the picture that shows respect and the one that does not show respect; and
- point to the girl who looks confused.



My body

WEEK 5 + 6

CAPS/MILESTONES:

LIFE SKILLS

Beginning Knowledge and Personal and Social Well-being

The child is able to: Say his/her personal details (name, age, address, contact number)/Know school surroundings such as classrooms, toilets and play areas/Follow rules and routines at home and school /Express his or her emotions appropriately/Know who may or may not touch his or her body/Display good toilet habits.

Creative Arts

The child is able to: Draw and give own interpretation to drawings.

Physical Education

The child is able to: Sing songs while pointing at body parts/Jump, hop, skip, throw and catch.

MATHEMATICS

Numbers, Operations and Relationships

The child is able to: Count objects up to five/Know number symbol 1/ Tell his or her age/Count using number rhymes and songs/Estimate many and few.

Patterns, Functions and Algebra

The child is able to: Identify patterns in clothes, objects in the environment.

Space and Shape (Geometry)

The child is able to: Understand the concept up, down in and out/ Understand size (big/small)/ Name colours/Correctly name different shapes/Complete six-piece puzzles.

Measurement

Tell the time of the day in terms of day or night.

Data Handling

The child is able to: Collect and sort objects according to their physical attributes.

HOME LANGUAGE

Listening and Speaking

The child is able to: Listen to simple questions, instructions and answer appropriately/Listen to and repeat rhythmic patterns, e.g. clap clap-clap, clap, and cop-ies correctly/Recognise and point out common objects in pictures/ Sing and recite simple songs and rhymes/Talk about pictures in books, magazines and newspapers etc. /Point and name parts of the body.

Phonics

The child is able to: Identify familiar symbols and signs in the environment e.g. KFC, Coca-Cola, STOP.

Reading and Viewing

The child is able to: 'Read' picture books, newspapers and magazines/Tell stories about the pictures/Recognise family members and friends by name/ Solve and complete at least five or more piece jig-saw puzzle.

Writing

The child is able to: Draw or paint pictures/Tear paper and cut with scissors etc./Throw and catch balls and other objects/Take the right hand across the midline to touch the left shoulder etc.

CONCEPTS

WEEK 5

Mathematics:

Number 1/one.

Opposites: hard and soft.

Positional language: in and out.

Sentence Structure:

This is my.../I have one/two...

Wordplay:

head, shoulders, arm, hand, knee, leg, foot, toes, fingers, eyes, ears, mouth, nose.

WEEK 6

Mathematics:

Number 1/one.

Big and small.

Sentence Structure:

I can touch my...

Wordplay:

arm, back, boy, fingers, foot, front, girl, hand, head, knee, left, nose, right, shoulders, toes, tummy.






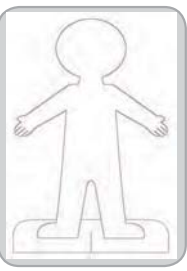







ADDITIONAL RESOURCES:

Poster:
Poster 3 My Body.
















Big Book Story:
Big Book I All About Me.

My body

MONDAY






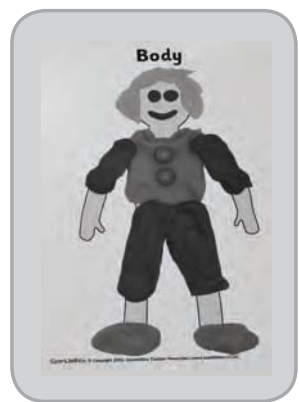








 Arrival 15-30 mins	<p>Welcome each learner. Ask the learners if they think they are tall or short or if they are in-between. Give them a card that indicates their choice. They will use these cards in the small group activity.</p> <div data-bbox="1101 458 1431 517" style="border: 1px solid gray; padding: 5px; display: inline-block;"> short tall in-between </div>
 Health check	
 Morning Circle 10-15 mins	<p>Introduce the theme, 'My Body' which will be investigated over the next two weeks. Look at the Grade R kit, Poster 3 called My Body and discuss the pictures with the learners. (For help on using posters, refer to LSF Using Posters.)</p> <div data-bbox="794 639 1084 834" style="text-align: center;">  </div> <p style="text-align: right;">Prepare flash cards for each body part. Play Simon Says (making sure learners touch each body part). As a body part is named label the boy's body on the poster with the relevant word.</p>
 Work Time Activities 30-35 mins	<div style="display: flex; justify-content: space-between;"> <div data-bbox="444 917 751 1140" style="width: 45%;"> <p>Creative focus Learners make body rubbings using cardboard cut-out bodies. (They place these under paper and rub over the paper with crayon.) They will cut it out and add features and clothes.</p> </div> <div data-bbox="760 929 947 1199" style="text-align: center; width: 10%;">  </div> <div data-bbox="965 917 1451 1211" style="width: 45%;"> <p>Life Orientation focus A group of learners are given four pictures of different children: A girl holding a doll, a fat boy holding a soccer ball, a girl in a wheelchair an a boy who is crying. The learners must choose one child to be their friend. They will draw a picture of themselves and stick it on the picture of the friend that they chose. (Their pictures will be used in the morning circle tomorrow.)</p> </div> </div>
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count to five touching their left knees with right hands as they count. Repeat with left hands and right knees. (For help on counting with learners, refer LSF Counting.)</p> <p>Learners stand in a circle. Ask them to look at each other and point out the tallest learners. These learners move out of the circle. Learners then identify the shortest learners among themselves. Ask these learners to stand in a line. Arrange the learners from shortest to tallest. Ask them to show the card they took this morning. Talk about if they are in the right group. They can rearrange themselves, Talk about different body sizes using mathematical language e.g. short, tall, shorter, taller, shortest and tallest.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Introduce the theme related song 'Head, Shoulders, Knees and Toes' to the learners on page 67 of this Teacher's Guide. You can also use the LEAP audio lesson, Term 1-O5. The song can be sung every day of the teaching week.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Play 'Action Patterns'. The teacher gives them a series of actions to perform, e.g. 'run, jump, run, jump'. When the whistle blows the first time, they run, when they hear the whistle again, they jump. They repeat this pattern until a new pattern is given.</p>
 Story Time	<p>Read the Big Book 1 story 'All About Me' on page 3. Begin by letting learners look at the picture and saying what they see. Ask learners the following questions: Who can you see? Call out the following words and have them place a counter on the picture: head, shoulders, arm, hand, knee, leg, foot, toes, fingers, eyes, ears, mouth, nose. (For help on using a Big Book, refer to LSF Using The Big Book.)</p>

TUESDAY














 Arrival 15-30 mins	Welcome each learner.		
 Health check			
 Morning Circle 10-15 mins	<p>Ask the learners to think about those things that they couldn't do when they were babies and how things change as they grow and get stronger and learn more. They can first describe their bodies and how they have changed since then.</p> <p>Hold up some of the drawings learners made in the Life Orientation focus yesterday. Ask the learners to say why they chose a certain child to be their friend. Discuss how each child is different physically. Talk about what made learners choose or not choose certain children. Talk about why we shouldn't judge people by the way they look.</p>		
 Work Time Activities 30-35 mins	<p>Life Orientation focus</p> <p>Learners look at the picture on page 22 in Workbook I. With a partner they can talk about what the children are doing.</p> 	<p>Literacy focus 1</p> <p>They then find the stickers and paste them in the correct place on the body pictures on page 23 in Workbook I. They can then 'read' the labels.</p> 	<p>Literacy focus 2</p> <p>Learners write their name in the placeholder on page 23 in Workbook I.</p> 
 Small Group Time Activity 10-15 mins	<p>Mathematics focus</p> <p>Learners count to five touching left ear with their right hands as they count. Repeat, touching right ears with left hands.</p>	<p>Learners will work in pairs. They lie on the carpet and their friend measures them with a length of wool. They cut the length of wool to the learner's height. They swap and repeat. They glue the wool onto a sheet of paper and glue a small photo of the learner above it making a graph.</p>	
 Tidy-up time			
 Hand washing			
 Snack time			
 Music and Movement Ring	<p>Play some music and ask the learners to use only a specific part of their bodies to move in time to the music, e.g. their heads.</p>		
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Play 'Action Patterns' again. Allow learners to suggest their own patterns.</p>		
 Story Time	<p>Select a story with a moral lesson about not judging people by the way they look. A good choice would be 'The Lion and the Mouse.' Discuss the events in the story and emphasise the importance of treating everyone with respect.</p>		

My Body

WEDNESDAY
















 Arrival 15-30 mins	<p>Welcome each learner. In each locker, place a coloured card with a picture of one of the six body parts in brackets on it (head, arms, legs, feet, hands, mouth). Learners must bring the picture to the morning circle.</p>	
 Health check		
 Morning Circle 10-15 mins	<p>Ask learners to show you the cards from their lockers. Discuss what they do with each of these body parts. How do certain parts of their body help them? With the learners, read through the labels on the poster 'My Body' and get learners to point to that body part on their own body.</p>	
 Work Time Activities 30-35 mins	<p>Life Orientation focus Learners point to various parts of their body as they are instructed to. They draw themselves in the block on page 24 of Workbook 1.</p>	  <p>Creative focus Learners make their own bodies from play dough. Make play dough mats of people (a body shape that is laminated or covered in plastic). Provide play dough, beads, pipe cleaners, etc. for learners to work with.</p>
 Small Group Time Activity 10-15 mins	<p>Life Orientation focus Prepare puzzle cards of people and cut them in half. Learners match the tops and bottoms.</p>	<p>Play a Memory Game with the cards. Turn them over. Learners get a chance to make a pair. They turn two cards over. If they match they keep them. If not, they turn them over again.</p> 
 Tidy up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	<p>Sing the theme related song 'Head, Shoulders, Knees and Toes' to the learners on page 67 of this Teacher's Guide. You can also use the LEAP audio lesson, Term 1-05. The song can be sung every day of the teaching week. Learners perform the actions, touching each body part as mentioned in the song.</p>	
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Provide hula hoops for the learners. Ask the learners if they can twirl the hoops on different parts of their bodies (waist, arm, wrist, ankle, etc.).</p>	
 Story Time	<p>Before reading a story related to the body, ask learners to talk about any accidents they may have had, where they broke or damaged a certain part of their body. Ask questions like: 'What did you break?' 'How did it happen?' 'Did you go to hospital?', 'Did you have a plaster cast?'</p>	

THURSDAY














 Arrival 15-30 mins	Welcome each learner. Ask the learners to find their height marking made on the chart yesterday.
 Health check	
 Morning Circle 10-15 mins	Make a body dice from a cubed box or from cardboard. On each of the six sides, place a picture of a body part. Pass the dice around so that each learner has a turn to throw it, and then to draw that body part on a piece of paper. The dice goes around the circle until all learners have drawn a full body. Together with the learners 'read' the body labels on the 'My Body' poster.
 Work Time Activities 30-35 mins	<p>Life Orientation focus Learners cut out and paste the arms and legs onto the body to complete the picture on page 25 of Workbook 1.</p> <p>Numeracy focus Learners practice drawing the numeral '1' and word 'one' in jelly or sand.</p> <div style="display: flex; justify-content: space-around;">   </div>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Place learners' names on the floor. Ask individuals to find their name and read it you. Ask the other learners what sound they hear at the beginning of the name. Play 'I Spy' using the theme-related poster 'My Body'. Say, 'I spy with my little eye something beginning with b'. Make sure not to say the letter's name 'bee' but the letter's name 'bah'.</p>
 Tidy up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	You will need the body dice and some music. Play music while learners move around the room. Stop music. Learners take turns to throw the dice and then do something interesting using the body part the dice lands on.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Provide different sized balls. Learners can throw and kick the balls to each other. Learners sit on the grass. Ask them to do various exercises with their bodies, e.g. 'wiggle your fingers, stamp your feet, pat your tummy', etc.
 Story Time	Together with the learners, make up a story about their bodies. Use the picture on page 2 of Big Book 1 as guidance. They can draw a picture of themselves. Let them write their name under the picture. Staple all of them together and use it as a Big Book story to reinforce learners' names.



FRIDAY















 Arrival 15-30 mins	<p>Welcome each learner. Give learners a number card and ask them to put it in their locker until Morning Circle. (The number cards should range from 1 to 4 – this will be how they will be divided into groups.)</p>		
 Health check			
 Morning Circle 10-15 mins	<p>Look at the poster and the labels of the various parts of the body. Revise the names of the body parts. Ask learners to hold up the number card that they received this morning. They will find the other learners with the same number and that will be their group. Group 1 will pretend to march. Group 2 will pretend to swim. Group 3 will jog on the spot. Group 4 will run on the spot. Talk about how we use our bodies in so many different ways.</p>		
 Work Time Activities 30-35 mins	<p>Life Orientation focus 1 Learners look at the pictures on pages 26 and 27 in Workbook 1.</p> 	<p>Life Orientation focus 2 Provide trays of green paint and red paint for learners to make hand prints. They make left-hand green prints and right-hand red prints.</p> 	<p>Literacy focus Learners write their names in the placeholder on page 27 of Workbook 1.</p> 
 Small Group Time Activity 10-15 mins	<p>Numeracy focus Count to numbers in the 1 to 5 range using body percussion, e.g. clap five times; three times, etc. Revise the number '1'. Ask learners to find 'one' of an item, e.g. 'bring me one red pencil and one orange pencil'. Use the picture on page 26 of Workbook 1 to find one. For instance, ask them to circle one hand in red, one foot in blue, one nose in yellow etc. Learners can write the number '1' in the air. Learners use a crayon to write number '1' on a piece of paper.</p>		
 Tidy up time			
 Hand washing			
 Snack time			
 Music and Movement Ring	<p>Sing the theme related song 'Head, Shoulders, Knees and Toes' to the learners on page 67 of this Teacher's Guide.</p>		
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Learners have some free time to play outside with any available equipment. (Take note of those learners who avoid physical activity. Encourage them to play on equipment that involves some physical exertion.)</p>		
 Story Time	<p>Select a story that has many pictures, showing different characters. Discuss the appearance of the characters. Show the pictures and ask learners questions that involve the words: tall, short, young, old, etc. (For help on selecting stories, refer to LSF Choosing Books For Storytime.)</p>		

MONDAY






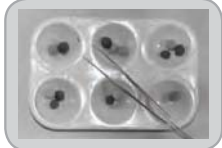








 Arrival 15-30 mins	<p>Welcome each learner. Complement each learner, e.g. 'You are looking very smart today.'</p>
 Health check	
 Morning Circle 10-15 mins	<p>Continue discussing the theme, 'My Body'. Look at the poster and revise the names of the body parts. Let learners 'read' the flash cards. Put all their names on the carpet. Learners find their names and turn the card upside down. Next, learners pick a card (not their own). They must say something kind about the learner whose name they have picked. The teacher can read the name if the learner is unable to.</p>
 Work Time Activities 30-35 mins	<p>Literacy focus Learners complete page 28 in Workbook 1.</p> <p>They stick in the stickers, trace the patterns with their fingers and then with crayons. Each pattern can be traced several times.</p> <p>Creative focus Use the play dough mats of people (used last week). Provide play dough, beads, pipe cleaners etc. for learners to work with.</p> <div style="display: flex; justify-content: space-around;">   </div>
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Count to five from a given number, e.g. 3, 4, 5. They clap as they count. Ask learners to tell you how many claps they made, in this case three. (For help on counting with learners, refer LSF, Counting). Give learners five counters, e.g. buttons. Ask them the count out three. Then ask them to make five. Continue working in the one to five range. Ask learners to arrange themselves from shortest to tallest. Then let them arrange themselves from tallest to shortest. Encourage the use of mathematical language, e.g. short, tall, shorter, taller, shortest and tallest.</p>
 Tidy up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Introduce the theme related song 'I Have Two Eyes' to the learners on page 67 of this Teacher's Guide. You can also use the LEAP audio lesson Term 1-Ob. The song can be sung every day of the teaching week.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Hide picture cards around the play area. Each card should have a body part on it. Learners sit in a circle. When the whistle blows, they run and find a card. They need to find the learners with other missing body parts. As soon as they have all the cards for the body, they sit down in the circle again.</p>
 Story Time	<p>Revise the main body parts and ask learners to think of a sentence that describes what they do with that part of their body. For example: 'I eat with my mouth.' Use their sentences to make a Big Book called 'My Body.'</p>

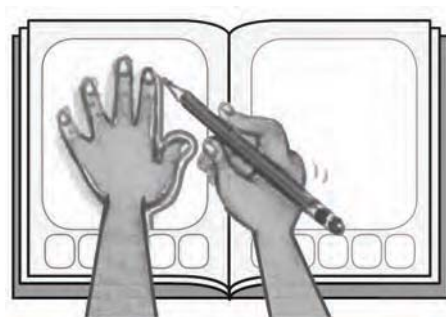
My body

TUESDAY















 Arrival 15-30 mins	<p>Welcome each learner. Give each learner a card with a body part on it. (Use the same cards that were used yesterday for outdoor play.) Ask them to bring it to Morning Circle.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Learners sit in a circle on the carpet. They hold up their picture of the body part they received this morning. Learners find friends that have parts of the body they have and build it. Ask the learners to give their completed body a name. They will take turns to introduce their boy or girl to the group.</p>
 Work Time Activities 30-35 mins	<div style="display: flex; justify-content: space-between;"> <div data-bbox="428 778 760 1112"> <p>Creative focus Learners dip a foot into paint and make a footprint on kitchen towel paper. They cut it out. It can be placed in their files.</p>  </div> <div data-bbox="765 778 1096 1112"> <p>Mathematics focus Learners do this one-to-one correspondence activity: They place the dotted number cards from the back of Workbook 1 in a row on their desk. They thread Oatees™ onto toothpicks pushed into a piece of styrofoam to match the number of dots on the cards.</p>  </div> </div>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Place a green handprint on the left of the blackboard and a red one on the right. Explain that green means go and red means stop. Use a pointer (tracker) and starting from the green handprint move it across to the red one. Learners must track the pointer with their eyes (they must not move their heads). Use the theme related poster to revise the names of the body parts. Learners must 'read' the words. Enlarge the picture cards on page 30 of Workbook 1. Hold up a card at a time and have learners 'read' and do the action.</p> 
 Tidy up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Play 'I Spy'. They pass an object around the circle while music plays. When the music stops, the learner holding the object gets a turn to say 'I spy with my little eye something ___ (a colour).' The other learners guess what it is and when someone guesses correctly, everyone stands up, jumps three times and sits down again. (Repeat changing the action at the end.)</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Prepare an obstacle course for the learners. Try to make activities that require them to use different parts of their body, e.g. skipping; climbing; balancing a beanbag on their head etc.</p>
 Story Time	<p>Read a story of your choice that is related to the theme. (For help on selecting stories, refer to LSF Choosing Books For Storytime.)</p>

WEDNESDAY

 <p>Arrival 15-30 mins</p>	<p>Welcome each learner. Ask the learners to try on a glove. Ask: Does it fit your hand?</p>
 <p>Health check</p>	
 <p>Morning Circle 10-15 mins</p>	<p>Discuss the size of their hands and feet. Ask learners if the glove that they tried on this morning was too small, too big or if it fitted their hand well. Talk about size of hands and feet in relation to height as well. Learners can use the handprints they made last week and arrange them from smallest to biggest.</p>
 <p>Work Time Activities 30-35 mins</p>	<p>Life Orientation focus Learners trace their non-dominant hand in the block on page 29 of Workbook 1.</p> <p>Learners use lipstick or paint to make their fingerprints in the small blocks at the bottom of the page.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="867 747 1187 1058">  </div> <div data-bbox="1209 747 1528 1058"> <p>Literacy focus Learners make small balls from modelling clay. They then place them into an ice-tray using plastic tweezers.</p>  </div> </div>
 <p>Small Group Time Activity 10-15 mins</p>	<p>Mathematics focus Give each learner five counters. They count out counters according to the number of they hear, e.g. clap slowly three times. (Ask the learners to count the claps in their heads as you clap.) The learners count out that number of counters.</p>
 <p>Tidy up time</p>	
 <p>Hand washing</p>	
 <p>Snack time</p>	
 <p>Music and Movement Ring</p>	<p>Use a body dice. Play music while learners move around the room. Stop the music and let learners take turns to throw the dice and then do something interesting using the body part the dice lands on.</p> <div data-bbox="1340 1446 1520 1622">  </div>
 <p>Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Place the body part card on the ground. Ask learners to throw a beanbag on the body part that you call out. Make sure each learner gets a few chances to play.</p>
 <p>Story Time</p>	<p>Read the Big Book that the class made on Monday.</p>














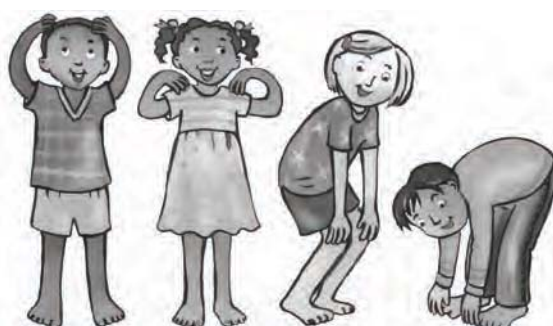
THURSDAY

 Arrival 15-30 mins	<p>Welcome each learner. Give each learner a picture of an item of clothing. Ask them to put it in their locker and to bring it to the Morning Circle.</p>			
 Health check				
 Morning Circle 10-15 mins	<p>Use the theme-related poster for this activity. Ask each learner to put their card received during arrival time on the picture of the boy (use Prestik™). They must say what the item of clothing is called and on what part of the body it is worn, e.g. 'This is a glove and you wear it on your hands.'</p>			
 Work Time Activities 30-35 mins	<table border="0"> <tr> <td data-bbox="440 733 765 877"> <p>Life Orientation focus Give each learner a body template. They use crayons to draw clothing on the template.</p> </td> <td data-bbox="773 733 1089 842"> <p>Literacy focus Learners complete page 31 in Workbook 1.</p> </td> <td data-bbox="1098 733 1354 994" rowspan="2">  </td> </tr> </table>	<p>Life Orientation focus Give each learner a body template. They use crayons to draw clothing on the template.</p>	<p>Literacy focus Learners complete page 31 in Workbook 1.</p>	
<p>Life Orientation focus Give each learner a body template. They use crayons to draw clothing on the template.</p>	<p>Literacy focus Learners complete page 31 in Workbook 1.</p>			
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Get learners to use their bodies to count. (Use the range of numbers 1 to 5). They will do this activity like last week, but with a partner. They can clap hands, stamp feet, etc. Revise the number. Learners can practise writing '1' on paper.</p>			
 Tidy up time				
 Hand washing				
 Snack time				
 Music and Movement Ring	<p>Sing the theme related song 'I Have Two Eyes' again. You will find this song on page 67 of this Teacher's Guide. You can also use the LEAP audio lesson, Term 1-O5. The song can be sung every day of the teaching week.</p>			
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Play 'Follow The Leader'. Choose different leaders as the game goes on. The leader does one of the actions that they remember from page 30 of Workbook 1 and the others copy them.</p>			
 Story Time	<p>Read a story of your choice. Allow learners to relax as they sit or lie on the carpet. They must listen for enjoyment.</p>			



FRIDAY

 Arrival 15-30 mins	Welcome each learner. Ask the learners to hop on their right foot to their locker.
 Health check	
 Morning Circle 10-15 mins	Learners sit in a circle. Revise the body parts covered in this theme. Ask learners to volunteer to say a body part and then do an action using that body part. For example, a learner might say "shoulders" and then roll their shoulders. The class will perform each action.
 Work Time Activities 30-35 mins	<div data-bbox="543 717 862 1023" data-label="Image"> </div> <div data-bbox="879 787 1204 952" data-label="Text"> <p>Creative focus Learners do large body tracings. They trace around one another's bodies, cut them out and paint them.</p> </div>
 Small Group Time Activity 10-15 mins	<div data-bbox="538 1070 1238 1234" data-label="Text"> <p>Literacy / Life Orientation focus Use page 30 in Workbook 1. Learners will bring their books to the carpet. One learner performs an action from the page. The other learners must find the picture on the page and place a counter on it. Repeat until each picture on the page is covered by a counter.</p> </div> <div data-bbox="1255 1070 1494 1281" data-label="Image"> </div>
 Tidy up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Sing last week's song 'Head, Shoulders, Knees and Toes' to the learners on page 67 of this Teacher's Guide. You can also use the LEAP audio lesson, Term 1-06. Learners perform the actions as they sing.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Prepare the obstacle course as on Tuesday. This time attach tiny bells to each obstacle. Learners must try to get through the course without ringing any of the bells.
 Story Time	Learners can select a book from the book area in the classroom. They can sit alone or with a partner and 'read' the book.



My body

TERM 1

WEEKS 5 AND 6

LITERACY ASSESSMENT

This assessment task will assess whether the learner has understood and can apply the concepts taught in this theme. Over the last two weeks learners:

- listened to the Big Book 1 story 'All About Me' on page 2;
- demonstrated understanding of the above story;
- identified the sound at the beginning of their name;
- sang and recited songs;
- talked about their own bodies and what they use their bodies for;
- matched labels on the poster to various parts of the body;
- discussed how certain parts of their body help them;
- practised the letter formation of the letters in their name;
- segmented names into syllables;
- used the sentence frame 'This is my...'; and
- used language for learning.

This assessment task may take several days to complete. You can do it one-to-one with the learner or in a small group.

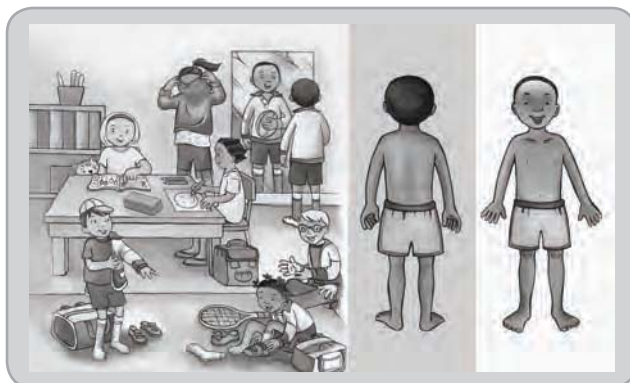
TASK

Part One

- Ask the learner to 'read' the first letter of their name.
- Now ask learners to trace that letter saying what they are doing. Check that they start and end in the correct positions.
- Finally ask the learner if they know words that begin with that letter. Remember to say the sound and not the name, e.g. 'gah' not 'gee'.

Part Two

- Use poster 2 for My Body or page 23 in Workbook 1.



- Ask the learners to name each part of the body.
- 'Read' the flash cards of the different body parts.
- Use page 30 of Workbook 1 and ask the learners to name the part of the body each child is touching or the action they are doing.



- Ask the learners to name the body part/s that are the focus of each picture, e.g. hands and hips in the first picture, 'hands on hips'.

GRADE R: TERM 1

Holistic rubric for Literacy Assessment Task Part One and Part Two

	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
ORAL							
1. Follow the instructions							
2. Answer questions							
3. Take turns to speak							
4. Use the language of learning (body parts and actions) in their responses							
5. Identify that letter's sound independently of their name							
READING							
6. Identify different parts of the body							
7. Explain what their own body can do							
8. Use body words in own sentences							
9. Recognise their own name in print							

Copy this rubric. You will need one for each learner.

1+2 NUMERACY ASSESSMENT

This assessment task will assess whether the learner has understood and can apply the concepts taught in this theme. Over the last two weeks learners:

- counted to 5 and more;
- revised the number 1/one;
- formed the numeral 1;
- recognised different body sizes;
- arranged themselves from tallest to shortest and shortest to tallest; and
- used mathematical language, e.g. short, tall, shorter, taller, shortest and tallest.

This assessment task may take several days to complete. You can do it one to one with the learner or in a small group.

TASK

- Place five counters in front of the learner.
- Ask the learner to tell you how many counters there are altogether.
- Then let the learner count the counters.
- Ask the learner to hold up one counter, then two counters, etc.
- Show learner the flash cards for '1' and 'one'. Ask them to make the number. They can use any medium to make the number, e.g. modelling clay, crayons.
- The learner must find five different items of which there are only one in the classroom, e.g. the door, the teacher's table, a dustbin.
- Ask the learner to identify a tall and short learner.

GRADE R: TERM 1		
Checklist for Numeracy Assessment Task		
Name:	Date:	
The learner is able to:	Yes	No
1. Count the items		
2. Identify the number one/1		
3. Write the number 1 correctly		
4. Identify single items in the environment		
5. Identify a tall learner and a shorter learner.		

LIFE SKILLS ASSESSMENT

Over the last two weeks learners engaged in various life skills linked activities that required them to name body parts, list the various actions they can do with their bodies, and copy those actions using their bodies. Learners were also required to identify basic rights and responsibilities they and others have in the classroom.

TASK

Show learners the following pictures and ask them to:

- name each of the various body parts;
- name the action; and
- name the body part used to complete the action.

See if learners are able apply what they have learned over the past two weeks when looking at these pictures on page 30 of Workbook 1. Record your observations.



Healthy living

WEEK 7+ 8

CAPS/MILESTONES:



LIFE SKILLS

Beginning Knowledge and Personal and Social Well-being

The child is able to: Say his/her personal details (name, age, address, contact number)/Know school surroundings such as classrooms, toilets and play areas/Follow rules and routines at home and school /Express his or her emotions appropriately/Know who may or may not touch his or her body/Display good toilet habits.

Creative Arts

The child is able to: Draw and give own interpretation to drawings.

Physical Education

The child is able to: Sing songs while pointing at body parts/Jump, hop, skip, throw and catch.



MATHEMATICS

Numbers, Operations and Relationships

The child is able to: Count objects up to five/Know number symbol 1/ Tell his or her age/ Count using number rhymes and songs/Estimate many and few.

Patterns, Functions and Algebra

The child is able to: Identify patterns in clothes, objects in the environment.

Space and Shape (Geometry)

The child is able to: Understand the concept up, down in and out/ Understand size (big/small)/ Name colours/Correctly name different shapes/Complete six-piece puzzles.

Measurement

Tell the time of the day in terms of day or night.

Data Handling

The child is able to: Collect and sort objects according to their physical attributes.



HOME LANGUAGE

Listening and Speaking

The child is able to: Listen to simple questions, instructions and answer appropriately/Listen to and repeat rhythmic patterns, e.g. clap clap-clap, clap, and copies correctly/Recognise and point out common objects in pictures/ Sing and recite simple songs and rhymes/Talk about pictures in books, magazines and newspapers etc. /Point and name parts of the body.

Phonics

The child is able to: Identify familiar symbols and signs in the environment e.g. KFC, Coca-Cola, STOP.

Reading and Viewing

The child is able to: 'Read' picture books, newspapers and magazines/Tell stories about the pictures/Recognise family members and friends by name/ Solve and complete at least five or more piece jig-saw puzzle.

Writing

The child is able to: Draw or paint pictures/Tear paper and cut with scissors etc./Throw and catch balls and other objects/Take the right hand across the midline to touch the left shoulder etc.

CONCEPTS

WEEK 7

Mathematics:

Number 1/one.

One-to-one correspondence.

Night and daytime activities (related to hygiene).

Sentence Structure:

I stay clean by...

Wordplay:

bath, brush, clean, clothes, dry, facecloth, shower, soap, sponge, taps, toothbrush, toothpaste, towel, wash, water.

WEEK 8

Mathematics:

Number 1/one.

One-to-one correspondence.

Circle.

Sentence Structure:

I like to wash. /I use _____ to wash my _____. /In the morning I...

Wordplay:

bath, brush, clean, clothes, dry, facecloth, shower, soap, sponge, taps, toothbrush, toothpaste, towel, wash, water.

ADDITIONAL RESOURCES:













Poster:

Poster 4 Healthy Living.

Big Book Story:












Big Book 1 Cleanliness

MONDAY

 Arrival 15-30 mins	<p>Welcome each learner. As learners arrive, ask them to pick an item from the theme table and place it in their lockers. Ask parents to send an old toothbrush and comb to school.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Introduce the theme, 'Healthy Living', which will be covered over the next two weeks. Ask each learner to show the class the item they picked. Ask them to name the item and say how it is used. Give them the flash card with the items name on it. Learners must then find the same item in Poster 4 for the Grade R kit. They can Prestik™ the flash cards onto the poster. (For help on using posters, refer to LSF Using Posters.)</p> <div data-bbox="1243 611 1511 799" style="float: right; border: 1px solid gray; padding: 5px;">  </div> <div data-bbox="1311 811 1443 889" style="float: right; border: 1px solid gray; border-radius: 15px; padding: 5px; text-align: center;"> soap </div>
 Work Time Activities 30-35 mins	<p>Mathematics focus Learners complete six-piece puzzles.</p> <p>Creative focus Provide pots of paint, paper and small sponges for each learner. Learners make sponge prints.</p>
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count in ones to five clapping their hands. (For help on counting with learners, refer LSF, Counting). Revise the number flash cards '1' and 'one'. Learners use the cut out flash cards prepared in week 3. Revise the number one. Ask the following questions to reinforce the value of one: 'How many noses do you have?' 'How many mouths do you have?' 'How many heads do you have?' Each time learners must write their answers on their whiteboards.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Introduce the theme related song 'This Is The Way' to the learners on page 68 of this Teacher's Guide. You can also use the LEAP audio lesson, Term 1-O7. The song can be sung every day of the teaching week. Learners perform the actions to the song.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Provide a large tub filled with soapy water. Learners use different items, like straws, whisks, sponges and eggbeaters to create bubbles.</p>
 Story Time	<p>Find a book about healthy living. Prepare flash cards with pictures and words on each one that describe items in the story. Read the book and show the pictures as you come to the words in the text.</p>






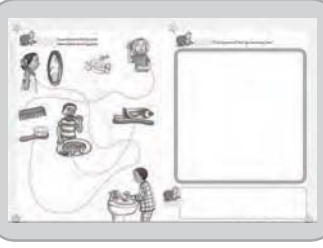







Healthy living

TUESDAY

 Arrival 15-30 mins	Greet each learner as they arrive. Sing a greeting song.
 Health check	
 Morning Circle 10-15 mins	Play 'Kim's Game': Hold up items from the theme table for the learners to see. (For help on preparing a theme table, refer to LSF The Theme Table.) Cover the theme table with a cloth and ask the learners to tell you what is on it. When they have all had a chance to say what they remember, uncover the table and see whether or not anything was forgotten.
 Work Time Activities 30-35 mins	<p>Mathematics focus 1 Learners match the number, numeral, dots and pictures (1).</p> <p>Mathematics focus 2 Learners make pairs of items from the theme table that belong together, e.g. toothbrush and toothpaste, comb and hairbrush, facecloth and soap, tap and water. Alternatively, use pictures cut out from magazines.</p> <p>Life skills focus Learners paste the stickers in the correct placeholders on page 33 of Workbook 1.</p>
 Small Group Time Activity 10-15 mins	<p>Learners look at page 32 and 33 in Workbook 1. Discuss what each child in the picture is doing. Ask them to tell you what room in their home the children are in. Ask them to identify all the items that can be used to keep people clean and healthy. Discuss what each child is doing to keep clean. Ask learners what they do to keep clean.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Learners play 'Freeze Dance'. Play a song with a varied tempo and a fun beat. Learners have to express themselves to the music and must move fast to a fast tempo, slow to a slow tempo, and when the music stops they must freeze.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Create an outdoor obstacle course using benches, ropes, tyres, boxes etc. Learners can have fun working their way through it.
 Story Time	Read the Big Book 1 story 'Cleanliness' on page 8. Begin by letting learners look at the pictures and saying what they see. Ask learners the following questions for each picture: 'Who can you see?' 'Where is it happening?' 'What are they doing?' 'How are they feeling?' 'What do you think will happen next?' In this way, learners are building a story. (For help on using a Big Book, refer to LSF, Using The Big Book.)
















WEDNESDAY

 Arrival 15-30 mins	<p>Welcome each learner.</p>	
 Health check		
 Morning Circle 10-15 mins	<p>Continue discussing the theme 'Healthy Living'. Show learners a picture of a sunrise. Ask the following questions: 'What time of day does the picture show?' 'What do you do at this time of day?' 'What is the first thing you see when you wake up?' 'What is the first thing that you hear?' Finally ask how they keep clean at school. Discuss the importance of washing hands with soap after using the toilet.</p>	
 Work Time Activities 30-35 mins	<p>Literacy focus Learners trace over the dotted lines to see what the children in the picture do to stay clean. This activity will be completed on page 34 in Workbook 1.</p> <p>Life skills focus Learners draw pictures of themselves doing something that keeps them clean, e.g. brushing their teeth. This activity will be completed on page 35 in Workbook 1.</p>	
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count in ones to five. Clap your hands between one and five times. Ask learners how many claps they counted. Vary the rhythm of the clapping, e.g. fast-slow-fast-slow.</p>	<p>Learners read the flash cards '1' and 'one'. Give each child five counters. Ask learners to show one counter. They place the counter on their whiteboard. They then practise writing the number 1 in the air and on their whiteboards. Demonstrate the correct number formation.</p> <p>If learners are able to, allow them to copy the word 'one'.</p> <div data-bbox="1204 1270 1366 1375" style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>one</p> </div>
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	<p>Play 'Dirty Hands'. Learners sit in a circle and pass a bar of soap around to music. When the music stops the learner left holding the bar of soap must sit out. Continue until one person is left in the circle.</p>	
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Provide a large tub filled with warm water, bars of soap and towels. Demonstrate how to wash hands correctly and allow learners a chance to wash their hands.</p>	
 Story Time	<p>Show learners four pictures of a child preparing for bed. Learners must dictate a story to match each of the pictures. Write this story down and re-read it to the class when they are done.</p>	














Healthy living

THURSDAY

 Arrival 15-30 mins	Greet each learner as they arrive.
 Health check	
 Morning Circle 10-15 mins	Discuss how often people should bath, wash their hair, brush their teeth etc. Discuss why hygiene is important and what happens if a person doesn't keep clean. At this point you can introduce the ideas of germs and disease.
 Work Time Activities 30-35 mins	<p>Creative focus Learners make toothbrush paintings. They use old toothbrushes to spatter paint onto sheets of paper.</p> <p>Literacy focus Learners fill in their names in the placeholder at the bottom of page 35 of Workbook 1. They practise reading the sentence, 'My name is...'</p> 
 Small Group Time Activity 10-15 mins	<p>Literacy focus Place learners' names on the carpet. Learners sit in a circle around the names. Give each learner a turn to find their name and read it to the class. Ask them to say their name slowly and tell you what sound they hear at the beginning of their names. Ask if there are other learners whose names begin with that sound.</p> 
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Sing the theme related song 'This Is The Way' to the learners on page 68 of this Teacher's Guide. You can also use the LEAP audio lesson Term 1-07. The song can be sung every day of the teaching week. Learners can accompany the song with a 'homemade instrument' known as a Kazoo. They can make Kazoos by folding a piece of paper around a comb. To play the Kazoo they must place the flat of the comb against their opened lips and hum.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Provide a large tub filled with warm water, bars of soap, shampoo and towels. Also provide dolls for learners to wash.
 Story Time	Select a well-known story on any appropriate topic. Learners will help you add details to it that will relate to the theme of 'Healthy Living.' Explain what learners must do. Give the learners the details that you want them to add to the story. These details must be theme-related - for example: brushing teeth and hair, dressing, washing clothes, etc. Guide the learners to add these details at appropriate points in the story.














FRIDAY

 Arrival 15-30 mins	<p>Welcome each learner. As learners walk in, they must go to the theme table and select an item that they use in the morning before leaving for school. They place this item in their locker and bring it to morning circle.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Ask learners what they did to keep clean this morning, i.e. brush hair, wash face, dry it and brush teeth. Ask them what they do with the item they chose from the table.</p>
 Work Time Activities 30-35 mins	<p>Creative focus Spray shaving cream onto a plastic table. Put blobs of poster paint onto the cream in random places. Learners use plastic combs to create a marbled pattern. They then make a print of their drawing by placing a piece of paper onto the shaving cream. They need to do this lightly.</p> <p>Mathematics focus Learners practise the correct number formation for number 1 using modelling clay. They can give their numbers faces.</p>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Make a collection of pictures depicting different activities performed in the morning and use them to illustrate the audio lesson. Learners use the pictures to share their morning routine before leaving for school. You can also use the LEAP audio lesson Term 1-07.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Blindfold a learner. Bang a container or drum in a continuous pattern. Ask the blindfolded learner to stand up and walk towards the sound. Once they've found you, another learner can have a turn to be blindfolded.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Learners stand in a circle and throw a beanbag across the circle to each other. When a learner catches the beanbag they must shout out the name of an item used to keep clean, e.g. soap, water, shampoo. This game reinforces the theme vocabulary.</p>
 Story Time	<p>Learners make books about keeping clean. They can cut out pictures of products that are used to keep clean. They can then read the brand names. Learners then get a turn to read their books to the class.</p>















Healthy living

MONDAY

 Arrival 15-30 mins	<p>Welcome each learner back after the weekend. Ask learners to bring their toothbrushes packed in a small plastic bag to school on Thursday. Put a note in their lockers to inform parents of this. (Note: This is not an old toothbrush as requested last week!)</p>
 Health check	
 Morning Circle 10-15 mins	<p>Direct learners' attention to the theme table. (For help on preparing a theme table, refer to LSF The Theme Table). Learners choose an item and say a sentence that names and describes the object, e.g. 'The toothbrush is yellow and pink.'</p>
 Work Time Activities 30-35 mins	<p>Creative focus Learners dip dental floss into paint and drag it over paper to make patterns.</p> <p>Literacy/Mathematics focus Learners make the word 'one' from modelling clay.</p> <div data-bbox="1055 740 1426 924" style="border: 1px solid gray; padding: 10px; text-align: center; font-size: 2em; font-family: cursive;">one</div>
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count to five on their fingers. (For help on counting with learners, refer LSF, Counting). Revise the number '1' and the word 'one'. Ask learners to fetch one of an item. Give learners six counters. Count out one from the total.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Introduce the theme related song 'This is the Way I get Dressed' to the learners on page 68 of this Teacher's Guide. You can also use the LEAP audio lesson, Term 1-08. The song can be sung every day of the teaching week. Learners perform the actions to the song.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Learners play on the outdoor apparatus. Prepare a basin of soapy water and another with clean water. Call the learners one by one to wash their hands after outdoor play. Show them how dirty their hands get while playing. Make sure they wash and rinse their hands.</p>
 Story Time	<p>Show learners four individual pictures illustrating the procedure for brushing teeth. Learners put the pictures in order. Then they use the pictures to tell a story.</p>














TUESDAY

 Arrival 15-30 mins	<p>Welcome each learner. Remind them to bring their toothbrush to school on Thursday.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Talk about taking care of your teeth. Talk about visiting the dentist, brushing after meals, flossing and rinsing. Also talk about foods that are good and bad for a person's teeth. Demonstrate how to floss teeth with dental floss. Give each learner a piece of floss. Let them floss their teeth.</p>
 Work Time Activities 30-35 mins	<p>Mathematics focus Learners cut out the puzzle on page 37 of Workbook I. They mix up the pieces and then build the puzzle and glue it on a piece of paper.</p>  <p>Creative/Literacy focus Learners write their names with earbuds and paint.</p>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Place the flash cards from the theme table on the carpet. Learners sit in a circle around the words. Ask individual learners to choose a card and try find the object it belongs to on the theme table.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Learners must warm up. They stretch to the sky, jump as high as the can and jog on the spot. Next, give three instructions and demonstrate them while learners watch, e.g. 'touch your nose', 'bend and stretch up high.' Learners listen, watch, and perform the sequence.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Hide theme-related pictures, e.g. toothbrush, toothpaste, facecloth, on trees and in other suitable outside places. Learners look for, find and identify each item.</p>
 Story Time	<p>Read the story, 'Cleanliness', on page 8 of the Big Book I.</p>















Healthy living

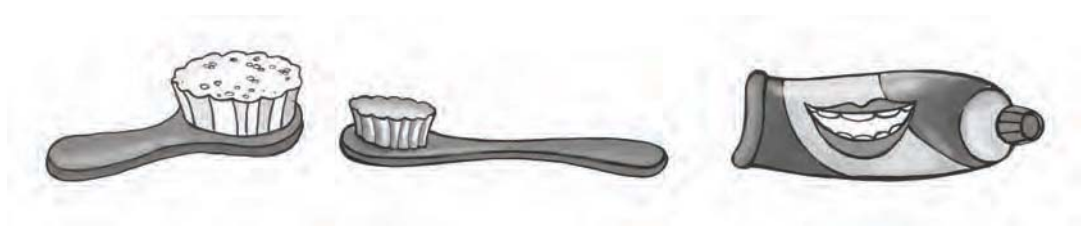
WEDNESDAY

 Arrival 15-30 mins	<p>Before learners arrive, place an item from the theme table in each locker. Make sure that items are part of a pair, e.g. soap and towel. Learners collect these items and bring them to Morning Circle. Welcome each learner. Remind the learners to bring their toothbrush to school tomorrow.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Learners bring the items from their lockers to the morning circle. Ask each learner to show (mime) how the items are used. Ask learners to find the child who has the partner to the object they found in their lockers, e.g. soap and washcloth, toothbrush and toothpaste. Ask them to say why the items belong together.</p>
 Work Time Activities 30-35 mins	<p>Literacy focus Set up two feely stations. Put items from the theme table into a bag and let learners take turns describing what they feel. They describe what they feel, e.g. smooth, round, flat, soft, rough etc. and then guess what the object is. They then take the item from the bag to see if they were correct.</p> <p>Creative focus Learners make a toothbrush from modelling clay.</p>
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Introduce the circle. Learners find circular items in the class. Show them and read the word 'circle'. Discuss the properties of a circle. Give each learner a picture of a big tooth and let them draw circles on it. Explain that we brush our teeth making little circles.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>To the tune of 'If You're Happy and You Know it', make up a song about healthy living with the learners, e.g. 'If you're dirty and you know it, have a bath (x2) If you're dirty and you know it and you want a healthy life, if you're dirty and you know it, have a bath.' (If you're tired and you know it, go to bed/If you're hungry and you know it, eat some fruit/If you're thirsty and you know it, take a drink).</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Let learners paint with mud. Put out sheets of newspapers, and separate trays containing wet mud. Learners can paint any picture with their hands.</p>
 Story Time	<p>Make a class story book based on the story 'Cleanliness'. Ask learners to draw a picture of their favourite hygiene activity. Write a sentence under each picture, e.g. 'Sipho likes to wash.' Staple the sheets together to make a class book.</p>















THURSDAY

 <p>Arrival 15-30 mins</p>	<p>Welcome each learner. Remind learners to check that their lockers are tidy. Ask them to put their toothbrush in their locker.</p>	
 <p>Health check</p>		
 <p>Morning Circle 10-15 mins</p>	<p>Talk about the different products we use to wash with. Use the sentence frame, 'I use _____ to wash my _____.' Ask learners to complete the sentence. Ask what they use to wash their hair/face/body/teeth etc. They should say, 'I use shampoo to wash my hair.'</p>	
 <p>Work Time Activities 30-35 mins</p>	<p>Creative focus Learners make ball art. They dip a small plastic ball into paint and place it on a tray lined with paper. They then move the tray slowly so the ball slides around making a pattern.</p> <p>Literacy focus 1 Give learners a folded sheet of paper and let them cut a fringe into it. They glue this to an ice-cream stick to form a toothbrush.</p> <p>Literacy focus 2 Learners fill in their names in the placeholder at the top of page 36 of Workbook I. The practise reading the sentence, 'My name is...'</p>	<p>Mathematics focus Learners complete the figure-ground activity on page 36 of Workbook I.</p> 
 <p>Small Group Time Activity 10-15 mins</p>	<p>Life Orientation focus Revise how we take care of our teeth. Demonstrate correct brushing. You can also use the TAKALANI Brush Your Teeth Everyday video on the Resource DVD. Using their own toothbrush, learners brush their teeth. If possible, have mirrors so they can watch themselves doing so. Let learners clean their toothbrushes and pack them away.</p>	
 <p>Tidy-up time</p>		
 <p>Hand washing</p>		
 <p>Snack time</p>		
 <p>Music and Movement Ring</p>	<p>Call out the name of a sport. Learners act out a movement or action related to that sport. Repeat the activity to music.</p>	
 <p>Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Learners participate in various races, some individual and some with a partner. For example: hopping on one leg; a wheel barrow race; a three-legged race, etc.</p>	
 <p>Story Time</p>	<p>Read the class storybook made in class yesterday.</p>	



Healthy living

FRIDAY

 Arrival 15-30 mins	<p>As each learner arrives, ask him/her to mime an activity they did this morning to keep clean.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Go for a walk around the school and find 'unhealthy' areas, e.g. stagnant ponds, pit latrines, litter, broken fencing, etc. Discuss how these areas may impact negatively on learners' health. Talk about ways to solve the problem.</p>
 Work Time Activities 30-35 mins	<div style="display: flex; justify-content: space-between;"> <div data-bbox="440 740 777 858"> <p>Literacy focus Learners cut out and sequence the pictures on page 39 of Workbook 1.</p> </div> <div data-bbox="794 740 1050 952" style="text-align: center;">  </div> <div data-bbox="1110 740 1426 929"> <p>Mathematics focus Learners trace around a jar lid onto paper. They then retrace the outline with wood glue and sprinkle it with sand coloured with powder paint.</p> </div> </div>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Play the 'Memory Box Game.' Prepare three to five small differently coloured boxes. In each one, place an item from the theme table. Close the boxes and ask learners what is in each one. Then shuffle the boxes and ask learners what is in each one. Open the lids to check.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Play musical chairs to a sports theme. You will need one less chair than there are learners. As learners move around the circle, their movement should reflect a type of sport, e.g. dribbling a soccer ball, swinging a cricket bat, etc.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Ask the learners which outdoor activity they enjoyed the most this week. Go with the majority vote and let them do this activity again today.</p>
 Story Time	<p>Read a story of your choice for relaxation and fun. (For help on selecting stories, refer to LSF Choosing Books For Storytime.)</p>



Healthy living

TERM I
WEEKS 7 AND 8



LITERACY ASSESSMENT

This assessment task will assess whether the learner has understood and can apply the concepts taught in this theme.

Over the last two weeks learners:

- listened to the Big Book I story 'Cleanliness' on page 6;
- demonstrated understanding of the above story;
- identified the sound at the beginning of their name;
- sang and recited songs;
- talked about how to keep clean;
- used the sentence frames with the teacher and class;
- sequenced pictures about a healthy morning routine;
- practised the letter formation of the letters in their name; and
- used language for learning.

This assessment task may take several days to complete. You can do it one-to-one with the learner or in a small group.

TASK

Part One

- Use an alphabet poster or frieze for this task.
- Ask the learner to find the first letter of their own name on the poster/frieze.

- Ask the learner to 'read' the letter.
- Now ask learners to trace the letter, saying what they are doing. Check that they start and end in the correct positions.
- Finally ask the learner if they know any words that begin with that letter. Remember to say the sound and not the name, i.e. 'mmm' not 'em'.

Part Two

- Use Poster 4 called 'Healthy Living' for the first part of this task.
- Ask the learner to describe how the children in the poster are keeping clean.
- Hold up items from the theme table and ask the learner to name them.
- Ask the learner to match the items with flash cards.
- Ask learners to say just the initial sound for each item.

Part Three

- Use the sentence frame: 'I use ___ (soap, shampoo etc.) to wash my _____'.
- Place the ending words and matching cleaning items' pictures on the table.
- Say, 'What do you use to keep clean?' and point to a picture. The learner replies 'I use...' and matches the word and picture.
- Ask the learner to 'read' the sentence.

GRADE R: TERM I							
Holistic rubric for Literacy Assessment Task Part One, Two and Three							
	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
ORAL							
1. Follow the instructions							
2. Answer questions							
3. Listen without interruption							
PHONICS							
4. Identify the sound at the beginning of their name from other letters							
5. Listen to and copy sounds of the letters in the alphabet							
6. Recognise initial sounds in the theme words							
7. Correctly form letters in his/her name							
READING							
8. Recognise the various cleaning items							
9. Explain how to keep clean using the various items							
10. Match word and picture and complete sentence							
11. Use the poster to answer questions							
12. Recognise their own name in print							

Copy this rubric. You will need one for each learner.

1+2 NUMERACY ASSESSMENT

This assessment task will assess whether the learner has understood and can apply the concepts taught in this theme.

Over the last two weeks learners:

- counted to 5 and more;
- revised the number 1/one;
- built a six-piece puzzle;
- made pairs, e.g. toothbrush and toothpaste; and
- discussed day and night time in relation to cleanliness related activities.

This assessment task may take several days to complete. You can do it one-to-one with the learner or in a small group.

TASK

- Give the learner counters. Ask the learner to count out counters in the one to five range.
- Have various items for the learner to count, for example, a toy car, pencils, buttons etc. Ask the learner how many wheels, how many pencils, how many buttons.
- Ask learners to build the six-piece puzzle on page 37 of Workbook 1.
- Ask the learner to say what time of the day the different activities on page 39 of Workbook 1 take place. Ask the learner to give reasons.



GRADE R: TERM 1

Checklist for Numeracy Assessment Task

Name:	Date:	
The learner is able to:	Yes	No
1. Read the number 1 and word one.		
2. Count up to at least five.		
3. Count a variety of objects.		
4. Build a 6 piece puzzle.		
5. Identify morning and evening activities and give reasons.		

Copy this rubric. You will need one for each learner.

LIFE SKILLS ASSESSMENT

Over the last two weeks, learners engaged in various life skill linked activities that required them to name how we keep our bodies clean and how to get fit. They were involved in fun activities and exercises to strengthen their bodies physically. They were also encouraged to describe steps that can be taken to ensure personal hygiene. They also discussed making healthy food choices.

TASK

Show learners these pictures and ask them to:

- name each cleaning product;
- say what it is used for; and
- name which part of the body the product is used on.

See if learners are able apply what they have learned over the past two weeks when looking at these pictures.



Friends

WEEK 9 + 10

CAPS/MILESTONES:

LIFE SKILLS

Beginning Knowledge and Personal and Social Well-being

The child is able to: Say his/her personal details (name, age, address, contact number)/Know school surroundings such as classrooms, toilets and play areas/Follow rules and routines at home and school /Express his or her emotions appropriately/Know who may or may not touch his or her body/Display good toilet habits.

Creative Arts

The child is able to: Draw and give own interpretation to drawings.

Physical Education

The child is able to: Sing songs while pointing at body parts/Jump, hop, skip, throw and catch.

MATHEMATICS

Numbers, Operations and Relationships

The child is able to: Count objects up to five/Know number symbol 1/ Tell his or her age/ Count using number rhymes and songs/Estimate many and few.

Patterns, Functions and Algebra

The child is able to: Identify patterns in clothes, objects in the environment.

Space and Shape (Geometry)

The child is able to: Understand the concept up, down in and out/ Understand size (big/small)/ Name colours/Correctly name different shapes/Complete six-piece puzzles.

Measurement

The child is able to: Tell the time of the day in terms of day or night.

Data Handling

The child is able to: Collect and sort objects according to their physical attributes.

HOME LANGUAGE

Listening and Speaking

The child is able to: Listen to simple questions, instructions and answer appropriately/Listen to and repeat rhythmic patterns, e.g. clap-clap-clap, clap, and cop-ies correctly/Recognise and point out common objects in pictures/ Sing and recite simple songs and rhymes/Talk about pictures in books, magazines and newspapers etc. /Point and name parts of the body.

Phonics

The child is able to: Identify familiar symbols and signs in the environment e.g. KFC, Coca-Cola, STOP.

Reading and Viewing

The child is able to: 'Read' picture books, newspapers and magazines/Tell stories about the pictures/Recognise family members and friends by name/ Solve and complete at least five or more piece-jig-saw puzzle.

Writing

The child is able to: Draw or paint pictures/Tear paper and cut with scissors etc./Throw and catch balls and other objects/Take the right hand across the midline to touch the left shoulder etc.

CONCEPTS

WEEK 9

Mathematics:

Number 1/one. Many/few. Circle. Triangle.

Sentence Structure:

I like to... with my friends.

Wordplay:

ball, bicycle, dance, dolls, ducks, hop, jump, park, pond, roll, run, see-saw, sit, skip, slide, swing, toys, tree-house, walk.

WEEK 10

Mathematics:

Number 1/one. Many/few. Circle. Triangle. More/less/the same. Data collection and analysis.

Sentence Structure:

I like to... with my friends./ In Summer I.../ In Winter I...

Wordplay:

beanie, bees, birds, blanket, butterflies, cap, coat, cold, fire, flip flops (sandals), flowers, gloves, hot, hot chocolate, ice cream, kite, scarf, shorts, snowman, soup, Summer, sun, hat, swim, swimming costume, t-shirt, Winter.















ADDITIONAL RESOURCES:

Poster:
Poster 5 Friends.














Big Book Story:
Big Book I We Play.

Friends














MONDAY

 Arrival 15-30 mins	<p>Welcome each learner. Ask parents to send a piece of fruit to school tomorrow.</p>	
 Health check		
 Morning Circle 10-15 mins	<p>Introduce the theme, 'Friends' which will be investigated over the next two weeks. Look at the Grade R kit Poster 5 called 'Friends' and discuss the pictures with the learners. (For help on using posters, refer to LSF Using Posters.)</p>	 <p>Discuss what is happening in the picture. Ask learners how the children in the picture are feeling. Ask them how they can tell this. Ask learners to tell you who their friends are and what they enjoy doing together.</p>
 Work Time Activities 30-35 mins	<p>Literacy focus Learners work in pairs. They copy and 'read' the action words on page 45 in Workbook 1.</p> <p>Creative focus Learners draw a picture of what they like doing with their friends.</p>	 
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count to five. (For help on counting with learners, refer to the Resource DVD, LSF Counting.) Revise the number flash cards '1' and 'one'. Ask learners to find the number one in and around the classroom. For instance, door numbers, telephone numbers, the number chart, on the clock etc. Hold up two clear bags of buttons or bottle tops. Ask the learners which has more and which has a few. Empty the bags on the carpet and let them see if they were correct.</p>	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	<p>Play the 'Name Game'. Learners sit in a circle and roll the ball across the circle in time to music. The learner receiving the ball says their name and what they like playing with their friends. They then roll the ball to someone else. This child repeats the learner's name that rolled the ball to them. This learner says their own name and says what they like doing with their friends.</p>	
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. The teacher calls out action words, e.g. sit, jump, skip, run, hop, etc. (These are the same action words used in the work time earlier.) When the learners hear a whistle, they begin and when the whistle blows twice, they freeze.</p>	
 Story Time	<p>Read the Big Book 1 story 'We Have Fun' on page 4. Begin by letting learners look at the pictures and say what they see. Ask learners the following question: Who do you see? What are they doing? Are they having fun? How can you tell? (For help on using a Big Book, refer to LSF, Using The Big Book). After reading, get learners to think about the story the pictures tell. Type or write down the sentences and add the sentences to the pages in the Big Book.</p>	












TUESDAY

 Arrival 15-30 mins	<p>Welcome each learner. Place pictures of showing kind and mean actions in the learners' lockers. They need to place the picture in a red basket if it shows an act of kindness or in the blue basket if it shows a mean act.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Ask learners to tell you what they think makes a good friend. Write these on the board, e.g. kind, sharing, fair, nice, good, patient, loving, playful, fun etc. Remove one picture at a time from the baskets and discuss each one in turn. Learners say if the action is that of a good friend or not.</p>
 Work Time Activities 30-35 mins	<p>Literacy focus Learners use alphabet cookie cutters to cut out the letters of their names from play dough. They arrange the letters to make their name.</p> <p>Creative/Mathematics focus Learners make circles from noodles. They glue the noodles onto cardboard and paint the circles when they are dry.</p> <p>Life Orientation focus Learners complete pages 42 and 43 of Workbook 1. They find the stickers and stick them on the page.</p> 
 Small Group Time Activity 10-15 mins	<p>Science / Mathematics focus Learners use the fruit to make a Rainbow Friendship Fruit Salad. Discuss sharing with friends. Before making the salad, learners sort the fruit in various ways (colour, size, type, taste). The fruit is then washed and cut up to make a mixed fruit salad. Learners eat it during snack time.</p> 
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Introduce the theme related song 'Friends' to the learners on page 69 of this Teacher's Guide. Learners will enjoy it because their own names can be substituted into the verses. Make sure that every learner's name is used. You can also use the LEAP audio lesson, Term 1-09. The song can be sung every day of the teaching week.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Learners stand in a circle. One learner stands in the middle of the circle with a ball. The learner in the middle chooses someone and throws the ball to him/her. If that learner catches the ball, then he/she goes into the middle and chooses someone to throw to. When learners don't catch the ball, the learner in the middle stays there and keeps on throwing to different learners until someone does catch the ball.</p>
 Story Time	<p>Read the sentences that learners made for the Big Book story yesterday.</p>

WEDNESDAY





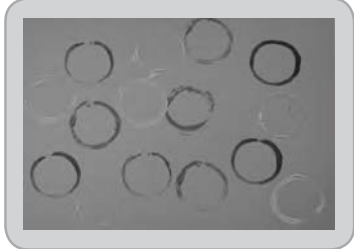







 Arrival 15-30 mins	<p>Welcome each learner. Ask them to bring the drawings they did on Monday to Morning Circle.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Ask learners if they have a good friend, what makes a good friend and what they do with their friend. Learners can show the class the drawings they did on Monday.</p>
 Work Time Activities 30-35 mins	<p>Literacy focus Learners complete the visual integration activity on page 46 of Workbook I. They must repeat the rainbow colours of the small picture onto the bigger picture.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div data-bbox="503 865 696 1117" style="text-align: center;">  </div> <div data-bbox="782 865 1016 999" style="text-align: center;"> <p>Creative focus Learners finger paint. They paint a portrait of their good friend.</p> </div> <div data-bbox="1169 865 1362 1117" style="text-align: center;">  </div> </div> <p>Mathematics focus Learners trace circles and the word 'circle' in the sand tray.</p>
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners stand and tap their feet as they count to five. Revise the properties of a circle. Read the flash card. Introduce the triangle. Discuss the number of sides and corners. Learners can find triangles around the classroom. They should identify triangles in pictures and objects. Learners trace triangles in the air. Learners place matchsticks together to make triangles.</p>
 Tidy up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Sing the theme related song 'Friends' with the learners on page 69 of this Teacher's Guide. Learners stand in two rows, facing each other. Play some music. When the music begins, the learners opposite each other dance together. When the music stops, they freeze and everyone in line one moves down one space in the line. This will mean that the partners will change. Start the music again and repeat the procedure.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Learners run relay races. Divide the learners into four groups. Use pieces of colourful cloth (or other suitable objects) to be used as batons that they will pass to each other.</p>
 Story Time	<p>Teach this rhyme to the class: Friends care Friends share We need friends Everywhere! Have a large print version of the rhyme. Point to the words as the learners 'read' the rhyme.</p>

THURSDAY

 Arrival 15-30 mins	Greet each learner individually by name. Tell them to go and greet the other learners in their class who have already arrived at school.	
 Health check		
 Morning Circle 10-15 mins	Talk about other kinds of friends that learners have, e.g. teachers, policemen, grandparents, cousins etc. Ask why these friendships are unique (special).	
 Work Time Activities 30-35 mins	Creative focus Learners plait three pieces of string or ribbon together to make a friendship bracelet. They give it to a friend.	Mathematics focus Learners roll snakes from modelling clay and form them into triangles.
 Small Group Time Activity 10-15 mins	Literacy focus Introduce the sentence for the week, 'I like to... with my friends'. Discuss well known games like, 'Catches' and 'Stuck-in-the-mud'. Talk about the importance of rules in games and how these rules ensure games remain fun. Ask what happens with friends who don't obey the rules of games.	
 Tidy up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Learners move freely around an open space. At the sound of a double whistle, learners must link arms with the person closest to them. The pair are 'friends' and can only move if they stay connected. At the sound of a single whistle, learners break apart and move on their own again. When they hear another double whistle they link up again.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Learners play relay races again. It is a skill that needs to be repeated. Let them skip, hop and crawl different laps.	
 Story Time	Read a story of your choice for the learners' rest and relaxation. (For help on selecting stories, refer to LSF, Choosing Books For Storytime.)	
















FRIDAY

 Arrival 15-30 mins	<p>Welcome each learner. Give each learner two cards, one with a smiley face and one with a sad face. They bring these to the Morning Circle.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Talk about what makes friends unhappy. Use this opportunity to talk about bullying. Describe a behaviour, e.g. sharing lunch. If the behaviour makes friends happy, learners hold up the smiley faces. If the behaviour makes friends feel sad or lonely, they hold up the sad faces.</p>
 Work Time Activities 30-35 mins	<p>Mathematics focus Learners make toilet roll circle prints on sheets of paper.</p> 
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count to five touching their right knee with their left hand and then alternating. Revise the properties of triangles and circles and ask them to find these shapes in the classroom environment.</p>
 Tidy up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Play the 'Name Game' as played on Monday.</p>
 Outdoor Play	<p>Clap while the learners run around. When you stop clapping, call out a number between 2 and 5. The learners must get into a group of that number of learners. Anyone left without a group, sits out of the game for one round.</p>
 Story Time	<p>Read the class book from Monday.</p>

















MONDAY















 Arrival 15-30 mins	Welcome each learner. Ask them which friend they will play with today? (Take note of those who don't have friends and help them to integrate into the classroom.)	
 Health check		
 Morning Circle 10-15 mins	Continue to discuss the theme, 'Friends.' Learners look at and discuss the theme-related poster 'Friends.' Discuss the picture. Then let them personalise what they have seen. For instance, if they say 'The friends are swinging' they must then say 'I like to swing with my friends'. You can also use the LEAP audio lesson Term 1-10.	
 Work Time Activities 30-35 mins	Mathematics focus Learners complete the exercise on page 44 of Workbook 1. They identify the items that are the same and then trace and colour the shapes.	 Creative focus Provide trays of paint and small plastic bags. Learners scrunch bags and use them to make garbage prints onto newspaper.
 Small Group Time Activity 10-15 mins	Literacy focus Ask learners to slow speak their names and then identify the initial sound they hear. Help them to find objects that begin with the same sound in and around the classroom. Have large cardboard letters available for the learners to trace around. Let them trace around the first letter in their names and decorate the page.	
 Tidy up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Sing 'If You're Happy and You Know it, clap Your Hands', changing the original words from 'and you really want to show it' to 'give a friend a hug'. You will find the music for this song on the Resource DVD under the menu selection called 'Songs'.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Ask the learners to spread out and dance around. When they hear the whistle, they must get into pairs as fast as possible. The pairs form wheelbarrows. When they hear the whistle blow, they begin dancing again. Repeat, alternating the activities they do when in pairs, e.g. hopping, clapping hands or playing 'Simon Says'.	
 Story Time	Read the Big Book story 'Our goat Godfrey' from the LSF kit. Each time the learners hear 'Please can you help us find him?', they must say whether it's likely that that person could help them. Talk about helping each other. Discuss how friends help one another and, even when they can't fix the problem, they can still be kind and caring. Use a similar story if you do not have the LSF Kit.	

Friends














TUESDAY

 Arrival 15-30 mins	<p>Welcome each learner by name. Tell them that there is a picture card in everyone's locker and ask them to bring it to the morning circle. Paste magazine pictures of children onto cardboard. (Make sure there is one for each learner). Alternatively, use the photos that learners brought previously.</p>		
 Health check			
 Morning Circle 10-15 mins	<p>Each learner has a turn to be greeted by the rest of the class. Call out a learner's name. Learners join in with the following greeting:</p>	<p>'Stand up (child's name) Stand up (child's name) Jump up high and sit back down. Hello (child's name) Hello (child's name) We're glad you came to school.'</p>	<p>Continue to discuss the theme, 'Friends.' Learners look at and discuss the theme-related poster 'Friends.' Ask them what season it is. Ask them how they can tell this. Talk about summertime activities that they do with their friends.</p>
 Work Time Activities 30-35 mins	<p>Literacy focus Learners make a popcorn friendship necklace. Let them thread coloured popcorn onto a piece of dental floss. Provide plastic needles for this activity. Let learners give their necklace to a friend.</p>	 <p>Life Orientation focus Learners complete page 48 of Workbook 1. They find the correct stickers and paste them on the page.</p>	
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count to five, jumping while they do. (For help on counting with learners, refer to LSF, Counting. Cut pictures from magazines that show groups of people (keep within the 1-5 number range). Learners place a counter on each person in the picture. Learners swap pictures with a friend and repeat the activity.</p>		
 Tidy up time			
 Hand washing			
 Snack time			
 Music and Movement Ring	<p>Play different kinds of music, some soft and gentle, some loud and energetic, etc. Ask the learners what music they liked the best. Ask them to make up movements that are appropriate for each type of music. Let them also try incorporate forward rolls as shown in poster 5.</p>		
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Play 'Simon Says'. Learners listen to, watch and carry out various instructions. They only perform the instruction if it begins with the words 'Simon says'. If they perform an action and it is not preceded by the words 'Simon says' they are out of the game.</p>		
 Story Time	<p>Read 'The Fox and the Hound.' Talk about their friendship and ask learners how they can show their friends that they really care about them.</p>		

WEDNESDAY












<p> Arrival 15-30 mins</p>	<p>Greet each learner. Place a short note in the learners' lockers saying why they are a good friend. Base this on your daily observation of their play time.</p>	<p>Dear _____ You are a good friend because you _____ Miss Brown.</p>
<p> Health check</p>		
<p> Morning Circle 10-15 mins</p>	<p>Learners greet each other using the rhyme learnt yesterday. Have a suitcase of clothing available for the morning circle. Take out one item of clothing at a time. Learners name the item and say in what season we wear that item.</p>	
<p> Work Time Activities 30-35 mins</p>	<p>Creative focus Provide large heart-shaped cardboard templates for learners to trace around. They trace a heart and cut it out. They can then paint it with shaving cream coloured with paint.</p>	<p>Life Orientation focus Learners complete page 49 of Workbook I. They circle their favourite summertime activities.</p>  
<p> Small Group Time Activity 10-15 mins</p>	<p>Literacy focus Talk about clothing and why we use it, e.g. warmth, protection from the sun, etc. Discuss the difference between winter and summer clothes. Prepare a feely bag with pieces of fabric in it. Learners feel each piece of fabric and say if it is summer or winter fabric. Include the following fabrics: thermal vest fabric, jersey, corduroy, lycra, towelling, light cotton and silk. Learners tell the group what their favourite item of clothing is. They complete page 47 of Workbook I.</p> 	
<p> Tidy up time</p>		
<p> Hand washing</p>		
<p> Snack time</p>		
<p> Music and Movement Ring</p>	<p>Introduce the theme related song 'The Winter Song' to the learners on page 70 of this Teacher's Guide. You can also use the LEAP audio lesson Term 1-10. The song can be sung every day of the teaching week.</p>	
<p> Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Clap while the learners run around. When you stop clapping, call out a number between two and five. The learners must get into a group of that number of learners. Anyone left without a group, sits out of the game for one round.</p>	
<p> Story Time</p>	<p>Read the Big Book I story 'We Have Fun' on page 4 again. Begin by letting learners look at the pictures and saying if it is winter or summer in the pictures. (For help on using a Big Book, refer to LSF, Using The Big Book). After reading, ask learners to tell you what games they play in winter and what games they play in summer. Ask them to make sentences for each picture in the Big Book. They use the following sentence frame: The children are _____ because it is winter/summer.</p>	

THURSDAY

 Arrival 15-30 mins	Greet the learners individually. Remind them to tidy up the classroom and playground during the day.	
 Health check		
 Morning Circle 10-15 mins	Continue discussing the theme. Focus on the types of activities friends do in winter and summer. They should explain why certain games are played in different seasons. Ask them which games can be played in any season	
 Work Time Activities 30-35 mins	Life Orientation/Literacy focus Learners complete pages 50 and 51 of Workbook I. They circle the summer clothing in red and the winter clothing in blue. They find and stick the stickers onto the correct shapes.	
 Small Group Time Activity 10-15 mins	Mathematics focus Learners count to five clicking their fingers as they count. Let them count to five from a given number using counting. Give them a starting number, e.g. two. They put that number of counters in front of them. They then count on from that number using the remaining counters.	Learners place the dotted number cards from the back of Workbook I in a row on their desk. They thread Oatees™ onto toothpicks pushed into a piece of styrofoam to match the number of dots on the cards. 
 Tidy up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Play 'Freeze.' In this game, the learners choose to dance or skip around the room while the teacher claps. Before the learners start moving around the teacher will give an instruction, e.g. 'When I stop clapping everyone must stand on one leg and freeze.' The game continues until there is a winner You can also use the LEAP audio lesson Term I-IO.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Learners are divided into small groups. They dress up, using items from the dress-up area in the classroom.	
 Story Time	In groups, learners look through magazines and try to identify common words to 'read' to each other, e.g. 'PEP™', 'Coke™', 'McDonald's™' etc.	



FRIDAY

 Arrival 15-30 mins	<p>Welcome each learner. Ask them what day of the week it is. Ask them what day it will be tomorrow and if they will be coming to school tomorrow.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Talk about what the learners do on the weekends. Ask them to share what games they like to play at home with their family and friends. Ask them if they'll be playing winter or summer games over the weekend. They must give their reason based on the current season.</p>
 Work Time Activities 30-35 mins	<p>Mathematics focus Learners practise the number formation of number 1 and the word 'one'. Let them use marker pens to write on the classroom windows.</p> <p>Creative focus Learners work in pairs. Each pair will need two trays of different coloured paint. They place their right hand into the paint. They give each other a high five so the two colours mix. They then make a hand prints.</p>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Learners look at the stickers that they pasted (or will paste) on pages 50 and 51 of Workbook 1. They complete the following sentence: 'In Summer, I wear...' Or 'In Winter, I wear...' You can also use the LEAP audio lesson Term 1-10.</p>
 Tidy up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Play Freeze again.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Learners stand in a circle and throw the ball to each other. Before a learner throws the ball, he/she calls out the name of the learner who they are going to throw to. Make sure all learners get a chance to catch and throw.</p>
 Story Time	<p>Choose a story to read to the learners for their rest and relaxation. (For help on selecting stories, refer to LSF, Choosing Books For Storytime).</p>



Friends

TERM I
WEEKS 9 AND 10

LITERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks learners:

- listened to the Big Book I story 'We Have Fun' on page 4;
- demonstrated understanding of the above story;
- sang and recited songs;
- talked about how to be a good friend;
- described how to make and treat friends;
- used the sentence frames with the teacher and class;
- practised the letter formation of the letters in their name; and
- used language for learning.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

Part One

- Ask learners to 'read' their own name.
- Now ask learners to trace the letters in their name, saying what they are doing. Check that they start and end in the correct positions.
- Finally, ask the learners if they know words that begin with the same letter as their name begins with. Remember to say the sound and not the name, i.e. 'nnn' not 'en'.

- Ask each learner to say the sound of each letter in their name.
- Provide magnetic letters. Each learner must build their name using the letters, without looking at their name tag.

Part Two

- Use the Grade R kit Poster 4 called 'Friends' for this task.
- Ask each learner to describe what various children are doing with their friends in the picture.
- Ask: 'Which of these activities would you like to do with a friend?'

Part Three

- Use the sentence frame: 'I like to... with my friends'
- Place action flash cards and the pictures on page 45 of Workbook I on the table.
- Ask: 'What is the girl/boy doing?' and point to a picture. Ask: 'Do you like to do this with your friend?' The learner replies 'I like to... with my friends'.



GRADE R: TERM I

Holistic rubric for Literacy Assessment Task Part One, Two and Three

	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
ORAL							
1. Follow the instructions							
2. Answer questions							
3. Listen without interruption							
4. Use the theme related vocabulary and sentence frame when responding to questions							
PHONICS							
5. Identify and say the sounds in their own name							
6. Identify some sounds in the environment							
7. Build their name from loose letters							
READING							
8. Read own name							
9. Read action flash cards							
10. Match the flash cards to the pictures							

Copy this rubric. You will need one for each learner.

1+2 NUMERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme.

Over the last two weeks learners:

- counted to 5;
- revised number 1;
- revised the circle shape;
- were introduced to the triangle shape; and
- were introduced to the concept of many and few.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

- Give the learner flash cards of the number 1, number word one, and dots.
- Ask learners to read the cards.
- Ask the learner to write the number 1.
- Show the learner a triangle and circle. Ask them to name the shapes. Ask them to describe each shape.
- Show learners two bottles with counters. One bottle should have more counters than the other. Ask the learner which has many and which has less counters.

GRADE R: TERM 1		
Checklist for Numeracy Assessment Task		
Name:	Date:	
The learner is able to:	Yes	No
1. Read the number 1 and the word one		
2. Write the number 1		
3. Name a triangle and describe its properties		
4. Name a circle and describe its properties		
5. Understand the concept of many and less		

Copy this rubric. You will need one for each learner.

★ LIFE SKILLS ASSESSMENT

Over the last two weeks, learners engaged in various life skills linked activities that required them to describe how to treat a friend, how to be a good friend and what to expect from a friend.

TASK

Show learners the Grade R kit Poster 4 called 'Friends' and ask them to:

- describe what is happening between the children in each picture;
- say which children they think are good friends; and
- ask how we should not treat our friends.

See if learners are able apply what they have learned over the past two weeks when looking at these pictures.



My home

WEEK 11+12

CAPS/MILESTONES:



LIFE SKILLS

Beginning Knowledge and Personal and Social Well-being

The child is able to: Say his/her personal details – (name, age)/Tell who lives at home/ Understands different chores done at home.

Creative Arts

The child is able to: Sing action songs using different parts of the body/Draw and give own interpretation of the picture drawn/Manipulate scissors crayons paint brushes etc./Use play dough to model.

Physical Education

The child is able to: Throw and catch a ball etc.



MATHEMATICS

Numbers, Operations and Relationships

The child is able to: Count up to seven/Identify two objects in the environment/Knows number symbols 1-4/ Compare big and small, bigger and smaller and same.

Patterns, Functions and Algebra

The child is able to: Complete a pattern of given shapes/ Understands the position in relation to on and under/Sorts objects according to size, e.g. long and short/Recognise red, green yellow and blue/Builds at least 12-piece puzzles.

Measurement

The child is able to: Describe long, short, longer, shorter, longest and shortest using concrete objects.

Data Handling

The child is able to: Collect and sort objects according to their physical attributes.



HOME LANGUAGE

Listening and Speaking

The child is able to: Listen and act out stories/Retell stories/ Recite poems and rhymes/ Participate in discussions and ask questions/Talk about pictures in books magazines.

Phonics

The child is able to: Identify different and similar words/ Identify rhyme words in a rhyme or a song/Recognise a sound at the beginning of a word.

Reading and Viewing

The child is able to: 'Read' pictures/Identify own name/ Read familiar words in the environment/Recognises some letters and words in the environment.

Writing

The child is able to: Draw pictures to convey messages/ Control large muscles/Begins to form letters using fingers painting or writing on the sand etc.

CONCEPTS

WEEK 11

Mathematics:
Number 2/two.

Sentence Structure:
Statements: We... at home.

Wordplay:

house, wash, clothes, sweep, floor, pots, clean, bake, cake.

WEEK 12

Mathematics:
Number 2/two/
symmetry/positional language (in front/behind/ on top etc.).

Sentence Structure:
Statements using the days of the week:
On Monday...

Wordplay:






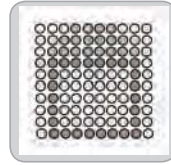








bake, cake, clean, clothes, floor, house, pots, sweep, wash.

ADDITIONAL RESOURCES:


Poster:
Poster 6 My Home.

Big Book Story:
Learners will make a class Big Book

MONDAY


 Arrival 15-30 mins	Welcome each learner individually. Prepare pictures of different kinds of homes. Place one in each learner's locker. They must bring the picture to morning ring. Ask parents to send shoeboxes to school.	
 Health check		
 Morning Circle 10-15 mins	Introduce the theme, 'My Home' which will be investigated over the next two weeks. Look at the Grade R kit Poster 6 called 'My Home' and discuss the pictures with the learners. (For help on using posters, refer to LSF, Using Posters).	 <p>Ask each learner to show the picture of the house they found at their locker. Name the home, say where this kind of home is found and if it is specific to a particular culture. The message that must be conveyed is that all homes are different but special in their own right.</p>
 Work Time Activities 30-35 mins	Mathematics focus Let learners make pegboard and Unifix™ block houses.	 <p>Creative focus Fill empty roll-on deodorant bottles with poster paint. Learners paint houses with roll-ons on paper.</p>
 Small Group Time Activity 10-15 mins	Literacy focus Introduce the letter 's'. Identify initial sounds (these are the sounds at the beginning of words). Be careful to say the letter's sound and not its name; for example, 'sss' not 'es'. The names of the letters are not taught at this stage. Learners will also sound out words into phonemes; for example, s-u-n. Ask learners to say words beginning with 's'. Draw pictures on the board.	<p>Show the correct starting and ending points when writing the letter 's'. Learners make the letter s on different textures with their fingers, e.g. the carpet, learners' backs, sandpaper.</p>  <p>(For tips on teaching phonics, refer LSF, Phonics.)</p>
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Introduce the theme related song 'I Have A Home' to the learners on page 70 of this Teacher's Guide. You can also use the LEAP audio lesson, Term 2-O1. The song can be sung every day of the teaching week.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Play Dodge-ball. Learners stand in a circle. Choose three learners to stand inside the circle. The outside learners take turns to throw a soft ball into the circle to try and 'hit' the three learners in the middle. Learners swap when one is hit by a ball. Remind learners to throw gently!	
 Story Time	There are many stories and rhymes about homes that you can read to learners. Choose from; The Three Little Pigs, Hansel and Gretel, Goldilocks And The Three Bears and The Old Woman Who Lived In A Shoe.	

TUESDAY

 **Arrival**
15-30 mins

Welcome each learner and ask what kind of home they live in. Swap the pictures of the homes around so that the learners find a new picture on their locker. Ask them to bring the cards to Morning Circle.

 **Health check**

 **Morning Circle**
10-15 mins

Ask the following type questions: 'Who has the caravan? Who has the tent?' etc. Learners hold up their cards when they hear it being called. Look at Poster 6 again and talk about what the children in the picture are doing. Ask questions like: How do you help at home? How do other family members help at home? They can use the following sentence frame to answer the questions: We ... at home. You can also use the LEAP audio lesson, Term 2-01. Discuss why these chores are done.

 **Work Time Activities**
30-35 mins

Life Orientation focus
Learners look at the picture on pages 2 and 3 of Workbook 2. Learners find the correct stickers to stick onto the pages.



Literacy focus
Learners write their name on page 3.



Creative focus
Learners make snake patterns from modelling clay.


 **Small Group Time Activity**
10-15 mins

Mathematics focus
Learners count to seven touching left ears with their right hands as they count. Repeat, touching right ears with left hands. (For help on counting with learners, refer LSF, Counting).

Revise numeral '1' and the word 'one'. Introduce the numeral '2' and the word 'two'. Ask learners to hold up two fingers. Let them count their eyes (2), ears (2), lips (2), hands (2) etc. Ask them to think of other things that are found in two's, e.g. shoes, gloves.

Teach the correct number formation for the numeral 2. Learners trace the number in jelly trays.



 **Tidy-up time**

 **Hand washing**

 **Snack time**

 **Music and Movement Ring**

Learners play 'Charades'. Ask a learner to mime something that they do at home to help their family or just to have fun. The other learners try to guess what they are acting out.












 **Outdoor Play**

Include the activity below as one of your daily outdoor activities. Provide cleaning equipment, e.g. a basin full of soapy water, a broom, a feather duster, a yellow duster etc. Also provide some small items of clothing such as socks and some dishes. Let learners play with these items, pretending that they are cleaning.

 **Story Time**

Let the learners retell the story read to them yesterday.














WEDNESDAY

 Arrival 15-30 mins	<p>Welcome each learner and ask them to tell you their address. (Take note of those learners that know their address.)</p>	
 Health check		
 Morning Circle 10-15 mins	<p>Use Poster 6 and items on the theme table to introduce a discussion about rooms in the home. (For help on preparing a theme table, refer to LSF, The Theme Table.) Remember to be sensitive; some learners may live in one-roomed/multifunctional-roomed homes. Talk about the fittings and furnishings that go into each room (or area of the room). Discuss what people do in each room.</p>	
 Work Time Activities 30-35 mins	<p>Mathematics focus Learners complete puzzles with at least 12 pieces.</p>	<p>Creative/Technology focus (Part I) Learners make homes out of boxes and magazine pictures. The focus here is getting them to cut pictures of rooms from magazines. They will need to find a kitchen, sitting room (lounge), bedroom, and bathroom.</p>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Revise the letter 's' as for Monday's lesson. Ask learners to put up their hands if their names begin with 's'. You can also use the LEAP audio lesson, Term 2-O1. Ask each learner to find an item in the classroom that begins with the 's' sound. Learners place the items on a sound table. Make a small label for each item. Learners can 'read' the words in their free time.</p>	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	<p>Sing the theme related song 'I Have A Home' to the learners on page 70 of this Teacher's Guide. You can also use the LEAP audio lesson, Term 2-O1.</p>	
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Learners play 'Under And Over'. They stand in a line, one behind the other. The learner in front passes a ball over their head to the next learner. That learner then passes the ball through their legs to the next learner and so on. As they pass the ball let them say 'under' or 'over' depending on how they are passing the ball.</p>	
 Story Time	<p>Read a story about animal homes to the learners. (For help on selecting stories, refer to LSF, Choosing Books For Storytime).</p>	

















My home

THURSDAY

 Arrival 15-30 mins	Greet each learner individually. Ask parents to regularly tell their child what their address is.		
 Health check			
 Morning Circle 10-15 mins	Talk about the importance of learners knowing their addresses, e.g. if they get lost. Emphasise that a person should not share their address with strangers. Play recorded household sounds, e.g. running tap, toilet flushing, cutlery clanging, doorbell ringing, etc. Learners must identify the rooms where these sounds are made. (Record these sounds on your cell phone.)		
 Work Time Activities 30-35 mins	Creative focus Provide coloured transparent paper and pre-prepared cardboard 'window frames'. Learners use these to make stained glass windows. 	Technology focus Display various locks e.g. bolt, door chain, key lock, padlock, combination lock, slide lock, etc. on the table for learners to experiment opening and closing.	Mathematics focus Learners trace the number 2 on white boards.
 Small Group Time Activity 10-15 mins	Mathematics focus Learners count to seven pretending to walk up stairs. Repeat, with them pretending to walk down the stairs.	Revise numerals '1' and '2' and the words 'one' and 'two'. Let learners read the flash card numerals and words. Ask them to find the pictures and numbers for 1 and 2 from their number cards.	 Learners place counters on each card, one on the number 1 and two on the number 2.
 Tidy-up time			
 Hand washing			
 Snack time			
 Music and Movement Ring	Play music. Ask learners to listen to the music and pretend that they are doing something at home. Tell learners that the music must guide them, for example, soft gentle music is appropriate for sleeping.		
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Take learners on a neighbourhood walk to observe houses in the community. If possible take a caregiver with you to help take care of the learners.		
 Story Time	Learners 'read' the flash cards from the sound table. They can remove them from the table and then try match them to the correct on the table.		









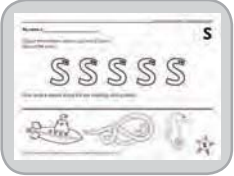








FRIDAY















 Arrival 15-30 mins	<p>Welcome each learner. Again ask the learner what their address is. Have a list of their addresses so that you can tell them if they don't know.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Discuss where different household items are kept in the home. Talk about keeping homes clean and tidy. Ask them where the following items are kept: clothing, knives and forks, cleaning materials, dry foods, perishable foods and toys.</p>
 Work Time Activities 30-35 mins	<p>Life Orientation focus Learners complete pages 4 and 5 in Workbook 2. They find the correct stickers to tidy up the room by putting the things where they belong.</p>   <p>Creative/Technology focus (Part 2) Learners make homes out of boxes and magazine pictures. Each learner will need five small boxes. The focus here is to paste the kitchen, sitting room (lounge), bedroom, and bathroom magazine pictures onto the back of each box to create a room.</p>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Slowly move a pencil from learners left to right. Ask them to look at and follow the top of it without moving their heads.</p> <p>Learners 'read' page 6 in Workbook 2. They must 'read' from left to right and top to bottom. After reading the entire page ask them to identify the picture in each row that does not rhyme with the other pictures.</p>  <p>The learners then find and cut out the matching pictures from the cut-out page. They match these cut-outs on the pictures on page 6.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Sing the theme related song 'I Have A Home' to the learners on page 70 of this Teacher's Guide. You can also use the LEAP audio lesson, Term 2-O1.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Let learners pretend to be builders. Let them pretend to mix cement, lay bricks, knock in nails, screw in screws, etc. Then let learners volunteer to act out one and the other learners guess what they are doing.</p>
 Story Time	<p>Allow learners to select a book from the book area in the classroom. They will sit quietly and 'read' on their own. Ask learners to tell you about the book that they 'read'.</p>

My home

MONDAY

 Arrival 15-30 mins	<p>Greet each learner individually.</p> <p>Cut out pictures of different parts of a house, or use cut out shapes in different sizes. Place one in learner's locker. Learners will use these in Morning Circle.</p> <p>Ask parents to send used cosmetic mirrors to school.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Continue discussing the theme, 'My Home'. Look at Poster 6 and have learners name the different parts of the house. Talk about the different materials each of these parts is made of. Ask each learner to show the picture of the part of the house they found at their locker. Make as many houses as possible with the different parts.</p>
 Work Time Activities 30-35 mins	<p>Life Orientation / Literacy focus</p> <p>Learners complete the maze/ map on page 7 of Workbook 2. They use the correct colour to draw a line to get each child home safely.</p>  <p>Mathematics focus 1</p> <p>Learners complete page 16 of Workbook 1.</p>   <p>Mathematics focus 2</p> <p>Learners make the numeral two (2) using modeling clay.</p>
 Small Group Time Activity 10-15 mins	<p>Literacy focus</p> <p>Revise the 'sss' sound. Learners read the name cards on the sound table they created last week.</p>  <p>Learners then complete a dotted 's' worksheet, prepared earlier. Alternatively, download a worksheet like the one below. This worksheet is available as free download from 'Sparklebox'. (To learn more about 'Sparklebox', visit www.sparklebox.co.uk.)</p> <p>Learners form the letter 's' in the air and then on the back of a classmate.</p> <p>Ask the learners to choose a colour and trace the dotted line to form the letter 's'.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Introduce the theme related song 'This Is The Way' to the learners on page 68 of this Teacher's Guide. You can also use the LEAP audio lesson, Term 2-O2. The song can be sung every day of the teaching week.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities.</p> <p>Play 'Dodge-ball'. Learners stand in a circle. Choose three learners to stand inside the circle. The outside learners take turns to throw a soft ball into the circle to try and 'hit' the three learners in the middle. Learners swap when one is hit by a ball. Remind learners to throw gently!</p>
 Story Time	<p>Select a story to read to the learners. After reading, ask questions that test learners' comprehension of the story.</p>

TUESDAY

 <p>Arrival 15-30 mins</p>	<p>Greet each learner. Ask their address and remind them if they have forgotten. Ask parents to let learners bring a small plastic toy figurine to school.</p>
 <p>Health check</p>	
 <p>Morning Circle 10-15 mins</p>	<p>Ask learners to say who lives in their homes. Emphasise that the families that live in homes can be different. Some families may have domestic workers who share their homes. These are important people in the home structure. Learners may also have animals at home. Include these in the discussion.</p>
 <p>Work Time Activities 30-35 mins</p>	<p>Literacy focus Learners complete page 8 in Workbook 2. They practise forming the letter 's' by tracing all the dotted lines on both pages.</p>  <p>Learners write their name in the block on page 8 and they choose a sticker for good work done.</p> <p>Creative/Technology focus (Part 3) Learners make homes out of boxes and magazine pictures. Each learner will need five small boxes. The focus here is to paste the kitchen, sitting room (lounge), bedroom, and bathroom magazine pictures onto the back of each box to create a room.</p> 
 <p>Small Group Time Activity 10-15 mins</p>	<p>Mathematics focus Learners count to seven, tapping their elbows as they count. (For help on counting with learners, refer LSF, Counting).</p> <p>Revise the flash cards '1', '2', 'one' and 'two'. If possible have handheld mirrors available for learners to use. Learners look at their face. Discuss what is on each half of their face. Learners complete page 11 of Workbook 2. They begin by placing the mirror on the midline of the picture so that they can 'complete' the pictures.</p> 
 <p>Tidy-up time</p>	
 <p>Hand washing</p>	
 <p>Snack time</p>	
 <p>Music and Movement Ring</p>	<p>Learners pretend to be snakes slithering along the sand. As they move, they say 'sssss'. Let them think of other things beginning with the letter 's' that they can be, e.g. slow snails, sleepy sloths, shiny stars.</p>
 <p>Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Learners practise throwing, bouncing and rolling a ball. They need to listen carefully to the instructions before the activity begins. When the whistle is blown once, they throw; twice, they bounce and three times, they roll. The learner/s with the ball/s follow the instruction to pass the ball to someone else.</p>
 <p>Story Time</p>	<p>Remind the learners about the story they heard yesterday. Ask them to retell the main events in their own words.</p>

My home

WEDNESDAY

 Arrival
15-30 mins

Welcome each learner and ask them to say where they live. Ask the learner to put the plastic toy figurine in his/her locker.
Place a cut-out cardboard window frame in each locker. Learners bring it to Morning Circle.

 Health check

 Morning Circle
10-15 mins

Ask learners to look through their window frames. Ask what they can see. Discuss why homes have windows, e.g. they let light and air into the home, they keep out rain. Talk about different kinds of window in different rooms, e.g. bathrooms and toilets tend to have smaller windows. Also talk about window dressings, e.g. blinds and curtains. Discuss why we use window dressings, e.g. privacy, warmth, decoration.

 Work Time
Activities
30-35 mins

Mathematics/Creative focus

Learners use wax crayons to practice the correct numeral formation of 2 on a piece of paper folded horizontally to make four lines. Instruct them to touch the top and bottom lines and to begin writing the two at the top and to end at the bottom.



Life Orientation focus

Learners paste their window frame from Morning Circle onto a sheet of paper and decorate it.



 Small Group
Time Activity
10-15 mins


Literacy focus


Find the letter 's' in words in the classroom environment. Learners look at their name cards. Ask who has one/two/three etc. 's' letters in their name.

Give each learner a clear plastic cup. Let them use the action figurine they have brought to school. Ask learners to put the toy under/on/ in front of/behind/ next to the cup.




Learners are each given a piece of paper. They are asked to draw a house on the page. Give a string of instructions that they should follow: Draw a brown chimney on the roof/ draw a tree next to the house/ draw a fence in front of the house etc.

 Tidy-up time

 Hand washing

 Snack time

 Music and
Movement Ring

Sing the theme related song 'This Is The Way' to the learners on page 68 of this Teacher's Guide. You can also use the LEAP audio lesson, Term2-O2. The song can be sung every day of the teaching week.
















 Outdoor Play

Include the activity below as one of your daily outdoor activities. Learners play 'Under And Over'. They stand in a line, one behind the other. The learner in front passes a ball over their head to the next learner. That learner then passes the ball through their legs to the next learner and so on. As they pass the ball let them say 'under' or 'over' depending on how they are passing the ball.






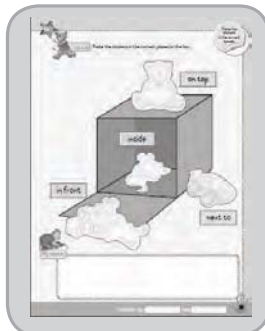








 Story Time

Select another well-known story about homes (see Monday of Week 11 for suggestions). Read the story to the learners and ask them to retell stories in their own words.

THURSDAY

 Arrival 15-30 mins	<p>Greet each learner individually.</p>	
 Health check		
 Morning Circle 10-15 mins	<p>Discuss household routines that are performed during the day and during the week. For instance, on what day is the clothes washing done, when are the bins put out for collection, on what day is the lawn mowed? etc.</p>	
 Work Time Activities 30-35 mins	<p>Literacy focus Learners complete page 9 of Workbook 2. They must fill in the missing 's' letters underneath each picture.</p> 	<p>Creative/Technology focus (Part 4) Learners make homes out of boxes and magazine pictures. The focus here is to paste out shapes from magazines onto the 'floor' of each room to create floor coverings such as carpets and tiles.</p> 
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count to seven, alternating touching their left foot with their right hand and their right foot with their left hand.</p> <p>Revise the flash cards '1', '2', 'one' and 'two'. Learner complete page 17 of Workbook 1 colouring in two pictures in each row.</p> 	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	<p>Play music. Ask learners to listen to the music and pretend that they are doing something at home. Tell learners that the music must guide them, for example, soft gentle music is appropriate for sleeping.</p>	
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. (For tips on outdoor safety refer to LSF, The Outdoor Classroom). Learners play 'Stuck in the Mud'. One learner is 'on' and must try and catch the other learners. Caught learners are 'stuck', i.e. must stand still with legs apart until another learner crawls through their legs and shouts the learners name three times.</p>	
 Story Time	<p>Learners 'read' the song on page 14 of Workbook 2.</p> 	

FRIDAY

 Arrival 15-30 mins	Welcome each learner. Again ask the learner what their address is. If they know their address, give them a good work sticker to wear for the day.
 Health check	
 Morning Circle 10-15 mins	Revise the days of the week. Ask learners to say what they do on each day, e.g. On Monday... Enlarge page 14 of Workbook 2 or write out the words. Let learners 'read' the words of the song. You can then sing the song again. You can also use the LEAP audio lesson, Term 2-O2. 
 Work Time Activities 30-35 mins	<div style="display: flex; justify-content: space-between;"> <div data-bbox="435 870 708 1034"> <p>Mathematics focus Learners complete page 13 in Workbook 2. They find the stickers to paste in the correct place on the page.</p>  </div> <div data-bbox="1007 870 1392 1034"> <p>Creative/Technology focus (Part 5) Learners make homes out of boxes and magazine pictures. The focus here is glue the five boxes together and add a roof. Display the houses.</p>  </div> </div>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Pin a map (commercial or hand-drawn) of your local area onto the board. Use a drawing pin and flash card to mark your school. Then mark where each learner lives with drawing pins and name tags. Use pieces of string to see who lives closest to/furthest away from school.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Learners will use their chairs for this activity. Play music. When the music stops, call out, one of the following instructions: 'stand on top/stand in front of/stand behind... your chair.' Learners perform the action in time to the music.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Make a winding snake spiral. Have learners stand in a circle holding hands. Learners walk into the circle to make a spiral and then reverse it again. Let learners say 'sss' as they move.</p>
 Story Time	<p>Read a story of your choice for learners to listen to while they relax. (For help on selecting stories, refer to LSF, Choosing Books For Storytime).</p>

My home

TERM 2

WEEKS 11 AND 12



LITERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks learners:

- listened to a well-known story such as 'Goldilocks And The Three Bears';
- identified the 's' sound at the beginning of words;
- identified sounds of items found in the home;
- constructed (oral) sentences of their own to retell a well-known story such as 'Goldilocks And The Three Bears';
- used the sentence frame with the teacher and the class;
- drew a picture of a house and dictated a sentence about it for a class book; and
- used language for learning.

This assessment task may take several days to complete. You should do this assessment on a one-to-one basis with each learner.

TASK

Part One

- Use the letter formation assessment wheel to assess the first part of this activity.
- Put the letter card 's' on a table.
- Ask the learners to 'read' the letter.
- Now ask the learners to trace the letter 's', saying what

they are doing. Check that they start and end in the correct positions.

- Ask the learners if they know words that begin with 's'. Remember to say the sound and not the name, i.e. 'sss' not 'es'.
- Have two paper cups and pictures of CVC-pattern words, e.g. sit, dog, hat, mat, sip, pot, sun, dam.
- Mark one cup with the letter 's'.
- Ask learners to sound out the word for each picture and then to put the pictures that begin with 's' into the 's' cup and those that start with other sounds into the other cup. For example, for the word, 'sit', say 's-i-t'. (Remember to say the letter sound 'sss' and not the name 'es').

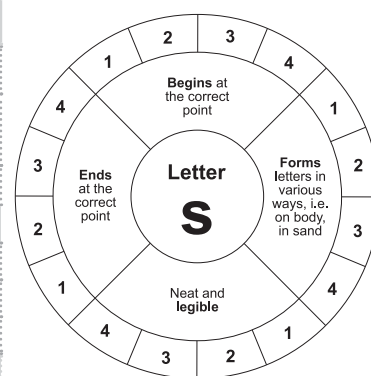
Part Two

- This is an auditory figure-ground assessment. The learner must be able to listen without being distracted and also be able to isolate relevant or asked-for information.
- The learner will need crayons and paper.
- Say: 'Draw only those items that are found in a kitchen, e.g. cup, plate, toothbrush, knife'.
- Repeat, e.g. 'Draw only the items that are found in a bathroom, e.g. toothbrush, towel, plate, soap'.
- The learners must NOT draw the item that does not belong.

Part Three

- Ask the learner questions which requires the learner to use the sentence frame: 'We... at home.'

GRADE R: TERM 2							
Holistic rubric for Literacy Assessment Task Part Two and Part Three							
	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
ORAL							
1. Follow the instructions							
2. Listen without being distracted							
3. Isolate requested verbal information							
PHONICS							
4. Identify the 's' sound at the beginning of words							
5. Identify words that do not begin with 's'							
READING							
6. Use a sentence frame together with the teacher							
7. Describe with understanding what is happening in pictures							
HANDWRITING							
8. Manipulate writing tools							
WRITING							
9. Experiment with writing							



Key:

- 4 Well developed
- 3 Age appropriate
- 2 Still developing
- 1 Intervention needed

1+2 NUMERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks learners:

- counted to 7 (and beyond);
- counted various items related to the theme (how many windows a certain building has);
- were introduced to number 2 and the word 'two';
- identified items that occur in twos like eyes, hands, arms, ears;
- were introduced to the concept of symmetry; and
- used positional language to describe one object in relation to another.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

- Part One
- Ask the learners to count to seven.
- Use cut out or plastic shapes to create a picture.

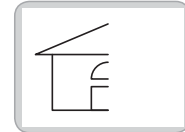


- Ask each learner to show the picture of the part of the house they found in their locker. Make as many houses as possible with the different parts.
- Ask learners to describe an object in relation to another. Give the learner a clear plastic cup and a small toy. Ask learners to put the toy under/on/in front of/behind/next to the cup.



Part Two

- Draw half a house using simple shapes on a piece of paper. Complete only half of the door, window, roof, etc.
- Explain that the builder has not finished the house. Ask the learners to finish it off for him - tell them to make sure that the unfinished parts are exactly the same as the half already drawn. Give the learners crayons and let them draw in the missing half.
- Ask the learner how old he/she is. Ask them to show their age with counters



GRADE R: TERM 2		
Checklist for Numeracy Assessment Task		
Name:	Date:	
The learner is able to:	Yes	No
1. Count to seven		
2. Name shapes e.g. square, triangle and create a picture using them		
3. Use positional language to describe the position of an object		
4. Complete incomplete symmetrical shapes (visual closure exercises)		

Copy this rubric. You will need one for each learner.

LIFE SKILLS ASSESSMENT

Over the last two weeks, learners engaged in various life skills linked activities that required them to talk about their homes. They discussed the different types of houses and they shared personal information about their own homes. They also understood the importance of having house rules.

TASK

- Use the Grade R kit Poster 6 called 'My Home' and ask the learners to:
 - Name and describe each room in the house.
 - Name one activity that is done in each room.
- Talk about what they see in the garden.
- Say what their favourite room is and why.

Safety

WEEK 13 + 14

CAPS/MILESTONES:

LIFE SKILLS

Beginning Knowledge and Personal and Social Well-being

The child is able to: Say his/her personal details – (name, age)/Tell who lives at home/ Understands different chores done at home.

Creative Arts

The child is able to: Sing action songs using different parts of the body/Draw and give own interpretation of the picture drawn/Manipulate scissors crayons paint brushes etc./Use play dough to model.

Physical Education

The child is able to: Throw and catch a ball etc.

MATHEMATICS

Numbers, Operations and Relationships

The child is able to: Count up to seven/Identify two objects in the environment/Knows number symbols 1-4/ Compare big and small, bigger and smaller and same.

Patterns, Functions and Algebra

The child is able to: Complete a pattern of given shapes/ Understands the position in relation to on and under/Sorts objects according to size, e.g. long and short/Recognise red, green yellow and blue/Builds at least 12-piece puzzles.

Measurement

The child is able to: Describe long, short, longer, shorter, longest and shortest using concrete objects.

Data Handling

The child is able to: Collect and sort objects according to their physical attributes.

HOME LANGUAGE

Listening and Speaking

The child is able to: Listen and act out stories/Retell stories/Recite poems and rhymes/Participate in discussions and ask questions/ Talk about pictures in books magazines.

Phonics

The child is able to: Identify different and similar words/ Identify rhyme words in a rhyme or a song/Recognise a sound at the beginning of a word.

Reading and Viewing

The child is able to: Read pictures/Identify own name/ Read familiar words in the environment/Recognises some letters and words in the environment.

Writing

The child is able to: Draw pictures to convey messages/ Control large muscles/Begins to form letters using fingers painting or writing on the sand etc.

CONCEPTS

WEEK 13

Mathematics:

Number 3/three.

Sentence Structure:

Statements – It is not safe to...

Wordplay:

broken glass, burn, cut, dangerous, electricity, kettle, knife, matches, paraffin, plug.

WEEK 14

Mathematics:

Number 3/three.

Sentence Structure:

Statements – It is safe/dangerous. I like to... at school.

Wordplay:

animals, bicycle, bus, circle, no entry, parking, pedestrian crossing, road signs, road works, rocks falling, square, stop, triangle.

















ADDITIONAL RESOURCES:

Poster:
Poster 7 Safety.

















Big Book Story:
Big Book 1 Safety At Home.

Safety

MONDAY
















 Arrival 15-30 mins	Welcome each learner. Ask them what they did over the weekend.		
 Health check			
 Morning Circle 10-15 mins	<p>Introduce the theme, 'Safety' which will be investigated over the next two weeks. Look at the Grade R kit Poster 7 called Safety and discuss the pictures with the learners. (For help on using posters, refer to LSF, Using Posters.)</p> <p>Discuss the dangerous behaviours in the poster. Talk about why each of the behaviours is unsafe. Learners can use the sentence frame, 'It is not safe to...'. You can also use the LEAP audio lesson, Term 2-03.</p>		
 Work Time Activities 30-35 mins	<p>Science/Life Orientation focus Make smelling pots from old spice bottles. This activity demonstrates how our noses can warn us about danger! Put mouldy bread/cheese,</p>	<p>dishwashing liquid, sour milk, something burnt, etc. into small opaque containers. Learners smell each one and tell each other if the smell is safe or unsafe.</p>	 <p>Mathematics focus Learners complete puzzles with at least 12 pieces.</p>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Introduce the letter 'a'. Identify initial sounds (these are the sounds at the beginning of words). Be careful to say the letter's sound and not its name; for example, 'a' not 'ay'. The names of the letters are not taught at this stage. Learners will also sound out words into phonemes; for example, a-n-t.</p>	<p>Ask learners to say words beginning with 'a'. Draw pictures on the board.</p>  <p>Show the correct starting and ending points when writing the letter 'a'.</p>	<p>Learners make the letter 'a' on different textures with their fingers, e.g. the carpet, learners' backs, sandpaper.</p>  <p>(For tips on teaching phonics, refer LSF, Phonics.)</p>
 Tidy-up time			
 Hand washing			
 Snack time			
 Music and Movement Ring	<p>Introduce the theme related song 'I'm a Little Firefighter' to the learners on page 70 of this Teacher's Guide. You can also use the LEAP audio lesson, Term 2-03. The song can be sung every day of the teaching week.</p>		
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Ask learners to walk like an astronaut, ant eater, antelope, they can move like an ambulance, roll like an apple etc. Let them think of other words that begin with the 'a' sound and move in that way, e.g. ant, acorn.</p>		
 Story Time	<p>Read the Big Book 1 story 'Safety At Home' on page 12. Begin by letting learners look at the pictures and saying what they see. Ask learners the following questions for each picture: 'Who can you see?' 'Where is it happening?' 'What is the child doing?' 'How are they feeling?' 'What do you think will happen next?' 'Why is this dangerous?' In this way, learners are building a story. (For help on using a Big Book, refer to LSF, Using The Big Book).</p>		

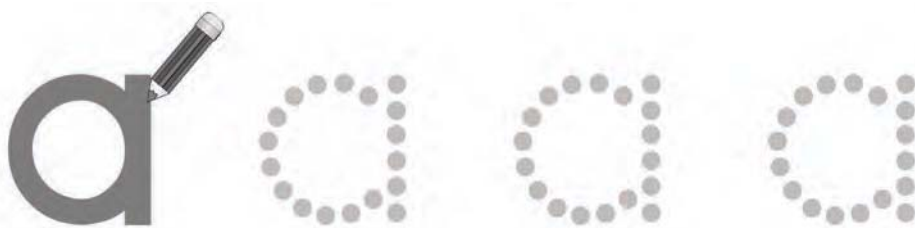
TUESDAY

 <p>Arrival 15-30 mins</p>	<p>Greet each learner individually. Ask them if they ate breakfast and who made their breakfast for them. (Take note if any learners made their own breakfast.)</p>		
 <p>Health check</p>			
 <p>Morning Circle 10-15 mins</p>	<p>Talk about dangers in the kitchen. Ask learners if they have ever got hurt or experienced an accident in the kitchen, e.g. getting burnt or cut, hot pots, slipping on wet floors etc. Let them share their stories and discuss how each accident could have been prevented.</p>		
 <p>Work Time Activities 30-35 mins</p>	<p>Life Orientation focus Learners look at the picture on pages 14 and 15 on Workbook 2.</p> 	 <p>They find the stickers and stick them in the correct places.</p>	<p>Literacy focus Learners make the letter 'a' out of red modelling clay.</p> 
 <p>Small Group Time Activity 10-15 mins</p>	<p>Mathematics focus Learners count to seven touching left knees with their right elbows as they count. Repeat, touching right knees with left elbows. (For help on counting with learners, refer LSF, Counting). Revise numeral '1', '2' and the words 'one' and 'two'. Introduce the numeral '3' and the word 'three'. Ask learners to hold up three fingers. Teach the correct number formation for the numeral 3. Learners trace the number in jelly trays.</p>		
 <p>Tidy-up time</p>			
 <p>Hand washing</p>			
 <p>Snack time</p>			
 <p>Music and Movement Ring</p>	<p>Play 'Cat and Mouse.' Choose one learner to be the cat and one to be the mouse. The other learners stand in a circle and join hands. They try to keep the cat away from the mouse. If the mouse is inside the circle, they try to keep the cat out and vice versa. The cat needs to break through their hands and try to catch the mouse.</p>		
 <p>Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Provide beanbags and/or small balls for the learners. Learners aim and throw the beanbags/balls into a bucket.</p>		
 <p>Story Time</p>	<p>Look at the Big Book story 'Safety At Home' again. For each scenario ask learners to construct a sentence. For instance, It is not safe to put things into wall sockets. In this example the sentence frame 'It is not safe to...' has been used. Write the sentences on strips.</p>		













Safety

WEDNESDAY

 Arrival 15-30 mins	Welcome each learner by name. Remind the learner to check that her/his facecloth is clean and hanging where it should be.
 Health check	
 Morning Circle 10-15 mins	Set out household objects from the theme table on the carpet: a candle, matches, a knife, a pair of scissors, a bowl of water, an electrical appliance, etc. They say why each item is a potential danger. Ask learners to name each object and to say the sound it begins with. Clap the name.
 Work Time Activities 30-35 mins	<div style="display: flex; justify-content: space-between;"> <div data-bbox="427 736 802 1046"> <p>Literacy focus Learners complete page 16 in Workbook 2. They practise forming the letter 'a' by tracing all the dotted lines on both pages.</p> </div> <div data-bbox="802 736 1058 1046">  </div> <div data-bbox="1058 736 1439 1046"> <p>Mathematics focus Learners trace the numbers 1, 2 and 3 in jelly trays.</p> <div style="display: flex; justify-content: space-around;">    </div> </div> </div>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Play 'What Am I?', a riddle/logic game with the learners. Describe various items that could be dangerous, e.g. 'I am sharp. I cut bread. What am I?' (a knife); 'I can go fast. I have wheels. What am I?' (a car/taxi); 'I can burn you. You can light me with a match. What am I?' (a fire/stove); etc</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Sing the theme related song 'I'm a Little Firefighter' again. You can also use the LEAP audio lesson, Term 2-03.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Demonstrate how germs are spread. Place a small amount of hand soap and some glitter (which represents germs) on one learner's hands. Let the learner rub his/her hands together and then shake hands with a few other learners. Let everyone shake hands with each other. Ask learners to hold up their hands and see if they have glitter on them. Learners must wash hands well to remove all the glitter (germs).
 Story Time	Prestik™ the sentence strips made yesterday onto the pictures of the story 'Safety At Home' in the Big Book. Learners 'read' the sentences.















THURSDAY

 Arrival 15-30 mins	Welcome each learner. Tell each learner you are happy to see them at school.	
 Health check		
 Morning Circle 10-15 mins	Discuss germs and how they are spread. Ask them what a germ is and what they do to us (make us sick). Using the hand washing activity from yesterday, discuss how germs are spread. Talk about what we can do to prevent germs (wash hands and keep our spaces clean).	
 Work Time Activities 30-35 mins	<p>Science focus Put a butter knife, a vegetable peeler, a grater and some food items on the table (cheese, carrot, potato, jam). Learners experiment to see which tool works best on each food item. Keep a close eye on learners as they do this.</p> <p>Mathematics focus Learners sort household containers according to their own criteria, e.g. round, square.</p>	
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count to seven clicking their fingers.</p> <p>Let learners read the flash card numerals and words. Ask them to find the pictures and numbers for 1, 2 and 3 from their number cards (cut out from Workbook 1).</p>	 <p>Learners place counters on each card, one on the number '1', two on the number '2' and three on the number '3'.</p> <p>Set out a variety of cutlery, e.g. spoons, knives, forks of differing sizes on the table. Talk about which of these items are may be dangerous. Invite learners to sort the cutlery into groups according to various criteria: safe, unsafe, shape, size and colour. (For help on sorting with learners, refer LSF, Sorting).</p>
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Use some of the cutlery as percussion instruments. Play a piece of music for learners to accompany.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Use skipping ropes or chalk to form the letter 'a' and numeral '3' on the outside paving. Mark the starting and ending points for each one. Learners walk the letter and number starting and ending at the correct places.	
 Story Time	Read a story of your choice for the learners' enjoyment and relaxation. (For help on selecting stories, refer to LSF, Choosing Books For Storytime).	















Safety

FRIDAY

 Arrival 15-30 mins	Welcome each learner Ask if he/she wore a safety belt if they travelled to school by car.
 Health check	
 Morning Circle 10-15 mins	Go through the items on the theme table. The learners will say a sentence about each item, e.g. 'Matches can cause a fire.' (For help on preparing a theme table, refer to LSF, The Theme Table.)
 Work Time Activities 30-35 mins	<div style="display: flex; justify-content: space-between;"> <div data-bbox="435 682 785 882"> <p>Life Orientation focus Learners complete page 18 in Workbook 2. They colour in the robot. They work in pairs and tell each other what the different signs mean.</p> </div> <div data-bbox="811 682 1033 952" style="text-align: center;">  </div> <div data-bbox="1118 682 1451 846"> <p>Life Orientation focus Learners make traffic lights from a rectangle of bread, and a round slice of carrot, baby tomato and cucumber.</p> </div> </div>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Collect and display different labels from safe and unsafe items, e.g. candles, matches, cleaning agents, medication, poisons etc. Learners 'read' the labels. Let learners group these into safe and unsafe collections and place them on one of two trays which you have marked, 'Safe' and 'Unsafe'. Talk about where dangerous items need to be stored in the home and why, e.g. matches, guns, poisons. Ask learners to find items in the classroom that begin with the letter 'a'.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Sing the theme related song 'I'm a Little Firefighter' again. You can also use the LEAP audio lesson, Term 2-03.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Teach learners how to cross the road. Give some of the learners hoola hoops so they can pretend they are drivers. The other learners pretend to be pedestrians. Teach them to look left, look right and look left again before crossing the street. Swap groups. Mark the 'street' off on the paving using chalk.
 Story Time	Talk about 'stranger danger'. Read the fable 'The Fox and the Crow'. Talk about how you can't always trust people who say nice things to you.














MONDAY

 Arrival 15-30 mins	<p>Greet each learner and ask if they had a happy weekend. Ask parents to begin teaching their child what their phone number is. Before work time, write their parent's phone number in the space provided on page 19 of Workbook 2.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Add some items to the theme table and cover the table before morning circle. (For help on preparing a theme table, refer to LSF, The Theme Table). Ask the learners to recall the items from last week. Uncover the theme table and ask learners if they can see anything new. Talk about the new items. Talk about outdoor dangers, e.g. playing in the street, climbing trees, playing near bodies of water, playing with fire. Learners can share their own experiences.</p>
 Work Time Activities 30-35 mins	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Life Orientation focus Learners complete page 19 in Workbook 2. Learners look at their parent's phone number and they press the numbers in the correct order on the cell phone.</p> </div> <div style="width: 10%; text-align: center;">  </div> <div style="width: 45%;"> <p>Creative focus Give each learner a small 250ml empty cardboard juice container, e.g. Liquefruit™. Learners cover it with paper and decorate it to look like a cell phone.</p> </div> </div>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Talk about germ-spreading animals, e.g. rats, flies and mosquitos. Learners say how we prevent these pests from coming into our living spaces. Place learners' name cards on the carpet. Give a learner a fly swatter and ask them to swat their name.</p> <p>Revise the letters 's' and 'a'. Ask learners to each find an object beginning with an 's' and 'a'. Let them return to the carpet and tell everyone what their objects are called. Use the items to make a sound table. Label the items.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Introduce the theme related song 'Look Left, Look Right' to the learners on page 71 of this Teacher's Guide. You can also use the LEAP audio lesson, Term 2-O4.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Place large coloured shapes on the ground. Ask learners to throw their beanbags onto a given shape, e.g. 'Throw your bean bag onto the red square.'</p>
 Story Time	<p>Make a class book of important phone numbers. Include the school phone number, police, ambulance and fire brigade etc. Each learner can help decorate the book. Read the book to the class.</p>















Safety

TUESDAY

 Arrival 15-30 mins	Welcome each learner. Give each learner a coloured card. Ask them to bring it to Morning Circle. Remind parents to teach their children their phone numbers.
 Health check	
 Morning Circle 10-15 mins	Tell learners they are going to be Safety Police. Ask learners to hold up their coloured card. They find the other learners with the same coloured card as they have. Allocate different safety duties to each group, e.g. the green group check that all plugs are switched off, the red group check for glass or other sharp objects lying on the playground, etc. Let them look around the classroom and practise their duties for a few minutes. They report back on their findings and come up with solution.
 Work Time Activities 30-35 mins	Literacy focus Learners write the letter 's' on blackboards with chalk. Mathematics/Creative focus Learners use wax crayons to practice the correct numeral formation of 3 on a piece of paper folded horizontally to make four lines. Instruct them to touch the top and bottom lines and to begin writing the three at the top and to end at the bottom.
 Small Group Time Activity 10-15 mins	Mathematics focus Learners count to seven on their fingers. Then ask them to count how many fingers are in the 'down' position. (For help on counting with learners, refer LSF, Counting). Give learners different amounts of counters and their name cards. In pairs, learners place a counter on each letter of their name. They compare the number of counters they used, using the terms 'more than', 'less than' and 'same'.
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Play the sound of a siren or ask learners to make the sound of various sirens (fire engine, ambulance, police car etc.) Talk about the use of sirens and how important they are. Learners pretend to be driving one of these vehicles and they make the appropriate sound as they 'drive' around.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Prepare large sheet of paper to lay on the ground outside. Let learners find things outside that they can use to draw. Don't stop them from trying different materials. Let them explore and discover on their own what will work. They can make markings with sticks, stones, sand, etc.
 Story Time	Read the Big Book 1 story 'Safety At Home' on page 12 again. Use this as a basis for creating a class Big Book Story. Have learners choose a character and create a story around him/her. Ask questions like these to help create a story structure: 'Where is he/she?' 'What is the danger?'/ 'What will happen?'/ 'Who can help?' etc. (For help on using a Big Book, refer to LSF, Using The Big Book).















WEDNESDAY

 Arrival 15-30 mins	<p>Welcome each learner. Ask them to walk around the classroom and see if there are any toys/other objects lying on the floor which may cause someone to get hurt. They should pick them up and put them where they belong.</p>	
 Health check		
 Morning Circle 10-15 mins	<p>Look at Poster 7 again. Ask learners what behaviours they can see that could cause fires. It is important for learners to know that there are electrical and non-electrical fires. Teach them to never throw water onto a fire but to use sand instead.</p>	
 Work Time Activities 30-35 mins	<p>Mathematics focus Learners complete page 21 in Workbook 2.</p>	  <p>Creative focus Learners make firefighting hats using paper plates and red paint. Pre-cut the plates for the learners.</p>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Prepare pictures cards with things starting with 'a' and others starting with 's'. Learners go through the picture cards. They name the picture and try to isolate and say the initial sound out loud. Label two paper bags with the letters 'a' and 's'. Learners take turns to pick up a picture card, name the initial sound and then place it in the correct sound bag.</p>	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	<p>Sing the theme related song 'Look Left, Look Right' again. You can also use the LEAP audio lesson, Term 2-O1. Give each learner a card with a shape on it. Put on music and let the learners dance. When the music stops, they must find learners with the same shape and they sit down together. The last group to sit down are out of the game.</p>	
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Create an outdoor obstacle course using benches, ropes, tyres etc. Learners can have fun working their way through it.</p>	
 Story Time	<p>Learners 'read' the Big Book Story they made yesterday.</p>	









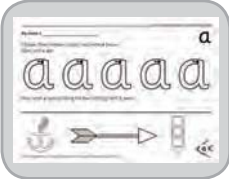






Safety

THURSDAY

 Arrival 15-30 mins	Greet the learners individually.
 Health check	
 Morning Circle 10-15 mins	Discuss what a person should do if they are in a fire. Explain the 'Stop, drop, roll' technique. Also tell learners not to open doors when there is a fire. Besides burning their hands, the incoming oxygen can cause an explosion.
 Work Time Activities 30-35 mins	Literacy focus Learners trace the letters 'a' and 's' on page 22 of Workbook 2. 
 Small Group Time Activity 10-15 mins	Mathematics focus Learners count to seven, tapping their shoulders as they count. Revise the flash cards '1', '2', '3', 'one', 'two' and 'three'. Ask them to make groups of these numbers. Ask which group has the most counters and which has the least. Ask them to make the group with one counter the same as the group with three counters. Let them tell you how they did it.
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Choose a learner to sit in a chair blindfolded. Hit a container/tin in a continuous pattern. Ask the blindfolded learner to stand up and walk towards the sound. Once they've found you, another learner can have a turn.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Learners practise the 'Stop, drop, roll' technique. This is the routine to follow if caught in a fire.
 Story Time	Choose a story that relates to the theme and have learners listen to it for their enjoyment. (For help on selecting stories, refer to LSF, Choosing Books For Storytime.)



FRIDAY

 Arrival 15-30 mins	<p>Welcome each learner. Place learners' cell phones that they made on Monday in their lockers. They must bring them to Morning Circle.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Ask the learners if they know their parent's phone number. Let them press the numbers on the cardboard box cell phone that they made. Teach them how to make a fire emergency telephone call. They must: say who they are/where they are/what the emergency is/wait in a safe place.</p>
 Work Time Activities 30-35 mins	<p>Creative focus Learners make red hand prints and decorate their hands to look like firefighters helping each other.</p> 
 Small Group Time Activity 10-15 mins	<p>Revise the 'a' and 's' sounds. Learners read the name cards on the sound table they created in this week. You can also use the LEAP audio lesson. Learners then complete a dotted 's' worksheet prepared earlier. Alternatively, download a worksheet like the one alongside. This worksheet is available as free download from 'Sparklebox', (www.sparklebox.co.uk). Learners form the letter 'a' in the air and then on the back of a classmate. Ask the learners to choose a colour and trace the dotted line to form the letter 'a'.</p> 
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Play music or sing a song with the learners that they know well. Learners dance around. Call out a number. Learners get into groups of that number and sit down. The first learners to make their group and sit down, get a chance to choose a song that they would like to sing.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Learners sit in a circle. Give one learner a ball or beanbag. This learner throws the ball/beanbag to a learner. The learner who catches it must say 'Stop!' and throws it to the next learner who says 'Drop!' The next learner to catch the ball/beanbag shouts 'Roll!' Continue until all learners have had a turn.</p>
 Story Time	<p>Read the book made on Monday and see if learners are able to remember any of the emergency telephone numbers.</p>



Safety

TERM 2

WEEKS 13 AND 14



LITERACY ASSESSMENT

- This assessment task will assess whether the learner has understood and can apply the concepts taught in this theme. Over the last two weeks learners:
 - listened to the story Big Book 1 story 'Safety At Home' on page 12;
 - demonstrated understanding of the above story;
 - identified the 'a' sound in words;
 - sang and recited songs;
 - used picture clues to investigate safe and unsafe situations;
 - interpreted common warning symbols, e.g. STOP;
 - segmented words into syllables;
 - used the sentence frames with the teacher and class;
 - practised the formation of the letters 'a'; and
 - used language for learning.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

Part One

- Use the letter formation assessment wheel to assess this activity.
- Put the letter card 'a' on a table.
- Ask the learners to 'read' the letter.
- Now ask the learners to trace the letter 'a', saying what they are doing. Check that they start and end in the correct positions.
- Ask the learners if they know words that begin with 'a'. Remember to say the sound and not the name, i.e. 'a' not 'ay'.

Part Two

- Use pages 16 and 17 of Workbook 2.
- Ask the learner to 'read' each of the pictures.
- Ask the learner to use each word in a (oral) sentence.
- Finally ask them to point to a picture and clap the word (syllables).
- Ask: 'How many claps?' 'Which word had more than one clap?'
- Ask the learner to clap their own name.

Part Three

- Complete this part of the assessment when doing the numeracy and life skills assessment.
- Use page 18 of Workbook 2. You can also draw or cut out safety signs to use for this assessment.
- Ask the learners to 'read' each warning sign.
- Ask the learners what the sign warns us about.

GRADE R: TERM 2

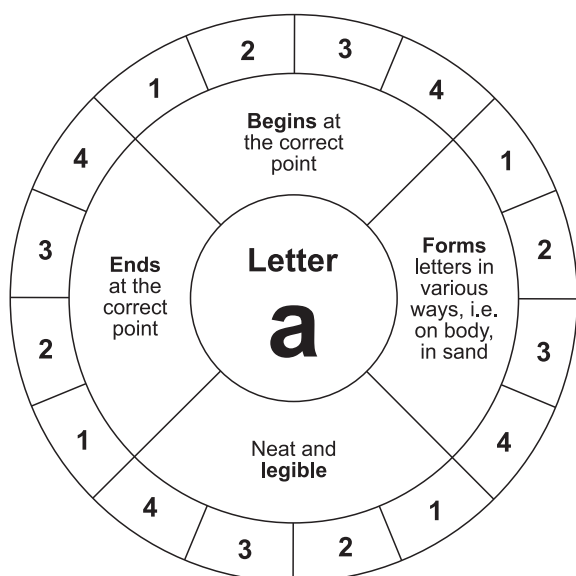
Holistic rubric for Literacy Assessment Task Part Two and Part Three

	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
ORAL							
1. Follow the instructions							
2. Answer the questions							
3. Hear and clap syllables in words							
PHONICS							
4. Identify the 'a' sound in words							
5. Name other words that begin with the 'a' sound							
READING							
6. Recognise (high frequency) warning symbols							
7. Explain the meaning of warning symbols							
8. Use theme related vocabulary in own sentence							
9. Recognise the 'a' symbol in print							

Copy this rubric. You will need one for each learner.

ASSESSMENT WHEEL

Use this assessment wheel to assess Part One of the task on the previous page.



Key:

- 4 Well developed
- 3 Age appropriate
- 2 Still developing
- 1 Intervention needed



LIFE SKILLS ASSESSMENT

Over the last two weeks, learners engaged in various life skills linked activities that required them to identify safe and unsafe situations/ household items in the home, at school and in the environment. Use the checklist below to record your observations of the learners over the last two weeks.

TASK

Show learners the pictures on page 15 and ask them to tell you:

- what each item is used for; and
- if it is safe for children to use these items – why or why not?

See if the learners are able apply what they have learnt over the past two weeks when looking at these pictures.

1+2 NUMERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme.

Over the last two weeks learners:

- counted to 7 (or more);
- were introduced to number 3 and word 'three';
- manipulated household items, e.g. cutlery;
- sorted the items according to different criteria – size, shape, safe, unsafe;
- sorted objects into those that roll and those that slide;
- described properties of objects that roll and slide; and
- sorted household containers according to their own criteria, e.g. shape.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

- Place five different sized and shaped containers from the theme table in front of the learner.
- Ask the learners to tell you how many items they think there are altogether.
- Then let the learners count the items.
- Ask the learners to point to the items that slide and those that roll. Allow them to manipulate the items if they are unsure.
- Ask them to explain the properties of those that slide (flat sides) and those that roll (round edges).
- Ask them to sort them into two groups according to these criteria.

GRADE R: TERM 2		
Checklist for Numeracy Assessment Task		
Name:	Date:	
The learner is able to:	Yes	No
1. Tell how many items are on the table		
2. Count the items		
3. Identify items that slide		
4. Identify items that roll		
5. Use mathematical language to describe understanding of concepts (rolling and sliding)		
6. Collect and sort objects into groups according to an attribute		

Copy this rubric. You will need one for each learner.

WEEK 15 + 16

CAPS/MILESTONES:



LIFE SKILLS

Beginning Knowledge and Personal and Social Well-being

The child is able to: Say his/her personal details – (name, age)/Tell who lives at home/ Understands different chores done at home.

Creative Arts

The child is able to: Sing action songs using different parts of the body/Draw and give own interpretation of the picture drawn/Manipulate scissors crayons paint brushes etc./Use play dough to model.

Physical Education

The child is able to: Throw and catch a ball etc.



MATHEMATICS

Numbers, Operations and Relationships

The child is able to: Count up to seven/Identify two objects in the environment/Knows number symbols 1-4/ Compare big and small, bigger and smaller and same.

Patterns, Functions and Algebra

The child is able to: Complete a pattern of given shapes/ Understands the position in relation to on and under/Sorts objects according to size, e.g. long and short/Recognise red, green yellow and blue/Builds at least 12-piece puzzles.

Measurement

The child is able to: Describe long, short, longer, shorter, longest and shortest using concrete objects.

Data Handling

The child is able to: Collect and sort objects according to their physical attributes.



HOME LANGUAGE

Listening and Speaking

The child is able to: Listen and act out stories/Retell stories/Recite poems and rhymes/Participate in discussions and ask questions/ Talk about pictures in books magazines.

Phonics

The child is able to: Identify different and similar words/ Identify rhyme words in a rhyme or a song/Recognise a sound at the beginning of a word.

Reading and Viewing

The child is able to: Read pictures/Identify own name/ Read familiar words in the environment/Recognises some letters and words in the environment.

Writing

The child is able to: Draw pictures to convey messages/ Control large muscles/Begins to form letters using fingers painting or writing on the sand etc.

CONCEPTS

WEEK 15

Mathematics:

Revise numbers 1, 2 and 3.

Sentence Structure:

Statement: ...in the kitchen.

Wordplay:

aunt, brother, cousin, father, grandfather, grandmother, mother, sister, uncle.

WEEK 16

Mathematics:

Revise numbers 1, 2 and 3.

Sentence Structure:

Statement: ...in the kitchen.

Wordplay:

baby, bread, brother, cat, dishes, dog, eat, father, grandfather, grandmother, jam, kitchen, mother, play, sister, sleep, talk, tea, toys, visitors.















ADDITIONAL RESOURCES:

Poster:

Poster 8 My Family.

Big Book Story: Big Book I Families And Their Pets.

MONDAY

 Arrival 15-30 mins	Welcome each learner. Ask parents or caregivers to please bring a family photograph to school for tomorrow. (Use these to make a bulletin board display. Make labels for each learner's name and place the name below each photo).	
 Health check		
 Morning Circle 10-15 mins	Introduce the theme, 'My Family' which will be investigated over the next two weeks. Look at the Grade R kit Poster 8 called 'My Family' and discuss the pictures with the learners. (For help on using posters, refer to LSF, Using Posters). Look at the picture of the family sitting around the kitchen table. Learners name each family member in the picture. Learners can talk about their families and tell the class how many brothers and sisters they have.	
 Work Time Activities 30-35 mins	Life Orientation focus Learners find the stickers and stick them on pages 24 and 25. 	Mathematics focus Learners do this one-to-one correspondence activity: They place the dotted number cards from the back of Workbook 1 in a row on their desk. They thread Oatees™ onto toothpicks pushed into a piece of styrofoam to match the number of dots on the cards. 
 Small Group Time Activity 10-15 mins	Life Orientation focus Fill a suitcase or large carrier bag full of clothing. Take out one item at a time. Learners describe the item, then say who in the family would wear or use it and why. As you finish with an item, choose a learner to put it on. At the end of the lesson, the learners should each be wearing an item of clothing or have an accessory. Call up one learner and tell the rest of the learners to close their eyes. Remove or change something on the learner, e.g. turn a jersey around - the rest of the group must guess what was changed or removed. Choose another learner and repeat the activity.	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Introduce the theme related song 'My Family' to the learners on page 71 of this Teacher's Guide. You can also use the LEAP audio lesson, Term 2-05. The song can be sung every day of the teaching week.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Play the game 'At Grandmother's House'. Learners need to listen carefully as each learner has a turn to say who he/she saw at Grandmother's house. The first learner will say who he/she saw and then the second learner will say who the first learner saw and then who he/she saw. This continues and with each learner adding someone new, it gets more difficult to remember. When someone makes a mistake, they are out of the game. You can use the LEAP audio lesson, Term 2-05.	
 Story Time	There are many family themed stories to choose from. Story time is a good way to end the day, ensuring learners leave school feeling relaxed. Here are some stories to choose from: Hansel and Grethel (a story about siblings and safety)/Cinderella (a story about overcoming family conflict)/Goldilocks.	

My Family


TUESDAY

 Arrival
15-30 mins

Welcome each learner.

Cut out magazine pictures of family members. Place a picture in each learner's locker before they arrive. Ask them to bring these pictures with them to the carpet for morning circle. At the end of the day, once the learners have left prepare the bulletin board display using the learner photos (see Monday). The bulletin board should be ready for Wednesday.

 Health check

 Morning Circle
10-15 mins

Ask learners to hold up the cutout magazine pictures they took from their lockers. Let each child name the family member their picture represents.

 Work Time
Activities
30-35 mins

Literacy focus

Learners draw themselves and their family being busy at home in the frame provided on page 25 of Workbook 2.



Learners will write their names in the placeholder on page 25 of Workbook 2.

Creative focus

Learners make a family paper chain. They can draw a family member on each link.




 Small Group
Time Activity
10-15 mins


Mathematics focus

Learners count to 7 tapping their feet. (For help on counting with learners, refer to the Resource DVD, LSF, Counting).

Revise numerals 1-3. Give each learner five counters. Ask them to point to a number flash card on pages 53 and 54 of Workbook 1 and to place that many counters on the correct flash card. Ask each learner to walk around the room and to find a particular number between 1-3 of the same item. They count these out loud. Learners practise writing numerals 1-3 in sand.



 Tidy-up time

 Hand washing

 Snack time

 Music and
Movement Ring

Sing the theme related song 'My Family' to the learners on page 71 of this Teacher's Guide. You can also use the LEAP audio lesson, Term 2-O5. This song can be adapted to include other family members like grandparents, aunts, uncles etc.













 Outdoor Play

Include the activity below as one of your daily outdoor activities. Play 'At Grandmother's House'. (See Monday.)

 Story Time

Make a small book for each learner by folding two pieces of paper. On each page learners can paste or draw a picture of a family member and copy sentences: 'I love to play with my sister', 'I love to read with my mother', etc. Encourage each learner to read their book out loud. This activity may take several days to complete.














WEDNESDAY

 Arrival 15-30 mins	<p>Sing a greeting song like 'Good morning, how do you do?' with the entire class.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Revise names of each family member. Discuss who belongs to 'my family'. Note: Learners come from different types of families. Ensure inclusivity.</p>
 Work Time Activities 30-35 mins	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Creative focus Learners make family finger puppets from paper and glue. This will be used in the storytime activity.</p> </div> <div style="width: 10%; text-align: center;">  </div> <div style="width: 40%;"> <p>Mathematics focus Learners make the numerals 1, 2 and 3 from modelling clay. They can also make the words 'one', 'two' and 'three' from modelling clay.</p> </div> </div>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Introduce the letter 't'. Be careful to say the letter's sound and not its name; for example, 't' not 'tee'. Ask learners to give you words that begin with the 't' sound. Draw simple pictures of the words they have suggested. Use the LEAP audio lesson, Term 2-05.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Teach the 'Finger Family Song' on page 20 of the Big Book 1. Learners can use their finger puppets as they sing.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Provide learners with dress-up clothes and accessories. They can dress up and imitate a family. Do not allow any use of the clothing or accessories on the climbing apparatus.</p>
 Story Time	<p>Use the finger puppets made during work time to initiate a story. Learners can give each puppet a name and position within a family. They can then use the characters to come up with a family story. Write down the story as learners make it up.</p>





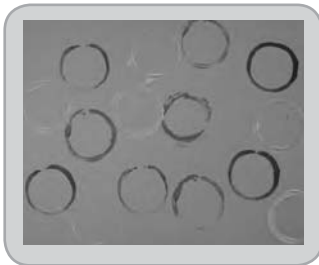










My Family

THURSDAY

 Arrival 15-30 mins	Welcome each learner. Ask how his/her family is keeping.
 Health check	
 Morning Circle 10-15 mins	Discuss family relationships: What does it mean to be part of a family? How do family members look after each other? Learners can play charades and role play various family members.
 Work Time Activities 30-35 mins	<p>Creative focus Learner take photos or drawings of family members and cut them out. They assemble the parts with split pins to make family puppets.</p>  <p>Literacy focus Let them trace the letter 't' on page 28 of Workbook 2. First let them trace with their fingers and then let them use chunky crayons.</p> 
 Small Group Time Activity 10-15 mins	<p>Numeracy focus Count to seven touching their elbows together as they count. Revise numerals 1-3 using numeral and word flash cards. Give each learner five counters. Present very simple story sums to the learners involving no more than three items, e.g. 'I have three sweets and I give one to my mother. How many have I got now?'</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Sing the 'Finger Family Song'. Play short pieces of different music. Ask learners to think which family member it makes them think of and let them move to the music like this person, e.g. crawl like a baby, cook like a mother, walk like a granny.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Place hula hoops randomly on the ground. Let learners jump from one hoop into another. Clap while they jump. When you stop clapping they must stop and change direction. When you begin clapping again they start jumping from hoop to hoop again.
 Story Time	Re-tell the story from yesterday where they used the finger puppets. Make a Big Book: Write up the story on large A3 paper, with a sentence of text on each page. Ask learners what picture is needed to illustrate each page. Divide learners into groups and get them to illustrate the story. Paste pictures on the appropriate pages. Re-read the story when it's completed.


FRIDAY

 Arrival 15-30 mins	<p>Welcome each learner. Make similar magazine people pictures as from earlier in the week. This time, cut each picture in half from top to bottom. Place a half picture in each learner's locker. Tell learners to bring these to morning ring.</p>	
 Health check		
 Morning Circle 10-15 mins	<p>Ask learners to point out the various family members using Poster 8. Clap the syllables for each family name: mo-ther; fa-ther, etc. Say an initial syllable, then stop. Learners must fill in the rest of the word, for example: sis... (ter), bro... (ther).</p>	
 Work Time Activities 30-35 mins	<p>Literacy focus Learners draw the letter 't' with chalk.</p>	<p>Creative focus Learners do toilet roll painting. They dip these into a paint pad and print.</p> 
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Show learners a circle. Ask them if they can name this shape. Ask learners to name things around the classroom that are circular in shape. Now let learners look at the pictures on page 27 of Workbook 2. Let them identify each item and trace the circles with their fingers. Then let them use chunky crayons to trace each shape. Finally let them colour in each shape.</p> 	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	<p>Sing the song from Tuesday.</p>	
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Provide learners with a few small buckets and some bean bags. Spread the buckets around and allow learners to practise aiming and throwing the bean bags into buckets.</p>	
 Story Time	<p>As a class, read the Big Book made yesterday.</p>	



My Family

MONDAY

 Arrival
15-30 mins

Welcome each learner.

 Health check

 Morning Circle
10-15 mins

This activity is an extension of last week's Poster 8 activity. Ask learners to tell you what they do in their own kitchens. They can use the sentence frame, '... in the kitchen.' You can also use the LEAP audio lesson, Term 2-06.

 Work Time
Activities
30-35 mins

Mathematics focus

Learners cut out the puzzle on Page 31 of Workbook 2. They then put it together again. Store puzzle pieces in bank bags labelled with the learner's names. Learners will use this puzzle again on Wednesday.

Literacy focus

Learners make the letter 't' from modelling clay. Play dough mats are available for free from 'Sparklebox' (www.sparklebox.co.uk).



 Small Group
Time Activity
10-15 mins


Life Orientation focus

Discuss family activities, e.g. worship, holidays. You can also discuss activities celebrated by learners' families such as birthdays, births, weddings and so on. Make a collection of magazine pictures to facilitate/prompt the discussion. Here are some ideas:

- Birthday party
- Wedding
- Church gathering
- Braai or picnic
- Christmas
- Family at a restaurant



 Tidy-up time

 Hand washing

 Snack time

 Music and
Movement Ring

Sing the theme related song 'My Family' to the learners on page 71 of this Teacher's Guide. You can also use the LEAP audio lesson, Term 2-06. The song can be sung every day of the teaching week.





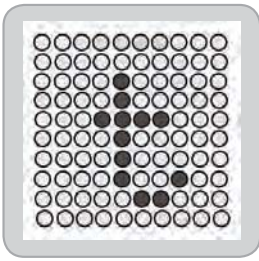







 Outdoor Play

Include the activity below as one of your daily outdoor activities. Set up a 'kitchen' with plastic containers and basins filled with water. Let learners play that they are working in the kitchen.

 Story Time

As a class read the Big Book made by learners in the previous week.





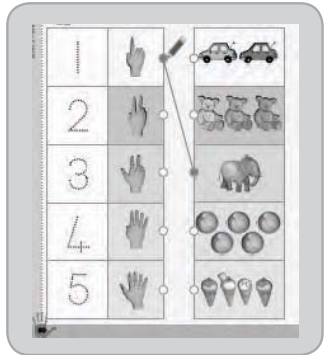









TUESDAY

 <p>Arrival 15-30 mins</p>	<p>Welcome each learner. Cut out magazine pictures of people and cut them in half. Place a picture half in each learner's locker. Ask them to bring these the Morning Circle.</p>
 <p>Health check</p>	
 <p>Morning Circle 10-15 mins</p>	<p>Learners bring the magazine pictures to the floor. Ask a child to hold up his/her picture. The other children look at their pictures to see if they have a match. Continue until all the children have made up a person.</p>
 <p>Work Time Activities 30-35 mins</p>	<p>Mathematics focus Learners make a shape family, using shape cut-outs to make people.</p> <p>Literacy activity Learners make the letter 't' on pegboards.</p> 
 <p>Small Group Time Activity 10-15 mins</p>	<p>Numeracy focus Learners count to seven. As they count they must hold up the corresponding number of fingers. (For help on counting with learners, refer LSF, Counting.)</p> <p>Ask learners to hold up a given number of fingers (between one and three). Ask them to use both hands to make a number (this is a basic and incidental introduction to addition bonds).</p>
 <p>Tidy-up time</p>	
 <p>Hand washing</p>	
 <p>Snack time</p>	
 <p>Music and Movement Ring</p>	<p>Revise the 'Finger Family Song' on page 20 of the Big Book 1. Learners can use their finger puppets as they sing.</p>
 <p>Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Play 'At Grandmother's House'. You can also use the LEAP audio lesson, Term 2-06.</p>
 <p>Story Time</p>	<p>Talk to learners about the lessons that their parents teach them, for example, never to be rude (especially to older people), to say please and thank you. Select a story with a moral lesson in it - preferably within the context of the family. After reading, get learners to re-tell the story in their own words.</p>







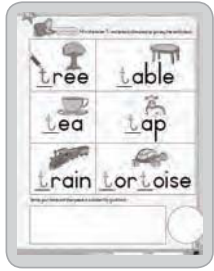








My Family

WEDNESDAY

 Arrival 15-30 mins	Welcome each learner. Ask how his/her family is. Encourage them to ask how your family is as part of their reply.	
 Health check		
 Morning Circle 10-15 mins	Ask learners how they help at home. Use Poster 8 to discuss different types of families.	
 Work Time Activities 30-35 mins	<p>Creative focus Learners make a family using pipe cleaners.</p> <p>Mathematics focus 1 Learners build with blocks. Learners can construct the puzzle from Monday (page 31 of Workbook 2). They can glue it to a piece of paper and take it home.</p>	<p>Mathematics focus 2 Learners trace the numerals on page 30 of Workbook 2. They then join the numeral to the picture showing the same number of items.</p> 
 Small Group Time Activity 10-15 mins	<p>Literacy focus Reinforce the sentence for the week: 'I love to... with my family/ mother/ father', etc. ... in the kitchen. Use the LEAP audio lesson, Term 2-05 (as for Tuesday last week).</p>	<p>Make a sentence strip for each learner with the following words on it: Name's family, e.g. Seth's family. The learners draw their family members on the strip and 'read' their sentence to the class.</p> 
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Sing the theme related song 'My Family' to the learners on page 71 of this Teacher's Guide. You can also use the LEAP audio lesson, Term 2-06.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Trace large letter 'ts' on the ground.	Learners can walk, hop or run over the letters. They must start and end at the correct point on each letter. 
 Story Time	As a class read the Big Book made by learners in the previous week. Ask if anyone would like to read the story on their own.	












THURSDAY

 Arrival 15-30 mins	Sing a greeting song like 'Good morning, how do you do?' with the entire class.	
 Health check		
 Morning Circle 10-15 mins	Discuss family relationships: What does it mean to be part of a family? How do family members look after each other? Learners can play charades and enact various members of the family.	
 Work Time Activities 30-35 mins	Mathematics focus Cut each piece of the puzzle done on Monday in half. Learners must make the puzzle.	 Learners make snakes with modelling clay and then turn the snakes into circles.
 Small Group Time Activity 10-15 mins	Literacy focus Turn to page 29 of Workbook 2. Learners revise the letter 't'. Let learners 'read' the pictures. Working from top to bottom and left to right learners point to each picture and read it. Then let them trace the each 't' with their fingers before tracing it with chunky crayons. Reinforce this work by using the LEAP audio lesson, Term 2-06.	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Learners play At Grandmother's House. You can also use the LEAP audio lesson, Term 2-06.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Learners make letters 'a', 's' and 't' with their bodies. First let them make them on their own and then with a friend. The final challenge is for the entire class to make a circle!	
 Story Time	Read a story of your choice for the learners to listen to. This is for the learners' enjoyment and relaxation. (For help on selecting stories, refer to LSF, Choosing Books For Storytime).	



My Family

FRIDAY

 Arrival 15-30 mins	Welcome each learner. Return learner photographs to parents.
 Health check	
 Morning Circle 10-15 mins	Talk about different kinds of families (family diversity). Be sure to stress that although families are made up differently they are all special.
 Work Time Activities 30-35 mins	Literacy focus Learners create a picture their family members using the stickers in the space provided on page 33 of Workbook 2.
 Small Group Time Activity 10-15 mins	Numeracy focus Revise circles. Let learners count the number of circles that make up the caterpillar on page 33 of Workbook 2. There are 11 circles in total – see if learners are able to find them all! They trace and then colour in the circles in the correct colour.
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Sing the 'Finger Family Song' again as on Tuesday. Learners can use their finger puppets as they sing.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Make a large caterpillar using hula hoops. Get the learners to jump with both feet from one hoop to the next. You can use as many hoops as the learners can manage.
 Story Time	Read any story you like. Read it at the end of the day so that learners relax before home time. Some family themed stories include: The three bears/Cinderella/Hansel and Gretel.



My Family

TERM 2

WEEKS 15 AND 16



LITERACY ASSESSMENT

This assessment task will assess whether the learner has understood and can apply the concepts taught in this theme.

Over the last two weeks learners:

- identified the 't' sound at the beginning of words;
- sang and recited songs;
- talked about the different members of a family and the roles they have;
- used the sentence frames with the teacher and class;
- divided multisyllabic words into syllables;
- practised the letter formation of the letter 't'; and
- used language for learning.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

Part One

- Use the letter formation assessment wheel to assess this activity.
- Put the letter card 't' on a table.
- Ask the learner to 'read' the letter 't'.
- Now ask learners to trace the letter 't', saying what they are doing. Check that they start and end in the correct positions.

ASSESSMENT WHEEL

Use this assessment wheel to assess Part One of the task above.

Key:

- 4 Well developed
- 3 Age appropriate
- 2 Still developing
- 1 Intervention needed

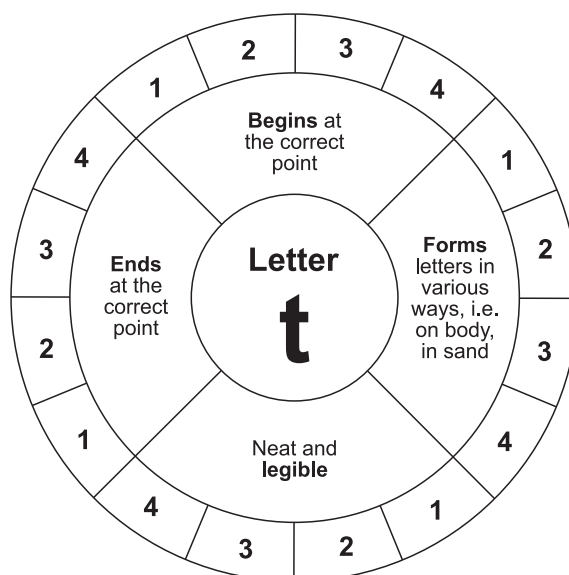
- Finally ask the learner if they know words that begin with 't'. Remember to say the sound and not the name, i.e. 't' not 'tee'.

Part Two

- Use page 24 in Workbook 2.
- Ask the learner to name the members of the family.
- Say the name (e.g. mother) and ask the learner to clap out its syllables.
- Ask the learner to say one thing that each family member does in their house (e.g. brother sets the table for dinner).

Part Three

- Use the sentence frames: 'I love to... with my family/mother/father' etc., and '... in the kitchen.'
- Place the ending words and matching family members' pictures on the table.
- Say, 'Who is this?' and point to a picture. The learner replies 'This is...'. Ask: 'What do you love to do with...?' The learner says 'I love to... with my family/mother/father' etc. and matches the word and picture.
- Let the learner make the sentence.
- Ask the learner if they can see the letter 't' in any of the theme-related words.



GRADE R: TERM 2							
Holistic rubric for Literacy Assessment Task Part Two and Part Three							
	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
ORAL							
1. Follow the instructions							
2. Answer questions							
3. Take turns to speak							
PHONICS							
4. Identify the 't' sound at the beginning of words.							
5. Identify 't' sounds in other text.							
READING							
6. Recognise the various members of the family.							
7. Explain what they love doing with different family members.							
8. Match word and picture and complete own sentence.							
9. Recognise 't' symbol in print.							

Copy this rubric. You will need one for each learner.

1+2 NUMERACY ASSESSMENT

This assessment task will assess whether the learner has understood and can apply the concepts taught in this theme. Over the last two weeks learners:

- counted to 7;
- revised numbers 1 to 3, related words and practised the correct number formation of numbers;
- practised tracing circles and spirals;
- demonstrated understanding of one-to-one correspondence; and
- solved and completed a 12-puzzle.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

GRADE R: TERM 2		
Checklist for Numeracy Assessment Task		
Name:	Date:	
The learner is able to:	Yes	No
1. Read the numerals		
2. Read the words one, two and three		
3. Match the picture cards with the numbers and words?		

Copy this rubric. You will need one for each learner.

TASK

- Provide the learner with cut-outs of the numerals and words for numbers one to three. They will also need pictures of one, two and three items.
- Ask the learner to read the numbers.
- Let the learner 'read' the words.
- Ask learners to match the word, number and picture.
- Then ask the learner to draw another bigger circle than the first. Ask the learner to draw another circle smaller than the other two. Repeat this for the square and the triangle shapes.

LIFE SKILLS ASSESSMENT

Over the last two weeks, learners engaged in various life skill linked activities that required them to name the various members of the family and their roles. They also learnt what it means to be part of a family and how to look after their family.

TASK

Show learners the picture on pages 24 and 25 of Workbook 2 and ask them to:

- name the family members; and
- describe each family member in terms of their role within the family.

See if learners are able apply what they have learned over the past two weeks when looking at these picture. Record your observations.

Senses

WEEK 17 + 18

CAPS/MILESTONES:

LIFE SKILLS

Beginning Knowledge and Personal and Social Well-being

The child is able to: Say his/her personal details – (name, age)/Tell who lives at home/ Understands different chores done at home.

Creative Arts

The child is able to: Sing action songs using different parts of the body/Draw and give own interpretation of the picture drawn/Manipulate scissors crayons paint brushes etc./Use play dough to model.

Physical Education

The child is able to: Throw and catch a ball etc.

MATHEMATICS

Numbers, Operations and Relationships

The child is able to: Count up to seven/Identify two objects in the environment/Knows number symbols 1-4/ Compare big and small, bigger and smaller and same.

Patterns, Functions and Algebra

The child is able to: Complete a pattern of given shapes/ Understands the position in relation to on and under/Sorts objects according to size, e.g. long and short/Recognise red, green yellow and blue/Builds at least 12-piece puzzles.

Measurement

The child is able to: Describe long, short, longer, shorter, longest and shortest using concrete objects.

Data Handling

The child is able to: Collect and sort objects according to their physical attributes.

HOME LANGUAGE

Listening and Speaking

The child is able to: Listen and act out stories/Retell stories/Recite poems and rhymes/Participate in discussions and ask questions/ Talk about pictures in books magazines.

Phonics

The child is able to: Identify different and similar words/ Identify rhyme words in a rhyme or a song/Recognise a sound at the beginning of a word.

Reading and Viewing

The child is able to: Read pictures/Identify own name/ Read familiar words in the environment/Recognises some letters and words in the environment.

Writing

The child is able to: Draw pictures to convey messages/ Control large muscles/Begins to form letters using fingers painting or writing on the sand etc.

CONCEPTS

WEEK 17

Mathematics:

Number 4/four.

Sentence Structure:

Statements: I can taste/ smell/see/ hear/feel...

Wordplay:

aeroplane, cat, children, colours, dog, feel, flowers, grass, ice-cream, listen, music, noise, see, smell, splashing, taste, trees.

Phonics:

Consonant 'p' (initial and final) – Alternatively, adapt this week's phonics activities to suit the sound in Week 17 of Workbook 3 for the language of instruction.

WEEK 18

Mathematics:

Number 4/four.

Sentence Structure:

Statements: I like to eat... / I don't like to eat...

Wordplay:

apple, carrots, cupcake, doughnut, ice-cream, orange, taste.















ADDITIONAL RESOURCES:

Poster:
Poster 9 Senses.






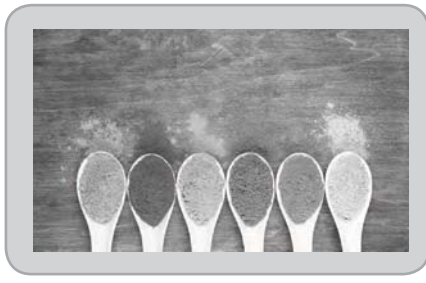








Big Book Story:
Big Book I No Dogs Allowed.

Senses





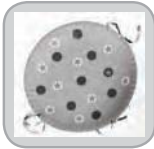








MONDAY

 Arrival 15-30 mins	Welcome learners and ask if they did something fun on the weekend.	
 Health check		
 Morning Circle 10-15 mins	Introduce the theme, 'Senses' which will be investigated over the next two weeks. Look at the Grade R kit Poster 9 called Senses and discuss the pictures with the learners. (For help on using posters, refer to LSF, Using Posters.)	 <p>Place items that makes sounds (hearing), items that have a scent (smell), items we taste on the table. All of these items can be seen (sight). Look at each item. Encourage learners to name the various ways we experience and explore our world using our senses.</p>
 Work Time Activities 30-35 mins	Creative/Mathematics focus Provide bowls of stones, shells and beads for learners to use to make patterns. When they have made their pattern they must copy it on paper.	 <p>Literacy focus Learners make a book of senses. On each page they draw a different sensory organ, e.g. eye, ear. They cut out magazine pictures and paste them under the sense they use to experience it, e.g. radio and ear.</p>
 Small Group Time Activity 10-15 mins	Life Orientation (Science) focus Make popcorn. Let learners explore some raw corn: how does it feel, taste, smell, etc.? (Don not let them swallow uncooked corn, it is a choking hazard.) Make the popcorn, and while it's popping, ask learners what they can smell, hear and see. Be very careful not to let children too near to the hot pot. Let learners explore the cooked corn: how does it feel, taste, smell, etc.? 	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Learners take off their shoes and dance to music on different surfaces – carpet, tiles, cement, grass. Ask learners to tell you how the different textures feel.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Blow up balloons and allow learners to hit them into the air.	
 Story Time	Make a sound story. Provide different noise making objects, e.g. bell, drum, maracas. Tell a story, and as the story progress ask a learner to choose an instrument or object to make an appropriate accompanying sound. If possible record the story (on your cell phone) and play it back to the class.	





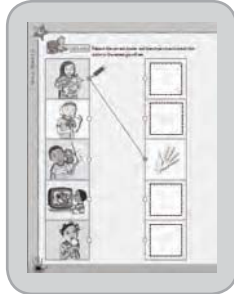
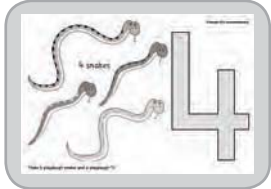










TUESDAY

 <p>Arrival 15-30 mins</p>	<p>Welcome each learner. In each locker place an item that matches a certain sense, for example, an item that makes an interesting sound or has an interesting smell. Tell learners to bring their item with them to the Morning Circle.</p>
 <p>Health check</p>	
 <p>Morning Circle 10-15 mins</p>	<p>Use Poster 9. Discuss what the children are doing and the senses they are using. Prepare and use the following sentence strips: I (see, hear, touch, smell, taste) with my _____ (eyes, ears, hands, nose, tongue).</p>
 <p>Work Time Activities 30-35 mins</p>	<p>Life Orientation focus Learners look at page 34 of Workbook 2. Learners find the stickers and paste them on page 35.</p>  <p>Creative focus Learners make spice paintings. Mix spices with water and ask them to paint flowers with it. Use cinnamon, pepper, coriander, cumin, ginger and allspice.</p> 
 <p>Small Group Time Activity 10-15 mins</p>	<p>Mathematics focus Learners count to seven touching left ears with their right hands as they count. Repeat, touching right ears with left hands. (For help on counting with learners, refer LSF, Counting). Revise numerals '1' to '3' and the words 'one' to 'three'. Introduce the numeral '4' and the word 'four'. Ask learners to hold up four fingers. Ask them to find items that occur in groups of four, e.g. chair and table legs, wheels on cars etc. Teach the correct number formation for the numeral 4. Learners trace the number in jelly trays.</p> 
 <p>Tidy-up time</p>	
 <p>Hand washing</p>	
 <p>Snack time</p>	
 <p>Music and Movement Ring</p>	<p>Introduce the theme related song 'I Have Two Eyes' to the learners on page 67 of this Teacher's Guide. You can also use the LEAP audio lesson, Term 2-07. The song can be sung every day of the teaching week.</p>
 <p>Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Learners explore with their sense of touch and smell. (Guide them by asking them to bring you something that has a nice smell, something that feels hard, something that feels cool and so on.)</p>
 <p>Story Time</p>	<p>Read the Big Book 1 story 'No Dogs Allowed' on page 21. Begin by letting learners look at the pictures and saying what they see. Ask learners the following questions for each picture: 'Who can you see?' 'Where is it happening?' 'What is the child doing?' 'What can she hear/see/smell/feel?' 'What does the dog hear/see/smell/feel?' 'What do you think will happen next?' In this way learners are building a story. (For help on using a Big Book, refer to LSF, Using The Big Book).</p>















WEDNESDAY

 Arrival 15-30 mins	Greet learners individually.	
 Health check		
 Morning Circle 10-15 mins	Talk about different kinds of smells and tastes. Provide smelling pots. Use old cleaned spice bottles with balls of cotton wool soaked in different scents. Try vinegar, hand soap, vanilla essence, cinnamon. Pass a bottle around and ask learners to guess the smell. Let them describe if the smell is pleasant or unpleasant.	
 Work Time Activities 30-35 mins	<p>Creative/Mathematics focus Learners follow and create patterns using pegboards and the pegboard cards.</p> <p>Creative focus Learners use paper plates to make tambourines. Provide two plates (that you have pre-punched), ribbon, bells and paint.</p>	<p>Science/Life Orientation focus Place a variety of items from the theme table on a tray. Discuss each one. Ask which sense we use to explore it. Set out four items. Point out the items and the order they are in. Ask learners to close their eyes. Remove an item. Learners must name the item that is missing. Continue the game – adding and removing items and changing the order of the items. This is a visual memory activity.</p> 
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count to seven snapping their fingers. Clap rhythms, varying the tempo and let learners repeat them.</p>	<p>Learners read the flash card numerals and words from 1 to 4. Ask them to find the pictures and numbers for 1 to 4 from their number cards. Let them arrange the cards in order.</p>  <p>Learners place counters on each card, one on the number '1', two on the number '2' etc. (For help on number conservation, refer to LSF, Number Conservation.)</p>
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Learners lie on the carpet and close their eyes. They listen to all the sounds around them and tell you what they have heard.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Let learners tiptoe, stomp, skip and march to rhythms that the teacher beats out on a tambourine.	
 Story Time	Read the Big Book 1 story 'No Dogs Allowed' on page 21. Let children use the sound instruments to accompany the story as you retell it to them.	

THURSDAY



 Arrival 15-30 mins	<p>Welcome each learner. In each locker place an item that we taste. Tell learners to bring their item with them to the Morning Circle.</p>	
 Health check		
 Morning Circle 10-15 mins	<p>Ask learners to name the items they brought onto the carpet. 'What do they all have in common?' (They are all things we eat.) Ask them to group them further, e.g. fruit, vegetable, sweets, etc.? Cut the food into pieces and let learners have a taste of their food item and describe what it tastes like. Encourage them to use words like sweet, salty, bitter etc.</p>	
 Work Time Activities 30-35 mins	<p>Life Orientation focus Learners complete page 36 in Workbook 2. They match the actions to the correct sense and find the stickers.</p> 	<p>Mathematics focus Learners make the number '4' from modelling clay. Play dough mats are available for free from 'Sparklebox' (www.sparklebox.co.uk).</p> 
 Small Group Time Activity 10-15 mins	<p>Literacy focus Introduce the letter 'p'. Identify initial sounds (these are the sounds at the beginning of words). Be careful to say the letter's sound and not its name; for example, 'pah' not 'pee'. The names of the letters are not taught at this stage. Learners will also sound out words into phonemes; for example, p-i-g.</p> <p>Show the correct starting and ending points when writing the letter 'p'. Learners make the letter 'p' on different textures with their fingers, e.g. the carpet, learners backs, sandpaper.</p>  <p>Ask learners to say words beginning with 'p'. Draw pictures on the board.</p> 	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	<p>Sing the theme related song 'I Have Two Eyes' to the learners on page 67 of this Teacher's Guide. You can also use the LEAP audio lesson, Term 2-07. Learners use their tambourines made yesterday to accompany the song as they sing it.</p>	
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Provide skittles made from empty plastic containers half-filled with sand. On each one write a number from 1 to 7. Provide soft balls which the learners use to roll along the ground to knock down the skittles. See if learners can roll a 'strike', i.e. knock all seven skittles down at once.</p> 	
 Story Time	<p>Learners read their texture books made in Term 1. They sit and read alone or with a friend.</p>	

FRIDAY

 Arrival 15-30 mins	Welcome each learner. Learners close their eyes and put their hand into a 'feely bag'. They pick up one item but do not open their eyes. By feeling the item, they guess what it is.		
 Health check			
 Morning Circle 10-15 mins	Talk about how we use our hands and feet to feel. Learners feel balloons that are filled with rice, gel, popcorn kernels, dried beans, flour and water. Let learners feel the balloons and get them to describe how it feels, e.g. soft, runny, hard, rough, jelly-like.		
 Work Time Activities 30-35 mins	Creative focus Learners do blow painting. They drip paint onto paper and then use a straw to blow the paint along the page.	Literacy focus Learners practise the letter 'p' in coloured shaving cream sprayed on a plastic tray (you will need several trays or a large plastic table).	
 Small Group Time Activity 10-15 mins	Mathematics focus Learners count to seven whispering. Revise the numeral and word cards (1-4). Hold up a card, e.g. 4. Learners place four counters on the carpet in front of them. Continue revising all the words and numerals in this way. Learners colour in any four flowers on page 35 of Workbook 2.		
 Tidy-up time			
 Hand washing			
 Snack time			
 Music and Movement Ring	Ask learners to lie down on the carpet and close their eyes. Play different classical tunes for them. Stop and ask learners how the music made them feel. Let learners listen to the music again. This time they draw a picture of what the music makes them think of. Encourage learners to describe their drawings for the class.		
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Learners play skittles again.		
 Story Time	Allow learners to select a book from the book area in the classroom. They will sit quietly and 'read' on their own. Ask learners to tell you about the book that they 'read'.		














MONDAY

 Arrival 15-30 mins	Welcome each learner.	
 Health check		
 Morning Circle 10-15 mins	Take learners on a texture exploration in the playground. They can collect rough and smooth objects for the theme table. Emphasise safety, they should not pick up glass, etc.	
 Work Time Activities 30-35 mins	<p>Science/Creative focus Learners glue sticks, leaves, sand, etc. onto sheets of paper to make patterns.</p> <p>Mathematics/Creative focus Learners use wax crayons to practice the correct numeral formation of 4 on a piece of paper folded horizontally to make four lines. Instruct them to touch the top and bottom lines.</p>	
 Small Group Time Activity 10-15 mins	<p>Literacy focus Revise the 'p' sound. Learners read the name cards on the sound table they created in last week.</p> <p>Alternatively, download a worksheet like the one on the right. This worksheet is available as free download from 'Sparklebox' (www.sparklebox.co.uk).</p>	 <p>Learners form the letter 'p' in the air and then on the back of a classmate. Ask the learners to choose a colour and trace the dotted line to form the letter 'p'. (For tips on teaching phonics, refer LSF, Phonics).</p>
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Introduce the theme related song 'Food' to the learners on page 72 of this Teacher's Guide. You can also use the LEAP audio lesson, Term 2-08. The song can be sung every day of the teaching week.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Hide some smooth stones in the sandpit and tell learners to dig them out.	
 Story Time	Select a story about sound. Learners make the sounds as they are mentioned in the book.	














TUESDAY

 Arrival 15-30 mins	<p>Greet learners individually. Show them two pictures, one of chocolate and one of chips. Ask them which they would rather eat. If they prefer chips give them a yellow Unifix™ block. If they prefer chocolate give them a Brown Unifix™ block.</p>		
 Health check			
 Morning Circle 10-15 mins	<p>Ask learners if they chose chocolate or chips. Ask them to tell you how each tastes (salty/sweet). Let learners make a yellow and brown tower with their Unifix™ blocks. They compare which tower is taller, yellow or brown. Ask them what it means.</p>		
 Work Time Activities 30-35 mins	<p>Life Orientation focus Learners look at the pictures on page 37 in Workbook 2. They make the sounds of each and circle those that make a loud noise.</p>	<p>Literacy focus Learners write their name in the placeholder at the top of the page.</p>	<p>Creative focus Learners make a self-portrait showing their senses. They must include ears, eyes, nose, tongue and hands. Display them.</p>
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count to seven. (For help on counting with learners, refer to LSF, Counting). Revise the number flash cards 1 to 4. Learners make a Tasty Counting Book. Write a number and number word on each page (1 one, 2 two, 3 three and 4 four). Learners draw the required number of tasty food items on each page, e.g. one ice-cream on page 1; two apples on page 2; etc. Learners trace over the words and numbers on each page.</p>		
 Tidy-up time			
 Hand washing			
 Snack time			
 Music and Movement Ring	<p>Provide a variety of instruments (homemade will work perfectly too). Learners play these according to instructions, e.g. fast, slow, soft, loud. Next learners play the instruments according to a sequence, e.g. fast, slow, fast, slow. Learners swap instruments.</p>		
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Learners play Touch. Choose a learner to be 'on'. This learner must catch and touch another learner who is then 'on'. Make sure that the learner who is 'on' has a fair chance of catching one of the other learners.</p>		
 Story Time	<p>Learners can read their Tasty Counting Books to each other.</p>		
















WEDNESDAY

 Arrival 15-30 mins	<p>Welcome each learner. Remind them to put their bag in their locker and make sure that their desk is tidy.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Talk about foods that learners like and don't like. Let them use the sentence frames, 'I like to eat.../I don't like to eat...' You can also use the LEAP audio lesson, Term 2-08.</p>
 Work Time Activities 30-35 mins	<p>Creative focus Learners make a texture collage from sponge, shredded paper, wool, feathers and pasta.</p> <p>Mathematics focus Learners sort a variety of natural objects (collected on the nature walk on Monday) according to any criteria they like, e.g. type, colour, texture. Learners complete page 40 in Workbook 2. Learners count items and colour the corresponding number of dots, and trace the correct numeral.</p>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Use a tracker such as a pencil to train learners to move their eyes from left to right without moving their heads. Learners 'read' the pictures on page 39 of Workbook 2. Make sure that they read from top to bottom and left to right. Ask them to say what sound they hear at the beginning of each word, i.e. p. Learners trace all the 'p's' on the page.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Sing the theme related song 'Food' to the learners on page 72 of this Teacher's Guide. You can also use the LEAP audio lesson, Term 2-08. Keep changing how they sing the song, e.g. sing very softly; then sing very fast; etc.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Learners make tree rubbings using crayons. Let them compare the tree rubbings from different trees.</p>
 Story Time	<p>Ask learners to retell the Big Book 1 story 'No Dogs Allowed' on page 21. (For help on using a Big Book, refer to LSF, Using The Big Book).</p>






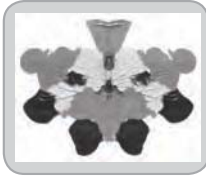










THURSDAY

 Arrival 15-30 mins	Greet learners individually. Whisper a word in the learner's ear beginning with the letter 'p'. Ask them to remember it. Tell them that they will repeat the word during Morning Circle.		
 Health check			
 Morning Circle 10-15 mins	Learners say what word was whispered to them during their arrival.	Give them a chance to say the word. Those who heard the same word should move and sit next to each other in small groups.	Ask learners what all the words had in common (the all begin with the letter 'p').
 Work Time Activities 30-35 mins	Literacy focus Learners complete page 38 in Workbook 2. They trace the letter p. Creative focus Learners dip the feathers in the paint and make prints on paper.		
 Small Group Time Activity 10-15 mins	Mathematics focus Learners count to seven slapping their knees as they count. Clap rhythms, learners count the claps and count out that number of counters. (Work within the number range 1 to 7.) Learners find the numeral '4' in the classroom environment. See who can find the most 4's.		
 Tidy-up time			
 Hand washing			
 Snack time			
 Music and Movement Ring	Play rhythms on a triangle. Learners must copy the pattern (they can clap it or use triangles if there are enough).		
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Prepare tubs of water and sponges of all shapes and sizes. Learners can create designs with the wet sponges on the cement.		
 Story Time	Read a story of your choice for the enjoyment and relaxation of the learners. (For help on selecting stories, refer to LSF Choosing Books For Storytime.)		



FRIDAY

 Arrival 15-30 mins	<p>Welcome each learner.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Talk about night time sounds, like crickets, mosquitoes, babies crying, sirens in the distance, etc. Let learners tell you what sounds they hear at night.</p>
 Work Time Activities 30-35 mins	<div style="display: flex; justify-content: space-between;"> <div data-bbox="538 693 811 917"> <p>Mathematics focus Learners complete page 41 in Workbook 2. Learners count items and colour the corresponding number of pictures and trace the numbers.</p> </div> <div data-bbox="811 693 1016 952">  </div> <div data-bbox="1033 693 1306 976"> <p>Creative/Mathematics focus Learners make Ink Devils. Provide paper folded in half horizontally. Learners drop a blob of paint in the middle of the paper, fold it in half and press. They open it to reveal two symmetrical halves.</p> </div> <div data-bbox="1306 799 1511 976">  </div> </div>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Learners bring their paper plate portraits to the carpet. They point to a body part and say what they do with that part of their body, e.g. I see with my eyes, I hear with my ears.</p> <div data-bbox="1229 1034 1511 1246" style="text-align: right;">  </div>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Begin the ring by singing a favourite insect or movement song. Play a game of 'Mosquito Tag'. Choose six learners at a time to be the mosquitoes. Give them six stickers each. Play fast music. The 'mosquitoes' must chase the other learners. Once caught, the mosquito puts a small sticker on the learner, thereby giving them a 'mosquito bite'. When the first six mosquitoes have used up all their stickers, select another six learners to have a turn.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Learners play 'Under And Over'. They stand in a line, one behind the other. The learner in front passes a ball over their head to the next learner. That learner then passes the ball through their legs to the next learner and so on. As they pass the ball let them say 'under' or 'over' depending on how they are passing the ball.</p>
 Story Time	<p>Read a story of your choice for learners to listen to while they relax. (For help on selecting stories, refer to LSF, Choosing Books For Storytime).</p>

Senses

TERM 2

WEEKS 17 AND 18



LITERACY ASSESSMENT

This assessment task will assess whether the learner has understood and can apply the concepts taught in this theme.

Over the last two weeks learners:

- listened to the Big Book 1 story 'No Dogs Allowed' on page 21;
- demonstrated an understanding of the above story;
- identified the 'p' sound at the beginning of words;
- sang and recited songs;
- talked about how we experience the world through our senses;
- matched items associated with particular senses, e.g. sweet smelling flower with the nose;
- used the sentence frames with the teacher and class;
- practised the letter formation of the letter 'p'; and
- used language for learning.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

- Part One
- Use the letter formation assessment wheel to assess this activity.
- Put the letter card 'p' on a table.
- Ask the learner to 'read' the letter 'p'.

ASSESSMENT WHEEL

Use this assessment wheel to assess Part One of the task above.

Key:

- 4 Well developed
- 3 Age appropriate
- 2 Still developing
- 1 Intervention needed

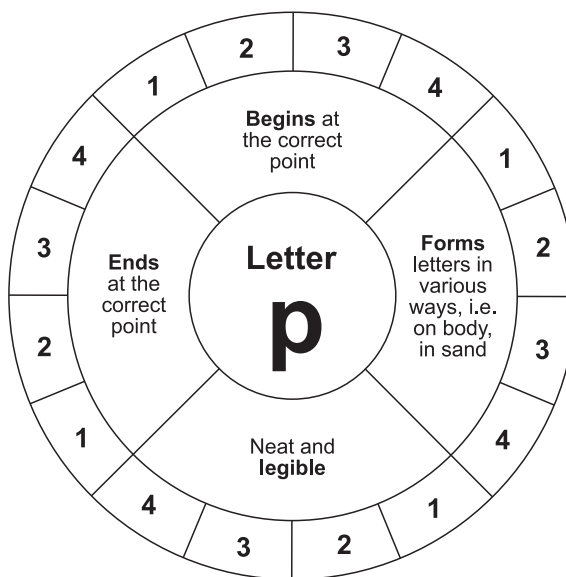
- Now ask learners to trace the letter 'p' saying what they are doing. Check that they start and end in the correct positions.
- Finally ask the learner if they know words that begin with 'p'. Remember to say the sound and not the name, i.e. 'p' not 'pee'.

Part Two

- Use pages 34 and 35 of Workbook 2.
- Ask the learner to name each of the senses shown on page 35.
- Ask the learner to describe how the people in the picture are using their senses.
- Ask the learner which senses are involved in experiencing certain things, e.g. 'we experience food with our senses of smell and taste (and even sight)'.
- Ask the learner to sing one of the songs taught this past week.

Part Three

- Use the sentence frame: 'I (see, hear, touch, smell, taste) with my _____ (eyes, ears, hands, nose, tongue)'.
- Place the ending words and matching body part pictures on the table.
- Say, 'I see with my ___.' Ask the learner to match it to the picture of eyes.
- Let the learner make the sentence. Ask learner to 'read' and point to the words.
- Ask learners if they can see the letter 'p' in any of the words they have 'read'.



GRADE R: TERM 2

Holistic rubric for Literacy Assessment Task Part Two and Part Three

	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
ORAL							
1. Name the senses							
2. Answer questions related to the picture							
3. Sing a song learnt and sung several times previously							
PHONICS							
4. Identify the 'p' sound at the beginning of words							
5. Identify 'p' sounds in the environment							
READING							
6. Recognise the senses							
7. Explain what each sense can do							
8. Match word and picture in own sentence							
9. Recognise the 'p' letter symbol in print							

Copy this rubric. You will need one for each learner.

1+2 NUMERACY ASSESSMENT

This assessment task will assess whether the learner has understood and can apply the concepts taught in this theme.

Over the last two weeks learners:

- counted to 7 (or more);
- revised and practised numbers 1 to 3;
- were introduced to the number 4 and matching word;
- solved problems using concrete apparatus;
- copied, extended and created patterns using natural items; and
- demonstrated an understanding of one-to-one correspondence.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

- Provide the learner with coloured counters, pegs and a board or even coloured Unifix™ cubes.
- Start a basic pattern with the two colours. Ask the learner to describe what you did.
- As the learner to continue the pattern with more coloured counters.
- Now ask the learner to create a new pattern using three colours.
- Place all the counters in a pile, ask the learner to sort them into groups. The learner must explain how it was sorted.

 LIFE SKILLS ASSESSMENT

Over the last two weeks, learners engaged in various life skill linked activities that required them to name the five senses and think about how their bodies use these senses to explore their world. They began to describe and be aware of what they experience with their senses.

TASK

Show learners pictures that depict the senses and ask them to:

- name the five senses;
- list five items they experience with each sense; and
- explain how they can experience something with more than just one sense; they should be able to provide examples.

Record learners responses.

GRADE R: TERM 2

Checklist for Numeracy Assessment Task

Name:	Date:	
The learner is able to:	Yes	No
1. Continue the pattern of two colours		
2. Describe what was done		
3. Create a pattern of three colours		
4. Explain reasons for sorting items		

The weather

WEEK 19+20

CAPS/MILESTONES:



LIFE SKILLS

Beginning Knowledge and Personal and Social Well-being

The child is able to: Say his/her personal details – (name, age)/Tell who lives at home/ Understands different chores done at home.

Creative Arts

The child is able to: Sing action songs using different parts of the body/Draw and give own interpretation of the picture drawn/Manipulate scissors crayons paint brushes etc./ Use play dough to model.

Physical Education

The child is able to: Throw and catch a ball etc.



MATHEMATICS

Numbers, Operations and Relationships

The child is able to: Count up to seven/ Identify two objects in the environment/ Knows number symbols 1-4/ Compare big and small, bigger and smaller and same.

Patterns, Functions and Algebra

The child is able to: Complete a pattern of given shapes/ Understands the position in relation to on and under/ Sorts objects according to size, e.g. long and short/ Recognise red, green yellow and blue/ Builds at least 12-piece puzzles.

Measurement

The child is able to: Describe long, short, longer, shorter, longest and shortest using concrete objects.

Data Handling

The child is able to: Collect and sort objects according to their physical attributes.



HOME LANGUAGE

Listening and Speaking

The child is able to: Listen and act out stories/ Retell stories/ Recite poems and rhymes/ Participate in discussions and ask questions/ Talk about pictures in books magazines.

Phonics

The child is able to: Identify different and similar words/ Identify rhyme words in a rhyme or a song/ Recognise a sound at the beginning of a word.

Reading and Viewing

The child is able to: Read pictures/ Identify own name/ Read familiar words in the environment/ Recognises some letters and words in the environment.

Writing

The child is able to: Draw pictures to convey messages/ Control large muscles/ Begins to form letters using fingers painting or writing on the sand etc.

CONCEPTS

WEEK 19

Mathematics:

Number 4/four (Revision of 1-3/one, two, three).

Sentence Structure:

Statements: I wear... when it is hot/cold.

Wordplay:

beanie, boots, clouds, coat, cold, flip flops, gloves, hot, jersey, rain, raincoat, scarf, shorts, snow, sun, sun hat, swimming costume, weather, wind.

WEEK 20

Mathematics:

Number 4/four (Revision of 1-3/one, two, three).

Sentence Structure:

Statements: In Spring/ Winter/ Summer/ Autumn I...

Wordplay: Autumn,

cloudy, cold, cool, flowers, hot, kite, rain, seasons, Spring, storm, Summer, sun, warm, windy, Winter.

ADDITIONAL RESOURCES:












Poster:

Poster 10 Weather.

Big Book Story:

Big Book 2 A Very Hot Day.

MONDAY

 <p>Arrival 15-30 mins</p>	<p>Welcome each learner back after the weekend. With reference to the weather, ask them about their weekend. For example, 'What did you do when it was raining on Saturday?'/ 'How did you keep cool on the hot weekend?'</p>
 <p>Health check</p>	
 <p>Morning Circle 10-15 mins</p>	<p>Introduce the theme, 'Weather' which will be investigated over the next two weeks. Look at the Grade R kit Poster 9 called Weather and discuss the pictures with the learners.</p> <div data-bbox="799 637 1060 842" data-label="Image"> </div> <p>(For help on using posters, refer to LSF Using Posters.)</p> <p>Ask learners to describe the weather on their way to school. Ask them to find a picture which matches the weather they observed. Ask how they feel in this type of weather, what they wear, if and why they like it.</p>
 <p>Work Time Activities 45 mins</p>	<p>Mathematics focus Learners make a weather clock. They divide a paper plate and use a split pin to attach a 'hand'. They draw one of the four seasons in each quarter.</p> <div data-bbox="958 907 1171 1124" data-label="Image"> </div>
 <p>Small Group Time Activity 10-15 mins</p>	<p>Literacy focus Introduce the letter 'i'. Identify initial sounds (these are the sounds at the beginning of words). Be careful to say the letter's sound and not its name; for example, 'i' not 'I'. The names of the letters are not taught at this stage. Learners will also sound out words into phonemes; for example, p-i-g.</p> <div data-bbox="937 1248 1171 1441" data-label="Image"> </div> <p>Ask learners to say words beginning with 'i'. Draw pictures on the board.</p> <p>Show the correct starting and ending points when writing the letter 'i'. Learners make the letter 'i' on different textures with their fingers, e.g. the carpet, learners' backs, sandpaper.</p>
 <p>Tidy-up time</p>	
 <p>Hand washing</p>	
 <p>Snack time</p>	
 <p>Music and Movement Ring</p>	<p>Introduce the theme related song 'The Season Song' to the learners on page 72 of this Teacher's Guide. You can also use the LEAP audio lesson Term 2-09. The song can be sung every day of the teaching week.</p>
 <p>Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Fill different sized bags with different amounts of water. Learners feel the mass of each bag. Make small holes in each bag so water can 'rain' out. How does the bag feel as the water drains?</p>
 <p>Story Time</p>	<p>Read the Big Book 2 story 'A Very Hot Day' on page 3. Begin by letting learners look at the pictures and saying what they see. Ask learners the following questions for each picture: 'Who can you see?' 'Where is it happening?' 'What are the children doing?' 'How do they feel?' 'Why do they feel like this?' 'What do you think will happen next?' In this way, learners are building a story. (For help on using a Big Book, refer to LSF, Using The Big Book).</p>

The weather

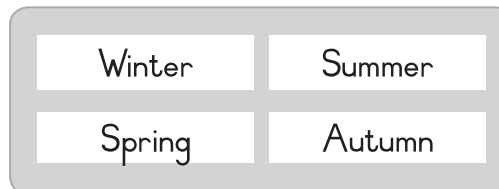
TUESDAY


 **Arrival**
15-30 mins
Greet learners individually.
Remind them to wash their hands before morning circle, especially if they are going to play outside.

 **Health check**

 **Morning Circle**
10-15 mins

Continue to discuss the seasons using Poster 10. Look at each picture and ask learners to describe the weather and name the season. Prepare four flash cards that can be used to label each picture.



 **Work Time Activities**
45 mins

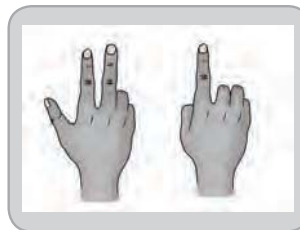
Mathematics focus
Place a dice in a clear container with a lid.

Learners shake the dice, count the dots and then draw the same number of clouds, raindrops or suns.



 **Small Group Time Activity**
10-15 mins


Mathematics focus
Learners count to seven skipping as they count. (For help on counting with learners, refer LSF, Counting). Revise numerals '1' to '4' and the words 'one' to 'four'. Ask learners to make the number four using fingers on both hands.




Teach the correct number formation for the numeral 4. Learners trace the number in jelly trays.

Learners complete page 10 in Workbook 2.



 **Tidy-up time**

 **Hand washing**

 **Snack time**

 **Music and Movement Ring**

Play gentle, calming music and get learners to pretend that they are raindrops falling from the sky after a very hot day. Ask them to describe how they feel, look and smell.

 **Outdoor Play**

Include the activity below as one of your daily outdoor activities.













Learners experiment with items in a water basin. They observe which are waterproof and which are not. For example, sponges, cloths, plastic balls, polystyrene/plastic cup, etc.

Discuss that hail is frozen water. Provide ice cubes and containers of water. Learners experiment with what happens to the ice cubes when placed in water.

 **Story Time**














Learners re-tell the Big Book story in their own words.

WEDNESDAY













 <p>Arrival 15-30 mins</p>	<p>Welcome each learner. Ask them about the weather. Place picture cards in each locker. The card should be of suns, rain drops, clouds, wind etc. You will need corresponding cars of clothes including; swimming costumes, scarves, jerseys, raincoats etc. Learners bring them to Morning Circle.</p>	
<p>+ Health check</p>		
 <p>Morning Circle 10-15 mins</p>	<p>Ask the learners with weather pictures on them to say what weather they have. Then get them to find clothing suited to the weather condition. Let learners say what they wear in different weather conditions. They can use the sentence frame: 'I wear ____ when it is ____.' You can also use the LEAP audio lesson Term 2-09.</p>	
 <p>Work Time Activities 45 mins</p>	<p>Life Orientation focus Learners complete pages 42 and 43 in Workbook 2. They look at the weather pictures and find and stick in the correct stickers.</p> <p>Creative focus (Part I) Learners make Season Trees. Each learner needs two paper plates and brown construction paper.</p>	
 <p>Small Group Time Activity 10-15 mins</p>	<p>Literacy focus Revise the letter 'i'. Identify initial sounds (these are the sounds at the beginning of words). Remember to say the letter's sound and not its name; for example, 'i' not 'I'. You can also use the LEAP audio lesson Term 2-09.</p>	<p>Ask learner to find items that begin with the letter 'I' in the classroom and to bring it to the carpet. The focus is on the short vowel sound 'i' as in igloo and not 'I' as in ice-cream. Learners name their items saying the name slowly so the sound at the beginning can be heard. Place items on a sound table and label each one.</p>
 <p>Tidy up time</p>		
 <p>Hand washing</p>		
 <p>Snack time</p>		
 <p>Music and Movement Ring</p>	<p>Sing the theme related song 'The Season Song' to the learners on page 72 of this Teacher's Guide. You can also use the LEAP audio lesson Term 2-09.</p>	
 <p>Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities.</p> <p>Use skipping ropes or chalk to trace large letter 'i's' on the outside paving. Indicate the starting and ending points for these. Learners walk the letter. They must note the dot is made last.</p>	
 <p>Story Time</p>	<p>Select any appropriate story. When showing the pictures, look at clues about the weather. Discuss these clues and encourage learners to interpret the pictures on their own.</p>	

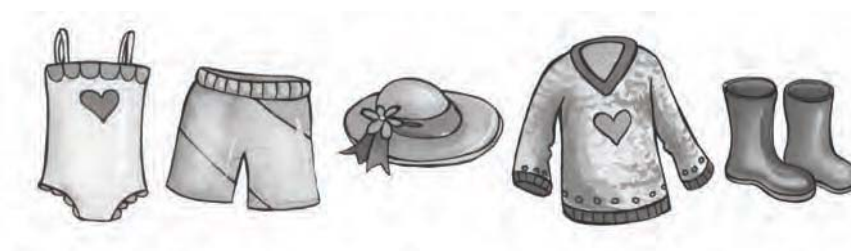
The weather

THURSDAY

 Arrival 15-30 mins	Greet learners individually. Remind the learner to check that her/his facecloth is clean and hanging where it should be. Place a cotton wool ball and pie dish in each locker. Learners will bring it to the Morning Circle.
 Health check	
 Morning Circle 10-15 mins	Talk about rainy weather. Ask learners what they wear and do when it rains. Ask them where rain comes from. Discuss drizzle, hail, thunder, lightning and rainbows. Place a little water into each pie dish. Learners describe how the cotton wool balls feel before and after immersing them in water. Let them note how the cotton wool drips when it gets full of water. Use this to explain how when clouds fill with water they get heavy and the water falls from them as rain.
 Work Time Activities 45 mins	Literacy focus Learners trace the letter 'Y' on page 44 Workbook.  Creative focus Provide pots of rainbow coloured paints. Learners make rainbows using earbuds. 
 Small Group Time Activity 10-15 mins	Mathematics focus Learners count to 7 tapping the carpet. Ask them to count out 7 counters and make patterns with their seven counters. (For help with number conservation, refer LSF, Number Conservation.) Show learners three cut out clouds. Ask them to arrange them from smallest to biggest. Let learners compare the patterns they have made.
 Tidy up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Allow learners to lie on the ground outside and watch the clouds. They must look at the way the move and change shape, join other clouds and break away. Make sure learners do not stare at the sun. Back in class, let them move like a cloud.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Provide basins of water. Learners take off shoes and socks and stand in the water. They make foot print pictures with their feet on the paving.
 Story Time	Divide the learners into groups and give each group a different type of weather condition to draw. Learners think of a sentence to be written underneath their picture. These pages will be made into a class weather book.















FRIDAY

 Arrival 15-30 mins	Welcome each learner. Ask them if they are cold or warm.	
 Health check		
 Morning Circle 10-15 mins	Ask the learners to compare today's weather with yesterday's. Ask them to say how it is the same or different. Learners make weather sentences using the words: today/yesterday/tomorrow.	
 Work Time Activities 45 mins	Mathematics focus Provide cotton wool, paper and glue for learners to work with. They make three clouds and arrange them from biggest to smallest.	Life Orientation/Creative focus Learners make igloos from Styrofoam peanuts (packaging material). They paste these onto cardboard.
 Small Group Time Activity 10-15 mins	Literacy focus Revise the short vowel sound 'i'. Point to items on the sound table and let learners name them with emphasising the initial sound. Learners read the pictures on page 45 of Workbook 2 from top to bottom and left to right. Ask them to place a counter on the words that begin with 'i' (igloo, insect, ink and in). Ask where the 'i' sound is heard in the words 'dig' and 'pig'.	
 Tidy up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Sing the theme related song 'The Season Song' to the learners on page 72 of this Teacher's Guide. You can also use the LEAP audio lesson Term 2-09.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Learners do relay races with a bean bag and an umbrella. The learner must walk while balancing the beanbag on his/her head and holding the umbrella as though it is raining. If the beanbag drops they stop put it back on their head and carry on.	
 Story Time	Read the book that learners made yesterday.	






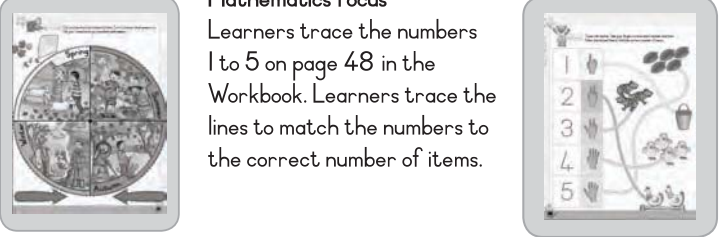










The weather

MONDAY






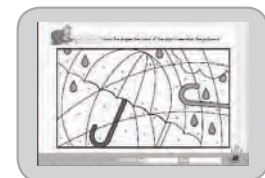







 Arrival 15-30 mins	Welcome learners after the weekend. Ask parents to let their children watch the weather report on television.
 Health check	
 Morning Circle 10-15 mins	Discuss today's weather. Ask learners if they like or dislike the weather. Tell them to explain why they like/dislike the weather. Let them complete the weather for Monday on page 47 of Workbook 2. 
 Work Time Activities 45 mins	<p>Creative focus Cut paper plates in half. Give each learner half a plate. They paint a rainbow.</p> <p>Literacy focus Learners make the letters 's', 't', 'p' and 'i' from modelling clay.</p> 
 Small Group Time Activity 10-15 mins	<p>Literacy focus Revise all the letters taught so far. Prepare a sound table with items that begin with the letters 's', 't', 'p' and 'i'. Learners name each item and say what sound it begins with. Ask learners to choose an item from the theme table without letting anyone see it. The learner must say something about the item that they are holding. The other learners try to guess what item they have. (For tips on teaching phonics, refer to LSF, Phonics).</p>
 Tidy up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Introduce the theme related song 'The Season Song' to the learners on page 72 of this Teacher's Guide. You can also use the LEAP audio lesson Term 2-10. The song can be sung every day of the teaching week.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Revise positional language. Learners take their chairs outside. Get them to sit on/stand behind/in front of/next to their chair.
 Story Time	If possible, enlarge the text on page 46 of Workbook 2. Look at each picture and use it to predict the text. Read or sing the song. When learners know the words let learners 'read' the text. 

TUESDAY

 Arrival 15-30 mins	<p>Welcome each learner.</p>	
 Health check		
 Morning Circle 10-15 mins	<p>Let them complete the weather for Tuesday on page 47 of Workbook 2.</p>	 <p>Talk about the foods we eat in the different seasons. Ask: 'What do you eat when it is cold?'/ 'What do you eat when it is hot?' etc.</p> <p>Learners answer using the sentence frame, 'In Winter I like...'/ 'In Summer I like...'</p>
 Work Time Activities 30-35 mins	<p>Life Orientation focus Learners cut out the Seasons Clock and glue it onto cardboard. They use split pins to attach the arms to the clock.</p>	<p>Mathematics focus Learners trace the numbers 1 to 5 on page 48 in the Workbook. Learners trace the lines to match the numbers to the correct number of items.</p> 
 Small Group Time Activity 10-15 mins	<p>Mathematics Learners count to 7 clapping their hands. (For help on counting with learners, refer LSF, Counting). Discuss day and night activities. Ask learners what they do at night and what they do in the day. Read the pictures on page 49 of Workbook 2. They read from left to right and colour in the sun or moon for each picture.</p> 	
 Tidy up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	<p>Divide learners into groups. Give each group a night or daytime activity to mime. The groups mime their activities for each other. The 'audience' must guess the actions and say if it's a daytime or night time activity or both.</p>	
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. In this game, 'Stand Up, Sit Down', the learners begin seated on the floor. Describe a season and then name it. You may name it incorrectly – in which case the learners have to sit down. If you name the season correctly the learners stand up. For instance, say: The sun is shining brightly and it is hot. It is Winter! This is a good listening and concentration exercise.</p>	
 Story Time	<p>Learners 'read' the Weather Song on page 46 of Workbook 2 again.</p>	
















The Weather

WEDNESDAY

 Arrival 15-30 mins	Greet each child.	
 Health check		
 Morning Circle 10-15 mins	Let them complete the weather for Wednesday on page 47 of Workbook 2.	 <p>Talk about how weather can be dangerous. For instance, the sun can burn a person's skin, when it is very hot a person can become dehydrated, lightning can be fatal (kill). Talk about preventative measures, e.g. wear a hat and sunscreen in hot weather.</p>
 Work Time Activities 30-35 mins	<p>Mathematics focus Learners complete the colour activity on page 47 of Workbook 2. Learners must colour in each piece of the umbrella as indicated by the coloured dots.</p>	
 Small Group Time Activity 10-15 mins	<p>Literacy focus The letter focus in this lesson is on the vowels a and i and the consonants s and t. Be careful to say the letter's sound and not its name; for example, 't' not 'tee'. The learners distinguish between the three sounds, choosing the correct letter for each word given. Ask: 'What sound do you hear at the beginning of ink?' 'Is it the s, t, p, a or i sound?' The learners respond: 'i'. Revise all the sounds in this way. You can also use the LEAP audio lesson Term 2-10.</p>	
 Tidy up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	<p>Sing the theme related song 'The Season Song' to the learners on page 72 of this Teacher's Guide. You can also use the LEAP audio lesson Term 2-10. Learners can perform a movement sequence. They pretend they are a rising sun. Let them begin in a crouched position. They slowly stretch out until they are stretched as far as they can go. They then make themselves smaller as the sun sets.</p>	
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Learners play with water in basins. Provide plastic cups and any other suitable water "toys" for the learners to experiment.</p>	
 Story Time	<p>Learners choose a book from the book area. They sit alone or with a friend and 'read' the book.</p>	
















THURSDAY

 Arrival 15-30 mins	<p>Welcome learners individually. Give each learner a picture card to put into their locker until morning circle.</p>	
 Health check		
 Morning Circle 10-15 mins	<p>Let them complete the weather for Thursday on page 47 of Workbook 2.</p>	 <p>Talk about what distinguishes Autumn as a season, e.g. cooler days, strong winds, leaves falling from trees, animals preparing to hibernate, birds preparing to migrate etc.</p>
 Work Time Activities 30-35 mins	<p>Life Orientation focus Learners talk about the Autumn pictures on pages 50 in Workbook 2. They colour in the picture on page 53 and write their name below. If this activity takes place in Autumn, make a pile of leaves for learners to jump in. They will enjoy scrunching the leaves.</p> <p>Mathematics focus Learners cut along the lines of the picture on page 47 of Workbook 2. They try put the puzzle pieces together.</p>	 
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count to 7 stamping their feet. Learners arrange the number flash cards in a row from one to four. They thread Oatees™ onto toothpicks pushed into a piece of styrofoam to match the numbers on the cards.</p>	
 Tidy up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	<p>Learners listen to various music and choose a season/type of weather that they would match to the music. Ask for explanations. Learners make up their own movements for the different music.</p>	
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Provide lightweight gardening equipment like a rake and bucket. Let learners rake leaves into a pile. They can then jump in the leaves (see the Life Orientation focus).</p>	
 Story Time	<p>Select a story with a moral lesson. After reading the story, ask the learners what they learnt and how they feel about the story. (For help on selecting stories, refer to LSF, Choosing Books For Storytime).</p>	

The Weather

FRIDAY

 Arrival 15-30 mins	Greet each learner. Learners will have completed Workbook 2. Send the workbook home to colour in the picture on page 53.
 Health check	
 Morning Circle 10-15 mins	Let them complete the weather for Wednesday on page 47 of Workbook They then analyse the information they have collected. Ask: How many days were hot? How many days were cold? How many days were windy? How many days were cloudy? 
	Mathematics focus Learners complete the Day And Night Clock on page 52 of Workbook 2. 
 Small Group Time Activity 10-15 mins	Literacy focus Make flash cards with weather words on them. Cut each card through the middle in a distinctive way. Learners match the cut cards to complete a weather word. They 'read' the completed word and choose one word to draw.
 Tidy up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Learners spin the hands on the Day And Night Clock. They act out the scenario that the hand of the clock lands on, e.g. brushing teeth.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. In this game, 'What Did You Wear?', learners need to listen carefully as each learner has a turn to say what they wore. The first learner will say he/she wore a jersey and then the second learner will say what the first learner wore and what he or she is wearing, for example; a jersey and leggings. This continues with each learner adding a new item of clothing. As the game progresses it gets more difficult to remember. When someone makes a mistake, they are out of the game.
 Story Time	Learners use the Day Night Clock on page 52 of Workbook 2 to construct a story. Discuss each picture and begin the story to help the learners to get started.

The weather

TERM 2
WEEKS 19 AND 20

 LITERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks, learners:

- listened to the Big Book 2 story 'A Very Hot Day' on page 3;
- talked about pictures in books;
- participated in discussions and answered questions about stories;
- described characters in stories and gave opinions;
- identified the 'i' sound in words;
- sang and recited songs;
- read the sentence strips with the teacher and class; and
- used language for learning.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

Part One

- Use the letter formation assessment wheel to assess the first part of this activity.
- Put the letter card 'i' on a table.
- Ask the learners to 'read' the letter.
- Now ask the learners to trace the letter 'i', saying what they are doing. Check that they start and end in the correct positions.
- Put the following pictures, drawn or cut from magazines on a table: pig, pen, insect, dog, igloo, ink, sock.
- Ask the learners to 'read' the pictures.
- Now ask the learners to point to one of the cards, e.g. 'Point to the insect'.
- Then ask what sound the picture begins with, e.g. 'Let's slow-speak the word insect: i-n-sect. What sound does insect start with?'

- Finally ask the learners if they know other words that have 'i' in them. Remember to say the sound of the letter and not its name, i.e. 'i' not 'eye'.
- Repeat with the other cards.

Part Two

- Ask the learners to sing 'The Season Song' on page 72 of this Teacher's Guide.

Part Three

- Ask the learners to tell you what the weather is like.
- Then let the learners complete the weather chart and the sentence strip that reads: 'Today is...'
- Let the learners read the sentence together with you.

Part Four

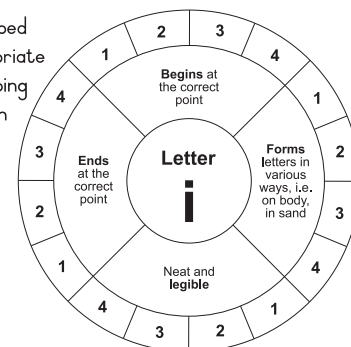
- Ask the learners to retell the Big Book 2 story 'A Very Hot Day' on page 3 (or any other story you read to the learners over the past two weeks).
- Ask the learners to read their sentence to you.
- Put each learner's weather picture with the sentence you helped them write into their portfolio.

ASSESSMENT WHEEL

Use this assessment wheel to assess Part One of the task above.

Key:

- 4 Well developed
- 3 Age appropriate
- 2 Still developing
- 1 Intervention needed



GRADE R: TERM 2

Holistic rubric for Literacy Assessment Task Part Two, Three and Four

	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
ORAL							
1. Follow the instructions							
2. Answer the questions							
3. Describe where an object is using the correct vocabulary							
4. Sing a learned song							
PHONICS							
5. Identify the 'i' sound in words							
6. Identify 'i' sounds in the environment							
READING							
7. Read a sentence strip together with the teacher							

Copy this rubric. You will need one for each learner.

8. Retell a story in the correct sequence									
9. Use known phonics to decode unknown words									
HANDWRITING									
10. Manipulate writing tools									
WRITING									
11. Experiment with writing									
12. Read own writing									

Use this rubric to assess the above integrated literacy assessment task.

1+2 NUMERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme.

Over the last two weeks, learners:

- demonstrated an understanding of one-to-one correspondence;
- sorted cloud pictures according to size, i.e. biggest to smallest;
- solved addition and subtraction problems using concrete apparatus;
- copied and extended shape patterns;
- built puzzles;
- collected, represented and analysed data, i.e. the daily weather; and
- used mathematical language related to time, e.g. night, day.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

- Place three tins on the table. Each tin must be a different size, e.g. big, medium-sized and small.
- Ask the learners to tell you how many tins there are altogether.
- Then let the learners count the tins.
- Ask the learners to point to the biggest/smallest tin.
- Now ask the learners to arrange the tins from biggest to smallest.
- Ask learners to look at the pictures on page 49 of Workbook 2. They must say what activities happen in the day and what activities happen at night.
- Ask the learner to count to seven.
- Ask the learner to read the numeral and word flash cards for numbers 1 to 4.

GRADE R: TERM 2							
Holistic rubric for Numeracy Assessment Task							
	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
COUNTING							
1. Count out objects to seven							
2. Identify the numerals 1 to 4							
3. Identify the number words one to four							
CONCEPT DEVELOPMENT							
4. Match numeral (symbol), word and picture							
5. Arrange items from smallest to biggest							
6. Use mathematical language (big, bigger, biggest etc.) to describe understanding of the concept							
7. Distinguish between night and daytime activities							

Copy this rubric. You will need one for each learner.

LIFE SKILLS ASSESSMENT

Over the last two weeks, learners engaged in various life skills linked activities that required them to talk about different types of weather. They discussed the weather daily and talked about weather symbols used on weather charts. They also discussed different clothing worn in different weather conditions.

TASK

Use the Season Clock on page 52 of Workbook 2. Show learners the pictures and ask them to tell you:

- what the weather is like in each picture; and
- whether or not the person is appropriately dressed for the weather. Ask them to explain their answer.

See if the learners are able apply what they have learnt over the past two weeks when looking at these pictures.

WEEK 21 + 22

CAPS/MILESTONES:

LIFE SKILLS

Beginning Knowledge and Personal and Social Well-being

The child is able to: Tell what winter weather feels like/ Identify different kinds of transport/Recognise different occupations/ Recognise different types of fruit and vegetables/ Know special days of the year.

Creative Arts

The child is able to: Create freely using boxes and other recycled material/ Dramatise make believe situations/Respond to music by performing simple rhythmic patterns.

Physical Education

The child is able to: Run and walk in different directions/ Climb, run, throw, skip over a rope/Walk on a balancing beam/Crawl and weave through different frames.

MATHEMATICS

Numbers, Operations and Relationships

The child is able to: Count familiar objects up to seven/ Knows number symbols 5-7/ Rote count from 1-10/ Recognise number names, e.g. five, six, seven etc.

Patterns, Functions and Algebra

The child is able to: Copy and create own patterns.

Space and Shape (Geometry)

The child is able to: Build objects using constructive toys or objects in the environment/ Copy a design/Recognise some shapes/Build at least 18-piece puzzles.

Measurement

The child is able to: Estimate and measure the length of different objects/Understand the concepts light and heavy/ Understand the concepts full, empty, less, more than.

Data Handling

The child is able to: Collect, sort, draw, read and analyse according to an attribute. sort objects according to their physical attributes.

HOME LANGUAGE

Listening and Speaking

The child is able to: Listen attentively to questions and give answers/Listen without interrupting/Match things that go together and compare different things that are different/Look at the picture and talk about common experiences.

Phonics

The child is able to: Read monosyllabic words in pictures, e.g. dog, cat, mat etc./Recognise some consonants at the beginning of words.

Reading and Viewing

The child is able to: Understand simple phrases and sentences using pictures/Hold books and turn pages correctly/Give own opinion of character in stories.

Writing

The child is able to: Draw pictures to convey a message and add words to a drawing/Write words and numbers that are in the environment/Begin to write from left to right and top to bottom of a page.

CONCEPTS

WEEK 21

Mathematics:

Number 5/five (Revision of 1-4/one, two, three, four).

Sentence Structure:

Statements: I go to school by...

Wordplay:

aeroplane, air, bicycle, boat, bus, car, donkey cart, helicopter, land, motorbike, road, sea, taxi, train, transport, truck, walk, water, yacht.

WEEK 22

Mathematics:

Number 5/five (Revision of 1-4/one, two, three, four).

Sentence Structure:

Statements: It goes on land/water /It goes in the air.

Wordplay:

aeroplane, air, bicycle, boat, bus, car, donkey cart, helicopter, land, motorbike, road, sea, taxi, train, transport, truck, walk, water, yacht.

Phonics:

Consonant 'n' (final) – Alternatively, adapt this week's phonics activities to suit the sound in Week 22 of Workbook 3 for the language of instruction.

ADDITIONAL RESOURCES:

Poster:









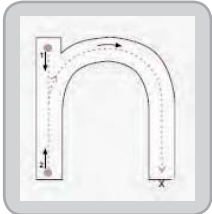






Poster II Transport.

Big Book Story:






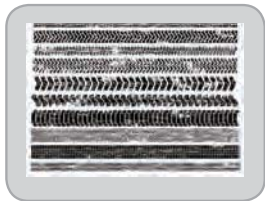

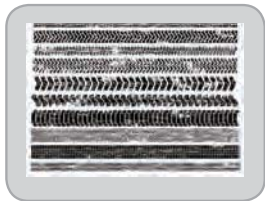

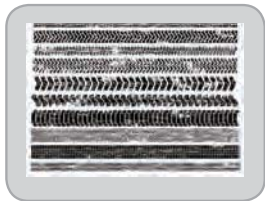










Big Book I No Dogs Allowed.

Transport

MONDAY














 Arrival 15-30 mins	Welcome each learner. Ask parents to send a small object to school that begins with the letter 'n'. They should mark it with the learner's name.	
 Health check		
 Morning Circle 10-15 mins	Introduce the theme, 'Transport' which will be investigated over the next two weeks. Look at the Grade R kit Poster II called Transport and discuss the pictures with the learners. (For help on using posters, refer to LSF, Using Posters.)	Discuss different forms of transport. Learners say which transport is for land/ sea/air. 
 Work Time Activities 30-35 mins	Mathematics focus Let learners make pegboard and Unifix™ block cars. Life Orientation focus Learners look at the picture on pages 2 and 3 in Workbook 3. Talk about the various modes of transport and learners find the correct stickers.	
 Small Group Time Activity 10-15 mins	Literacy focus Introduce the letter 'n'. Identify initial sounds (these are the sounds at the beginning of words). Be careful to say the letter's sound and not its name; for example, 'nnn' not 'en'. The names of the letters are not taught at this stage. Learners will also sound out words into phonemes; for example, n-e-t. Ask learners to say words beginning with 'n'. Draw pictures on the board.	Show the correct starting and ending points when writing the letter 'n'. Learners make the letter 'n' on different textures with their fingers, e.g. the carpet, learners' backs, sandpaper. (For tips on teaching phonics, refer LSF, Phonics).  
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Introduce the theme related song 'The Wheels of the Bus' to the learners on page 73 of this Teacher's Guide. You can also use the LEAP audio lesson Term 3-OI. The song can be sung every day of the teaching week.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Use skipping ropes or chalk to make large letter 'n's on the outside paving. Mark the beginning and ending points. Learners walk the letter 'n'.	
 Story Time	Read the Big Book I story 'No Dogs Allowed' on page 21. Begin by letting learners look at the pictures and saying what they see. Ask learners the following questions for each picture: 'Who can you see?' 'Where is it happening?' 'What is the child doing?' 'Where is she going?' 'Is the dog allowed on the bus with the girl?' 'Why?' 'What do you think will happen next?' In this way, learners are building a story. (For help on using a Big Book, refer to LSF, Using The Big Book).	

TUESDAY















 <p>Arrival 15-30 mins</p>	<p>Greet learners individually. Ask the learners how they came to school today. Tell learners to place their object that begins with the letter 'n' on the sound table. (For tips on preparing a sound table, refer LSF, The Phonics Table). Ask the parents to send a toy vehicle to school tomorrow, if possible. Parents should mark the toy with their child's name.</p>						
 <p>Health check</p>							
 <p>Morning Circle 10-15 mins</p>	<p>Look at Poster II. Ask learners what makes each type of transport go. Ask which ones use our own energy (walking, cycling). Ask why these are good for us. Discuss the different parts of each vehicle: what they are made of and their different shapes.</p>						
 <p>Work Time Activities 30-35 mins</p>	<table border="0"> <tr> <td data-bbox="538 811 828 952"> <p>Life Orientation focus Learners draw a picture of how they get to school on page 4 of Workbook 3.</p> </td> <td data-bbox="836 811 1127 952"> <p>Literacy focus Learners make the letter 'n' from modelling clay.</p> </td> <td data-bbox="1135 811 1542 976"> <p>Creative / Technology focus Learners make rubbings of car tyre rubber to reveal the treads (patterns) of the tyres. This activity must be supervised by an adult.</p> </td> </tr> <tr> <td data-bbox="589 976 760 1187" style="text-align: center;">  </td> <td></td> <td data-bbox="1195 976 1460 1176" style="text-align: center;">  </td> </tr> </table>	<p>Life Orientation focus Learners draw a picture of how they get to school on page 4 of Workbook 3.</p>	<p>Literacy focus Learners make the letter 'n' from modelling clay.</p>	<p>Creative / Technology focus Learners make rubbings of car tyre rubber to reveal the treads (patterns) of the tyres. This activity must be supervised by an adult.</p>			
<p>Life Orientation focus Learners draw a picture of how they get to school on page 4 of Workbook 3.</p>	<p>Literacy focus Learners make the letter 'n' from modelling clay.</p>	<p>Creative / Technology focus Learners make rubbings of car tyre rubber to reveal the treads (patterns) of the tyres. This activity must be supervised by an adult.</p>					
							
 <p>Small Group Time Activity 10-15 mins</p>	<p>Mathematics focus Learners count to ten touching left ears with their right hands as they count. Repeat, touching right ears with left hands. They count the different types of transport on Poster II. (For help on counting with learners, refer LSF, Counting). Revise numerals 1-4 and the words one, two, three and four. Introduce the numeral '5' and the word 'five'. Ask learners to hold up five fingers. Teach the correct number formation for the numeral 5. Learners trace the number in jelly trays.</p>						
 <p>Tidy-up time</p>							
 <p>Hand washing</p>							
 <p>Snack time</p>							
 <p>Music and Movement Ring</p>	<p>Discuss how animals were the earliest form of transport. Animals are still used but to a lesser extent today. Learners pretend to be riding a horse – slowly and then faster. They can gallop around the room.</p>						
 <p>Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Provide large cardboard boxes. Draw wheels on the side of each box. Learners take turns to 'drive the cars'.</p>						
 <p>Story Time</p>	<p>Learners talk about the pictures on page 4 of Workbook 3. The pictures are based on the Big Book story 'No Dogs Allowed'. Learners look carefully at the pictures and say what is happening in each picture. They predict what will happen next and draw the last picture.</p>						

Transport

WEDNESDAY















 Arrival 15-30 mins	<p>Welcome each learner.</p> <p>Tell learners to place their toy vehicle on the theme table. (For help on preparing a theme table, refer to LSF, The Theme Table). Place a puzzle piece in the lockers. Ask learners to bring it to the Morning Circle. If possible choose a transport related puzzle. Ask parents to bring their child's bicycle or scooter to school tomorrow.</p>		
 Health check			
 Morning Circle 10-15 mins	<p>Learners look at their puzzle piece. Get the learners with the edge pieces to begin placing their puzzle pieces on the carpet. They can then begin to fill in the other pieces.</p>		
 Work Time Activities 30-35 mins	<p>Literacy focus</p> <p>Learners trace the letter with their fingers and then with crayons on page 6 of Workbook 3. They must start at the dot.</p>	<p>Mathematics focus</p> <p>Learners sort toy cars according to their size.</p> <p>Creative focus (Part I)</p> <p>Learners make cars from toilet rolls. They paint a toilet roll in a colour they like.</p>	
 Small Group Time Activity 10-15 mins	<p>Literacy focus</p> <p>Revise the letter 'n' as for Monday's lesson. Ask learners to put up their hands if their names begin with 'n'. You can also use the LEAP audio lesson Term 3-OI Sound play. Learners name each item on the sound table. Ask them where they hear the 'n' sound in the word, i.e. at the beginning, in the middle or at the end.</p>		
 Tidy-up time			
 Hand washing			
 Snack time			
 Music and Movement Ring	<p>Sing the theme related song 'The Wheels of the Bus' to the learners on page 73 of this Teacher's Guide. You can also use the LEAP audio lesson Term 3-OI Sing along. Make a bus. Place a few rows of four chairs in rows. Place a single chair at the front for the 'bus driver'. Learners can get on and off the bus as they sing the song.</p>		
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities.</p> <p>Play 'Stop, Slow Down and Go'. Prepare a red, green and orange circle. Glue them to sticks. Learners move freely around the playground. Blow a whistle and hold up a sign. Learners must do what the sign says.</p>		
 Story Time	<p>Learners retell the Big Book 1 story 'No Dogs Allowed' on page 21.</p>		

THURSDAY

 Arrival 15-30 mins	Greet learners as they come in. Make sure they store their bikes and scooter neatly outside the classroom.		
 Health check			
 Morning Circle 10-15 mins	Discuss how learners get to school each morning. Ask each learner and give them a coloured Unifix™ block depending on the way they got to school, e.g. red for taxi, blue for car, green if they walked. Let them build a graph on squared paper prepared earlier.		
 Work Time Activities 30-35 mins	Creative focus (Part 2) Learners make cars from toilet rolls. On cardboard they trace around the base of their toilet roll and cut out four circles.	Mathematics focus Learners complete page 20 of Workbook 2. They circle five items in each line and then trace number 5 with their finger and with a crayon.	
 Small Group Time Activity 10-15 mins	Mathematics focus Learners count to ten pretending to drive (they can hold a biscuit tin lids as steering wheels). Repeat, with them pretending to drive slowly or fast. Make sure they twist, crossing the midline. Revise numerals 1-5 and the words one, two, three, four and five. Ask learners how many fingers they have on their left hand/right hand, how many toes on their left foot/right foot and how many fingernails and toenails they have on each hand/foot.		
 Tidy-up time			
 Hand washing			
 Snack time			
 Music and Movement Ring	Sing 'The Wheels of the Bus' again. Learners can suggest some of their own ideas for actions.		
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Mark out a cycle track on the outside paving with chalk. Choose three learners to control the traffic using the signs from yesterday's lesson. Learners ride their bikes and scooters and must obey the rules. Choose a few learners to be traffic officers who give fines. Make sure all learners have a turn to ride.		
 Story Time	Learners choose books from the reading corner and 'read' silently. Show them how to turn the pages of a book correctly.		















Transport

FRIDAY

 Arrival 15-30 mins	Welcome each learner. Ask learners to make sure that they come to morning circle with clean hands, especially if they have been playing outside.	
 Health check		
 Morning Circle 10-15 mins	Ask learners who brought them to school.	
 Work Time Activities 30-35 mins	Creative focus Learners mix different colours of paint and try to come up with a unique colour. They use this colour to paint the numerals 1, 2, 3, 4 and 5 on a big piece of paper.	Work time activities: Creative focus (Part 3) Learners make cars from toilet Learners paint their wheels with black paint. 
 Small Group Time Activity 10-15 mins	Literacy focus Move a toy car from learners left to right. Let the follow with their eyes without moving their heads. Learners 'read' the pictures on page 7 of Workbook 3 from top to bottom and left to right. 	Learners turn to page 4 of Workbook 3. They add to the drawing they made on Monday. Give a string of instructions: Draw 2 trees/Draw 3 apples on the tree/Draw 5 apples on the other tree; etc. 
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Ask if any of the learners have been on an aeroplane. Did they like it? How did it feel? Learners 'fly' around the room like aeroplanes. Play appropriate music for them to move to, e.g. Nelly Furtado - 'I'm Like A Bird' (2001); R. Kelly - 'I Believe I Can Fly' (1996); Nicki Minaj/Rihanna - 'Fly' (2011).	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Draw a large, simple Earth of the world in the centre of a large piece of paper. Learners dip their feet into bowls of paint and 'walk around the world', leaving their footprints.	
 Story Time	Read a story of your choice for learners' enjoyment and relaxation. (For help on selecting stories, refer to LSF, Choosing Books For Storytime). Learners then get a turn to read their books to the class.	















MONDAY

 Arrival 15-30 mins	<p>Welcome each learner. Ask the learners how they came to school today. Encourage them to use the correct sentence frame, i.e. I came to school on foot/by taxi etc.</p>	
 Health check		
 Morning Circle 10-15 mins	<p>Learners talk about the things they saw on the way to school today. Talk about how much more you see when you are walking, compared to when you ride in a vehicle.</p>	
 Work Time Activities 30-35 mins	<p>Creative focus Give each child a cut out car/taxi window. They draw a picture of what they saw out of the window on the way to school.</p> 	<p>Mathematics focus Learners copy a picture of a vehicle made from simple shapes. They then make up their own vehicle using the shapes provided.</p> 
 Small Group Time Activity 10-15 mins	<p>Literacy focus Revise the 'nnn' sound. Learners 'read' the name cards on the sound table they created in last week.</p> <p>Learners then complete a dotted 'n' worksheet prepared earlier. Alternatively, download a worksheet like the one below. This worksheet is available as free download from 'Sparklebox' (www.sparklebox.co.uk).</p>	 <p>Learners form the letter 'n' in the air and then on the back of a classmate. Ask the learners to choose a colour and trace the dotted line to form the letter 'n'.</p> <p>Discuss different forms of transport. Learners choose one form of transport. They find pictures in magazines of the transport that they chose and paste them on a piece of paper. Learners dictate a sentence to be written underneath their pictures.</p>
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	<p>Introduce the theme related song 'Ten Little Aeroplanes' to the learners on page 73 of this Teacher's Guide. You can also use the LEAP audio lesson Term 3-O2 Sing along. The song can be sung every day of the teaching week.</p>	
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Set up a car wash. Fill a basin with soapy water. Learners can wash their toy cars.</p>	
 Story Time	<p>Ask learners to recall and retell 'No Dogs Allowed' on page 21 from Big Book 1.</p>	





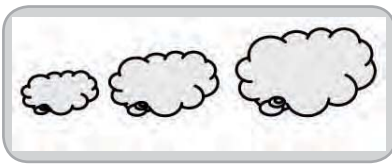










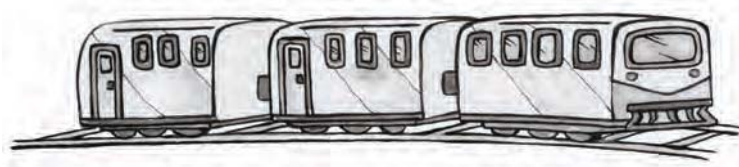
Transport

TUESDAY

 Arrival 15-30 mins	Greet each learner individually.	
 Health check		
 Morning Circle 10-15 mins	Look at the Grade R kit Poster II called Transport and discuss the pictures with the learners.	 <p>Discuss why and when different forms of transport are used. Ask: 'When do we fly in an aeroplane?' Learners may reply: 'When we have to travel to another country'. Ask: 'If I want to go to the shops, will I use an aeroplane or a taxi?'</p>
 Work Time Activities 30-35 mins	Literacy focus Learners form the letter 'n' using paint, paint brushes and paper.	Creative focus (Part 4) Learners make cars from toilet Learners assemble their cars using glue and split pins.
 Small Group Time Activity 10-15 mins	Mathematics focus Learners count to ten, tapping their feet as they count. (For help on counting with learners, refer LSF, Counting.) Revise the numeral and word flash cards. Provide learners with chunky bottle tops. Ask them to roll them. They must make them roll and slide. They achieve this by putting the bottle tops on their sides or on their tops.	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Learners sit on the floor across from each other, legs spread far enough apart so that they can hold hands. One learner pulls his/her partner towards him/herself, then he/she leans forward and has his/her partner lean back. Continue the rocking motion, forward and back, as you sing the familiar song 'Row, Row, Row Your Boat'.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Play 'I Spy'. They pass an object around the circle while music plays. When the music stops, the learner holding the object gets a turn to say 'I spy with my little eye something that is (a colour)'. The other learners guess what it is and when someone guesses correctly, they follow an instruction, e.g. stand and jump three times.	
 Story Time	Look at the Transport poster again. Learners find flash cards from the theme table and use them to label the different transport types in the poster.	

WEDNESDAY

 Arrival 15-30 mins	<p>Welcome the learners.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Explain that each kind of transport has safety rules to be followed. Talk about traffic lights: 'What do the red/amber/green lights mean?' Learners sit in a circle. Put the theme table items in the middle of the circle. Give a description of one item and ask learners to guess which you are describing. The learner who is correct, takes that item and makes a sentence about it.</p>
 Work Time Activities 30-35 mins	<p>Mathematics focus Learners look at the picture on page 8 of Workbook 3. They count the number of vehicles in each row and then trace that number next to each picture.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="836 752 1229 917">  </div> <div data-bbox="1332 752 1537 1034">  </div> </div> <p>Creative focus Let learners make robots from Italian wafer biscuits, Smarties and icing.</p>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Find the letter 'n' in words in the classroom environment. Learners look at their name cards. Ask who has one/two/three etc. 'n' letters in their name.</p> <p>Learners are each given a piece of paper. They are asked to draw a car on the page. Give a string of instructions that they should follow: Colour the car blue/draw a yellow light on the front/ draw a road etc.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Sing the theme related song 'Ten Little Aeroplanes' to the learners on page 73 of this Teacher's Guide. You can also use the LEAP audio lesson Term 3-02 Sing along.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. 'Stop, Slow Down and Go'. Prepare a red, green and orange circle. Glue them to sticks. Learners move freely around the playground. Blow a whistle and hold up a sign. Learners must do what the sign says.</p>
 Story Time	<p>Place theme words and corresponding theme table objects on the carpet. Learners take turns to match a word with an object by placing them side by side. They 'read' the words.</p>






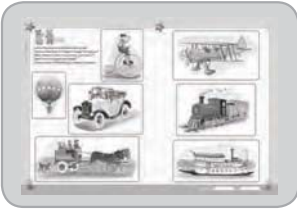









Transport

THURSDAY

 Arrival 15-30 mins	Welcome the learners.
 Health check	
 Morning Circle 10-15 mins	<p>Learners play a guessing game called Transport. They listen carefully to the clues and guess what type of transport is being described. Say: 'It's very long and runs on tracks. What is it?' The learners respond: 'It is a train!'/ 'It goes up mountains. It hangs from a wire. You can find it in Cape Town. What is it?'</p> <p>Continue with different examples. You can also use the LEAP audio lesson Term 3-O1 Playtime.</p>
 Work Time Activities 30-35 mins	<p>Mathematics focus Learners complete page 9 in the Learner's Workbook.</p>  <p>Literacy focus Learners write their name in the placeholder at the bottom of page 9 of Workbook 3. They choose a good work sticker.</p> <p>They colour in what they have drawn.</p>
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count to ten, alternating touching their left foot with their right hand and their right foot with their left hand. Learners compare the weight of the different items on the theme table. Talk about 'light' and 'heavy'. (For help with measurement, refer to LSF, Measurement.)</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Play 'Magic Shoes'. Learners run around, pretending to fly. Every time they hear the whistle blow they change the type of air transport, e.g. aeroplane, helicopter, rocket, hot air balloon.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities.</p> <p>Play 'And The Winner Is'. In this game, the teacher will get the learners to do different actions according to the mode of transport they use to get to school, e.g. say, 'All those who come to school by taxi, hop on one leg.' The learners keep doing their actions until the teacher says: 'Stop!' The last learner to sit is out of the game. This continues until there is a winner. The teacher will ask the winner: 'How do you come to school?' You can also use the LEAP audio lesson Term 3-O2 Playtime.</p>
 Story Time	<p>Learners find transport pictures in magazines. They paste them onto a sheet of paper folded in half to make a book. Label each picture for them. They can copy each label.</p>



FRIDAY

 Arrival 15-30 mins	Greet each learner. Ask them to take their toy vehicles from the theme table and put them in their bags.	
 Health check		
 Morning Circle 10-15 mins	Learners talk about the pictures on pages 10 and 11 of the Workbook.	They discuss how transport has changed over the years. 
 Work Time Activities 30-35 mins	Mathematics focus Learners build 18 (or more) piece puzzles.	Life Orientation focus Learners trace the wheels on all the pictures that have wheels on pages 10 and 11 of Workbook 3.
 Small Group Time Activity 10-15 mins	Mathematics focus Learners sort items from the theme table according to length. They use the words shorter, longer. They arrange the cars from shortest to longest.	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Learners will use their chairs for this activity. Remind them of the concepts learnt previously – 'on top', 'under', 'next to' etc. Play music for learners to move to. When the music stops, learners follow the instruction, e.g. 'Stand on your chair!'	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Make a 'taxi' from the learners' chairs. Learners role-play taking a taxi. They have to tell the taxi driver where they live (give their real address). Discuss acceptable behaviour when using public transportation. For example: letting older people sit down, not littering, not shouting, being polite, etc. Let the learners practice this behaviour as they play.	
 Story Time	Read a story of your choice for learners' enjoyment and relaxation. (For help on selecting stories, refer to LSF, Choosing Books For Storytime.)	

Transport

TERM 3
WEEKS 21 AND 22

 LITERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks, learners:

- listened to Big Book 1 story 'No Dogs Allowed' on page 21;
- noted the main details/message of the story;
- identified the 'n' sound at the beginning of words;
- recognised the symbol for 'n';
- identified words that begin with 'n';
- practised the letter formation of 'n'; and
- used language for learning.

This assessment task may take several days to complete. Depending on the ability of the learner you may choose to assess one letter on one day and the other on another.

TASK

Part One

- Put several picture cards on the table. At this stage, you could put several letters on the table as learners should know quite a number of the alphabet letter sounds by now.
- Ask each learner to group the cards according to their initial sound.
- Now put out containers, each labelled with one of the letters learnt so far.

- Ask the learner to place the picture cards into the correct containers.

Part Two

- Have pictures of the different types of transport.
- Ask the learner to name each type and discuss their use.

Part Three

- Use the same pictures as above.
- Show the learner one card at a time. Ask the learner to 'read' the picture and to clap out the word, e.g. motorbike = three syllables, therefore three claps.
- Repeat.

Part Four

- Sit next to each learner at a small desk. Show the learner a red and green card.
- Ask them what a green traffic light indicates.
- Ask what a red traffic light indicates.
- Now ask the learner to place the green card at the top left-hand corner of the desk.
- Ask that the learner place the red card at the top right-hand corner of the desk.
- Put out the picture cards that show the different modes of transport.
- Ask the learner to pick out a particular card and to place it either on the left or on the right side of the desk.
- Repeat.

GRADE R: TERM 3		
Checklist for Literacy Assessment Task		
Name:	Date:	
The learner is able to:	Yes	No
1. Recognise initial sounds of words using picture cards		
2. Recognise letter symbols		
3. Make the association between the initial sound heard and the letter symbol		
4. Recall the events of a story in sequence		
5. Read picture cards		
6. Clap out the syllables in the thematic vocabulary words, e.g. mo/tor/bike		
7. Understand direction, i.e. left and right		
8. Follow instructions and pick out selected information from a description		
9. Read own writing		

Copy this rubric. You will need one for each learner.

 NUMERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks, learners:

- counted to 10;
- counted to 7, forwards and backwards;
- been introduced to the numeral '5' and the word 'five';
- collected and sorted items according to given criteria (size, colour);
- demonstrated an understanding of form constancy of shapes learnt up to date;
- built a picture from shapes having been given an example to copy;
- demonstrated an understanding of the concepts long and short, light and heavy and left and right;
- demonstrate an understanding of objects that roll and slide (revision); and
- used mathematical language to express problem-solving strategies and techniques.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

Part One

- Ask learners to count the wheels of certain transport types or the pedestrians on the Grade R kit Poster II called 'Transport' (this is a good figure-ground activity).
- Ask the learner to find the matching numeral card.

Part Two

- Provide the learner with toy cars.
- Ask the learner to arrange the cars from shortest to longest.
- Ask them to show you which car is the lightest and which is the heaviest.
- Ask them to show you their left hand and right foot.
- Repeat.

Part Three

- Show the learner a number of counters (between 1 to 5).
- Ask the learner to estimate how many counters there are.
- Let them count the number and find the matching numeral and word card.
- Show each learner another group of counters and ask them if this group looks like it has more or less counters.
- Again let them count it.
- Repeat.

GRADE R: TERM 3							
Holistic rubric for Literacy Assessment Task Part One, Two and Three							
The learner is able to:	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
COUNTING							
1. Count objects in pictures							
2. Select numerals (cards) between 1 and 5 to match the number of items counted							
3. Identify the number words one to four							
4. Estimate with some accuracy a number of concrete objects							
CONCEPT DEVELOPMENT							
5. Identify light and heavy objects							
6. Arrange items from shortest to longest							
7. Use mathematical language (long, short, light, heavy etc.) to describe understanding of the concept							
8. Distinguish between right and left on his/her body							

Copy this rubric. You will need one for each learner.



LIFE SKILLS ASSESSMENT

Over the last two weeks, learners have learned about different modes of transport. This task will help you assess whether they are able to identify types of transport and their uses.

Part I

Show learners Grade R kit Poster II called 'Transport'. Point to different scenarios on the poster and ask them:

- 'When would you use a taxi/bicycle/aeroplane? Why?'
- 'Why do we have different types of transport?' (point to a van or truck on the poster compared to a domestic car)

- Point to the pedestrian crossing and ask the learner what it is and why it is necessary. Ask what could happen if the pedestrians don't use this?

See if learners are able to apply what they have learnt over the past two weeks when looking at these pictures.

Write your observations in your record book. These questions should help you write up your observations:

- 'Is the learner able to identify and name different modes of transport?'
- 'Does the learner understand the purpose of different types of transport types, e.g. overseas (recreational) travel, cargo transport, public transport?'

The Jobs People Do

WEEK 23 + 24

CAPS/MILESTONES:



LIFE SKILLS

Beginning Knowledge and Personal and Social Well-being

The child is able to: Tell what winter weather feels like/ Identify different kinds of transport/Recognise different occupations/ Recognise different types of fruit and vegetables/Know special days of the year.

Creative Arts

The child is able to: Create freely using boxes and other recycled material/ Dramatise make believe situations/Respond to music by performing simple rhythmic patterns.

Physical Education

The child is able to: Run and walk in different directions/ Climb, run, throw, skip over a rope/Walk on a balancing beam/Crawl and weave through different frames.



MATHEMATICS

Numbers, Operations and Relationships

The child is able to: Count familiar objects up to seven/ Knows number symbols 5-7/ Rote count from 1-10/ Recognise number names, e.g. five, six, seven etc.

Patterns, Functions and Algebra

The child is able to: Copy and create own patterns.

Space and Shape

The child is able to: Build objects using constructive toys or objects in the environment/ Copy a design/Recognise some shapes/Build at least 18-piece puzzles.

Measurement

The child is able to: Estimate and measure the length of different objects/Understand the concepts light and heavy/ Understand the concepts full, empty, less, more than.

Data Handling

The child is able to: Collect, sort, draw, read and analyse according to an attribute.



HOME LANGUAGE

Listening and Speaking

The child is able to: Listen attentively to questions and give answers/Listen without interrupting/Match things that go together and compare different things that are different/Look at the picture and talk about common experiences.

Phonics

The child is able to: Read monosyllabic words in pictures, e.g. dog, cat, mat etc./Recognise some consonants at the beginning of words.

Reading and Viewing

The child is able to: Understand simple phrases and sentences using pictures/Hold books and turn pages correctly/Give own opinion of character in stories.

Writing

The child is able to: Draw pictures to convey a message and add words to a drawing/Write words and numbers that are in the environment/Begin to write from left to right and top to bottom of a page.

CONCEPTS

WEEK 23 + 24

Mathematics:

Number 6/six (Revision of 1-5/one, two, three, four, five).

WEEK 23

Sentence Structure:

Question and answer: The focus is on tools needed to do jobs/The... needs... (to do his/her job)...

Wordplay:

ambulance, burn, dig, doctor, fire, fire station, firefighters, fix, food, garage, health, hospital, hurt, mechanic, nurse, road, road workers, services, sick, spades, taxi driver, transport.

WEEK 24

Sentence Structure:

Question and answer: How do they help us?/They help us...

Wordplay:






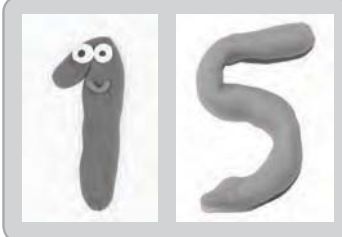






ambulance, bag, bandage, board, classroom, desk, doctor, fire engine, firefighter, helmet, hose, mechanic, medicine, pencils, postman, teacher, tools.

ADDITIONAL RESOURCES:

Poster: Poster 12 The Jobs People Do.













Big Book Story: Big Book 2 People Who Help.

MONDAY





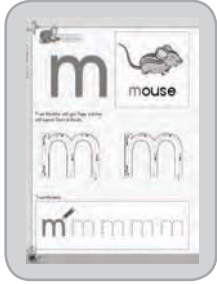







 Arrival 15-30 mins	Greet the learners and welcome them back after the weekend. Ask them to keep their lockers tidy. Ask parents to send small items that begin with the letter 'm' to school for the sound table.	
 Health check		
 Morning Circle 10-15 mins	Introduce the theme, 'Jobs People Do' which will be investigated over the next two weeks. Look at the Grade R kit Poster 12 called Jobs People Do and discuss the pictures with the learners. (For help on using posters, refer to LSF, Using Posters). Learners look at the poster and name the workers. They say what work they do and why it is important. Ask them what other jobs people do, e.g. teachers, doctors, social workers, farmers. Encourage them to answer the question: 'How do they help us?' by responding, 'They help us by...' You can also use the LEAP audio lesson Term 3-03 Sentence play.	
 Work Time Activities 30-35 mins	Life Orientation focus Learners look at the picture on pages 12 and 13 of Workbook 3. Discuss all the people who help us and talk about the jobs they do. Learners find the stickers to paste on those pages.	Mathematics focus Learners form the numerals 1-5 from modelling clay.
 Small Group Time Activity 10-15 mins	Literacy focus Introduce the letter 'm'. Teach the sound 'mmm' and not the letter name 'em'. Ask learners if anyone's name begins with 'm', e.g. Mary, Mpho or Melusi. Ask learners to identify objects in the environment that begin with the letter 'm'. Draw the items on the board.	 You can also use the LEAP audio lesson Term 3-03 Sound Play. Artwork on page 21 of Workbook 3. Show the correct starting and ending points when writing the letter 'm'. Learners make the letter 'm' on different textures with their fingers, e.g. the carpet, learners' backs, sandpaper.
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Introduce the theme related song 'Doctor' to the learners on page 74 of this Teacher's Guide. You can also use the LEAP audio lesson Term 3-03 Sing along. The song can be sung every day of the teaching week.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Let the learners stand in a circle. Count all the learners' hands in the classroom. Everyone jumps up and down that number of times. Then ask a few learners to hide their hands behind their backs and count again. Ask: 'Are there more or fewer hands?' After deciding on 'fewer' or 'more', learners jump that number of times. Repeat.	
 Story Time	Read the Big Book 2 story 'People Who Help' on page 7. Begin by letting learners look at the pictures and saying what they see. Ask learners the following questions for each picture: 'Who can you see?' 'What is happening?' 'Who is helping?' 'How are they feeling?' 'What do you think will happen next?' In this way, learners are building a story. (For help on using a Big Book, refer to LSF, Using The Big Book).	

The Jobs People Do

TUESDAY














 Arrival 15-30 mins	<p>Greet each learner individually. Ask learners to tidy up after playing before morning circle today. Tell learners to place their items that begin with the letter 'm' on the sound table. (For tips on preparing a sound table, refer LSF, The Phonics Table.)</p>	
 Health check		
 Morning Circle 10-15 mins	<p>Talk about the class as a community. Ask the learners, 'How do I help you?' Then ask, 'How do you help me?' Let them share their thoughts. Introduce the idea of teamwork. Talk about listening and talking sensitively to each other. Ask what they would like to do when they grow up.</p>	
 Work Time Activities 30-35 mins	<p>Literacy focus Make 'm' mobiles. Learners draw pictures beginning with 'm' and hang them from pieces of string attached to hangers.</p> <p>Mathematics focus Learners build puzzles (18-piece or more).</p>	<p>Creative/Life Orientation focus Make 'charity' money boxes. Put small boxes, paint, textiles and glue on the table. Learners paint and decorate boxes. Make a slit in the top of each box. Learners will fill the boxes with modelling clay coins (see next activity).</p>
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count to ten touching left ears with their right hands as they count. Repeat, touching right ears with left hands. (For help on counting with learners, refer LSF, Counting). Revise numerals 1-5 and the words 'one', 'two', 'three', 'four' and 'five'. Introduce the numeral '6' and the word 'six'. Ask learners to hold up six fingers. Give learners their name cards and ask them to count the letters in their name. Ask them to put up their hands if they have less/more than six or six letters in their names. Teach the correct number formation for the numeral 6. Learners trace the number in jelly trays.</p>	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	<p>Learners pretend to be different people, as instructed, e.g., firefighters holding long, heavy hoses and spraying water on a burning building. Let them act out each 'job'.</p>	
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Trace around each learners body on newsprint. (They can trace each other.) They cut them out and let them paint them. When dry, paint or print one letter of the words 'UBUNTU I HELP YOU AND YOU HELP ME' onto each one. Decorate an outside wall with these cut-outs.</p>	
 Story Time	<p>Big Book 2 story 'People Who Help' on page 6 using their own words.</p>	

WEDNESDAY

 Arrival 15-30 mins	Make a little welcome note for each learner: 'Dear... I am so glad you are at school today, I HELP you and you HELP me.' Decorate it with a little picture and place in the learner's locker.	
 Health check		
 Morning Circle 10-15 mins	Discuss being young and old. Ask learners what they call their grandparents, e.g. gogo, nstatemoholo, oupa, granny. Learners talk about things that elderly people like to do. Ask how they can help elderly people they know.	
 Work Time Activities 30-35 mins	<p>Mathematics focus Learners make the numeral six from modelling clay. Let them decorate each numeral with six buttons or other counters.</p> <p>Creative focus Learners make a card of appreciation for their grandparents or an elderly person in the community.</p>	<p>Literacy focus Learners make a card of appreciation for their grandparents or an elderly person in the community.</p> 
 Small Group Time Activity 10-15 mins	<p>Literacy/Creative focus Play 'What Am I?', a riddle/logic game with the learners. Describe various items that are used in different professions, e.g. 'I can hear your heart beat. What am I?' (a stethoscope); 'I tell when you are cold or hot. What am I?' (a thermometer); 'I can bake cakes for you to eat. What am I?' (an oven); etc.</p>	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Learners sit on their chairs in a circle. Give the learners one of four occupations, e.g. firefighter, taxi driver, doctor and nurse. Begin by calling out one of the occupations. These learners must swap seats with someone else of that occupation. Everyone else stays seated. They cannot sit back down on their own chair. As they swap seats, remove one chair and whoever ends up without a chair is out. Continue until there is a winner.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Let learners get into pairs and use their bodies to make the letter 'm'. Let them demonstrate to the group how they formed the letter 'm'.	
 Story Time	Make a Big Book class story, using the poster 12. Choose a scenario depicted in the poster and name a character in the scenario. Begin the story and get them to build the story by answering the following questions: 'What happened?' 'Why did it happen?' 'Who is helping?' For example, 'One Saturday morning, Mrs Maseko went to town to buy groceries. On the way...'	













The Jobs People Do

THURSDAY

 Arrival 15-30 mins	Greet learners individually. Place a toy 'trade tool', e.g. stethoscope, saw, hammer, in each locker.						
 Health check							
 Morning Circle 10-15 mins	Learners bring their tool of the trade to Morning Ring. Ask to name the item, say how it is used and who uses it. Place the items on the theme table. (For help on preparing a theme table, refer to LSF, The Theme Table). Talk about other tools used in jobs, e.g. teachers need chalk, doctors need x-ray machines, street cleaners need brooms.						
 Work Time Activities 30-35 mins	<div style="display: flex; justify-content: space-between;"> <div data-bbox="437 780 734 947"> <p>Literacy focus Learners complete pages 14 in the Workbook 3. They draw a line to join the person to the correct object.</p>  </div> <div data-bbox="946 780 1127 1001"> <p>Creative focus Learners trace around their hands and upper arms onto black paper. They make 'bones' with earbuds.</p>  </div> </div>						
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count to ten clicking their fingers. Let learners read the flash card numerals and words. Ask them to find the pictures and numbers for 1-6 from their number cards (cut out from Workbook 1). They must arrange the cards from one to six. Learners place counters on each card, one on the number 1, two on the number 2 etc.</p>						
 Tidy-up time							
 Hand washing							
 Snack time							
 Music and Movement Ring	Sing the theme related song 'Doctor' to the learners on page 74 of this Teacher's Guide. You can also use the LEAP audio lesson Term 3-03 Sing along.						
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Use chalk to draw the letters that have been taught so far (t, a, n, p, s, m). Draw the letters in a two by three grid. Learners are asked, one by one, to jump on a specific letter and shout out its sound. <table border="1" data-bbox="1197 1538 1397 1688" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>t</td> <td>a</td> <td>n</td> </tr> <tr> <td>p</td> <td>s</td> <td>m</td> </tr> </tbody> </table>	t	a	n	p	s	m
t	a	n					
p	s	m					
 Story Time	Learners make 'The Little Take Home Book' called 'A Visit To The Doctor' in the middle of Workbook 3. Read the book with the learners. They can take their books home at the end of next week.						



FRIDAY

 Arrival 15-30 mins	<p>Greet each learner.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Learners talk about past experiences of people who helped them. Ask learners who they see if they:</p> <ul style="list-style-type: none"> • have toothache (dentist) • have flu (doctor) • have a burst water pipe (plumber) • want to order food (waiter) • buy a toy (shopkeeper)
 Work Time Activities 30-35 mins	<p>Life Orientation focus Learners complete page 15 of Workbook 3. They find the stickers and stick them in the correct space.</p> 
 Small Group Time Activity 10-15 mins	<p>Literacy focus Learners draw a picture of a time when they went to the doctor, dentist or when a policeperson helped them. Write a sentence under their pictures for them. Staple them together and make a book titles 'People Who Have Helped Us'.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Learners pretend to be different people, as instructed, e.g. firefighters holding long, heavy hoses and spraying water on a burning building. Let them act out each 'job'.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Provide clothing and props so that learners can dress up and act out different jobs that people do.</p>
 Story Time	<p>Read a story of your choice for the learners' enjoyment and relaxation. (For help on selecting stories, refer to LSF, Choosing Books For Storytime).</p>




The Jobs People Do

MONDAY

 **Arrival**
15-30 mins

Welcome the learners back after the weekend. Ask if they helped at home on the weekend.

 **Health check**



 **Morning Circle**
10-15 mins

Go through the items on the theme table. Ask learners to make sentences with a word or an item. They can use the sentence frame, 'The... needs... (to do his/her job)'. You can also use the LEAP audio lesson Term 3-03 Word play and Sentence play.

 **Work Time Activities**
30-35 mins

Mathematics focus

Prepare a worksheet to revise numeral and word recognition of numbers (1-6).

1 one	
2 two	
3 three	
4 four	
5 five	
6 six	

Learners trace each numeral and word and the place counters next to each number and word.

Literacy focus

Provide blocks of packing Styrofoam, earbuds cut in half, hammers and (if possible) safety goggles. Learners bang the 'nails' into the 'wall'.




 **Small Group Time Activity**
10-15 mins

Literacy focus

Place alphabet flash cards on the carpet (you will need about five of each letter). Learners find the letters that their names begin with. Say the letter sounds and when they hear the sound that their names begin with, they stand up.



Learners 'read' the pictures from top to bottom and left to right on page 16 of Workbook 3 in the Workbook. They trace the first letter of each word with their fingers and then with crayons.

 **Tidy-up time**

 **Hand washing**

 **Snack time**

 **Music and Movement Ring**

Introduce the theme related song 'I'm a Little Firefighter' to the learners on page 70 of this Teacher's Guide. You can also use the LEAP audio lesson Term 3-04 Sing along. The song can be sung every day of the teaching week.














 **Outdoor Play**

Include the activity below as one of your daily outdoor activities. Revise the sounds and colours taught so far by playing 'I Spy', e.g.: 'I spy with my little eye something beginning with 'm''. or 'I spy something that is green.' The learner who guesses correctly, gets the next turn.

 **Story Time**

Ask learners to retell the Big Book 2 story 'People Who Help' on page 7.














TUESDAY

 Arrival 15-30 mins	<p>Greet each learner. Tell them that they will find some counters in their locker. They will bring them to Small Group Time. Give each learner seven counters only.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Talk about jobs that happen inside, outside and both inside and outside. Outside jobs include amongst others, traffic officers, street cleaners, postman, some types of farmers, informal street vendors, game rangers. Some inside jobs include librarian, office workers, teachers, post office clerks. Some jobs performed inside and outside include doctors, nurses, social workers, construction workers.</p>
 Work Time Activities 30-35 mins	<p>Literacy focus Provide large letter 'm's' for learners to work on. Let them glue macaroni onto the cut out and then paint it.</p>  <p>Mathematics focus Learners complete page 18 in Workbook 3.</p> 
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count to 10 skipping as they count. (For help on counting with learners, refer LSF, Counting). Learners sit in a circle with their counters (from their locker) in front of them. They count the counters and count out the correct number for their age. They compare their counters with the learner sitting next to them. They must say who has more/less/the same number of counters.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Sing the theme related song 'I'm a Little Firefighter' to the learners on page 70 of this Teacher's Guide. You can also use the LEAP audio lesson Term 3-04 Sing along.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Draw chalk numerals on the outside paving. Let learners walk the numbers beginning at the correct starting point and ending at the correct endpoint.</p>
 Story Time	<p>Learners 'write' their own personal accounts of someone who helped them. Let them draw a picture and then write a sentence for them under their picture. Allow them to trace the sentence if they want to.</p>















The Jobs People Do

WEDNESDAY

 Arrival 15-30 mins	Greet each learner.
 Health check	
 Morning Circle 10-15 mins	Play 'Who Will Help?' Present a variety of scenarios to learners and ask them to say who will help in each situation. For instance: 'Thuli's house is on fire, who will help?' 'Julius has fallen from his bike. Who will help?' 'Jacob's car has broken down. Who will help?'
 Work Time Activities 30-35 mins	<p>Life Orientation focus Learners complete page 17 in Workbook 3. They draw a line from the problem to the person who will help.</p>  <p>Creative focus Learners make maracas. They will need two spoons and a small plastic Easter egg or pill bottle, some lentils and tape. They place the lentils into the egg or container, close it and place it between the two spoons. They tape the spoons together with tape.</p> 
 Small Group Time Activity 10-15 mins	<p>Literacy focus Prepare picture cards with things starting with 's', 'p', 't', 'y', 'n' and 'm'. Learners go through the picture cards. They name the picture and try to isolate and say the initial sound out loud. Label seven paper bags with the letters 's', 'p', 't', 'y', 'n' and 'm'. Learners take turns to pick up a picture card, name the initial sound and then place it in the correct sound bag.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Learners use their maracas made in the Worktime activity to accompany different pieces of music. Provide soft, loud, slow and fast music.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Learners collect leaves, sticks, stones, etc. to make the letter 'm'. Make a large letter 'm' on the ground.
 Story Time	Learners 'read' their picture stories they made yesterday to the class.





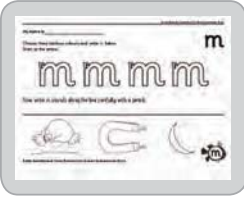










THURSDAY

 Arrival 15-30 mins	<p>Welcome the learners. Remind them to tidy up and wash their hands before the morning circle.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Discuss what vehicles are used by different professionals, e.g. paramedics drive ambulances, police drive police cars, firefighters drive fire engines, farmers drive tractors and harvesters.</p>
 Work Time Activities 30-35 mins	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Literacy focus Learners complete page 21 of Workbook 3. They 'read' the pictures on their own and trace over the dotted letters.</p> </div> <div style="width: 10%; text-align: center;">  </div> <div style="width: 45%;"> <p>Mathematics/Creative focus Learners use wax crayons to practice the correct numeral formation of 6 on a piece of paper folded horizontally to make four lines. Instruct them to touch the top and bottom lines and to begin writing the one at the top and to end at the bottom.</p> <div style="text-align: center; border: 1px solid gray; border-radius: 10px; padding: 5px; width: fit-content; margin: 10px auto;"> 666666 </div> </div> </div>
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count to 10, showing their fingers as they count. Hold up number cards. Some with the numerals and some with the words. Learners read the card and say the number. They clap that number of times. Let individual learners have turns to do this on their own.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Learners can pretend to be different vehicles, e.g. ambulances, police cars, fire engines, tractors etc. They can move and make appropriate sounds for each vehicle.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Hide pictures of things beginning with 'm' around the play area. (You will need one picture more than the number of learners in the class, this one will be looked for afterwards.) Learners sit in a circle. When instructed to do so, learners go and find one picture and come back to the circle. Learners 'read' their cards. Learners race to find the last picture. The learner who finds this one is the winner.</p>
 Story Time	<p>In pairs, role play a given situation. For example: a visit to the doctor to get an injection (one learner is the doctor and the other is the patient). Afterwards learners draw a picture of their role play and dictate a sentence to be written underneath their picture. (These pictures will be made into a class book about 'The Jobs People Do'.)</p>

The Jobs People Do

FRIDAY

 Arrival 15-30 mins	Welcome each learner. Remind learners to take home any items they've brought to school for the theme.
 Health check	
 Morning Circle 10-15 mins	Cover the theme table and ask learners to recall as many items as they can. Uncover the table and see what was forgotten.
 Work Time Activities 30-35 mins	<p>Literacy focus Learners then complete a dotted 'm' worksheet prepared earlier. Alternatively, download a worksheet like the one below. This worksheet is available as free download from 'Sparklebox'. (To learn more about 'Sparklebox', visit www.sparklebox.co.uk). Learners form the letter 'm' in the air and then on the back of a classmate. Ask the learners to choose a colour and trace the dotted line to form the letter 'm'.</p> 
 Small Group Time Activity 10-15 mins	<p>Literacy focus Learners repeat words of things beginning with 'm'. Emphasise the 'm' sound. Help learners complete page 19 in Workbook 3. Learners look at the pictures and 'read' the word for each one. They repeat the word and then clap the word. For example: doctor - doc-tor (2 claps).</p> 
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Learners pretend to be fire. They must move like flames. Play suitable music for them to move to.
 Outdoor Play	Learners make mud and write the letter 'm' with mud. They draw things beginning with 'm'. (Carefully monitor learners try so they only get their hands dirty. Remind them to wash their hands well before going back to class.)
 Story Time	Read the class book made on Wednesday. Learners take their little Take home Book 'A Visit to the Doctor'. Read s story of your own choice for learners' enjoyment and relaxation.



The jobs people do

TERM 3

WEEKS 23 AND 24



LITERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks learners:

- listened to the Big Book 2 story 'People Who Help' on page 7;
- used the illustrations in the story to identify objects and experiences;
- predicted what will happen in a story through the pictures;
- recounted personal stories of helping others;
- identified the 'm' sound at the beginning of words;
- recognised the symbol for 'm';
- identified words beginning with 'm';
- 'read' their own page from the book they made as a class on the jobs people do;
- pointed to the words when they 'read';
- sang and recited songs;
- role-played a given situation about asking for help;
- broke theme words into syllables;
- practised the formation of the letter 'm'; and
- used language for learning.

This assessment task may take several days to complete.

GRADE R: TERM 3

Checklist for Literacy Assessment Task

Name:	Date:	
The learner is able to:	Yes	No
1. Remember events from a story		
2. Use a story to recognise common experiences		
3. Recognise initial sounds of words using picture cards		
4. Select picture cards that begin with 'm' from a group of cards		
5. Recognise the letter 'm' from a group of letters		
6. Read single letters		
7. Role-play reading: turn pages appropriately		
8. Hold a book the right way up		
9. Using his/her own 'story' look at words and pictures and understand the relationship between them		
10. Use pictures to construct ideas		
11. Distinguish pictures from print (e.g. by pointing at words rather than pictures when 'reading')		

Copy this rubric. You will need one for each learner.

TASK

Part One

- Allow the learner to look at the pictures on each page of the Big Book 2 story 'People Who Help' on page 7.
- Close the book.
- Ask the learner to tell you about two people who needed help in the story.
- Then ask the learner to tell you who helped them.
- Ask the learner what they do at home and at school to help.

Part Two

- Put picture cards of the following on the table, for example a mat, mouse, man, magazine, dog, pot, boat, cloud. Mix up the cards. Ask the learner to 'read' the cards.
- Now ask the learner to pick up all the cards that begin with 'm'. Remember to say the sound 'mmm' and not the letter name 'em'.

Part Three

- Place the following alphabet letters on the table: p, t, s, b, a, m, i.
- Ask the learner to 'read' each letter.
- Ask the learner to say a word that begins with the letter sound.
- Repeat until the learner has 'read' all the letter symbols.

Part Four

- Let the learner use the book he/she made about someone helping them.
- Ask the learner to point to the picture. Let the learner tell you about the picture.
- Now ask the learner to point to the words under the picture. Let the learner 'read' the sentence.
- Give the learner a book from the library corner. Ask them to hold the book (observe if they hold it up the correct way), ask them to show you the cover, ask them to show you how they turn pages.



NUMERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks learners:

- counted to 10;
- were introduced to the numeral '6' and the word 'six';
- built a puzzle (18 piece or more);
- used concrete apparatus (counters) to work out sums;
- collected and sorted pictures according to given criteria (theme-related criteria);
- recognised the number names up to six;
- copied, extended a given colour pattern and created their own colour patterns
- used construction apparatus;
- described groups of objects using the terms more, less and the same; and
- used mathematical language to express problem-solving strategies and techniques.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

Part One

- Place 10 counters on the table.
- Ask the learner to count them one by one.

Part Two

- This activity must be done on the carpet.
- You will need 6 bottle tops and a small box plus the numeral and word flash cards for numbers 1 to 6.
- Ask the learner to count the bottle tops and tell you how many there are. They will count 6. Let them find the matching numeral and word card for 6.
- Tell the learner to put all the bottle tops into the box, shake it and toss them onto the carpet.

- Some bottle tops will be facing upwards and others will be facing downwards when they land.
- Let the learners count those facing upward first. Ask the learner to find the matching numeral and word card.
- Now ask the learner to count the bottle tops facing downwards. Again, let the learner find the matching numeral and word card.
- Ask: 'Which of the bottle tops are more, less or the same?'
- Finally, ask the learner to count both groups and see how many there are all together (will add up to 6).
- Repeat.

Part Three

Provide the learner with an 18 -piece puzzle and have them complete it.

GRADE R: TERM 3							
Holistic rubric for Numeracy Assessment Task Part One, Two and Three							
	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
COUNTING							
1. Count out ten objects accurately							
2. Select numerals (cards) between 1 and 6 to match the number of items counted							
3. Identify the number words one to six							
4. Count two groups of numbers and give a total							
CONCEPT DEVELOPMENT							
5. Complete an 18 -piece puzzle							
6. Compare and describe groups of objects as having more, less or the same							

Copy this rubric. You will need one for each learner.



LIFE SKILLS ASSESSMENT

Over the last two weeks, learners engaged in various life skill linked activities that required them to talk about the jobs people do (at home, at school and in the community). Use the checklist below to record your observations of the learners over the last two weeks.

TASK

Show learners these pictures from the Big Book 2 story 'People Who Help' on page 9 and ask them to tell you:

- 'Why does this person need help?/Why do these people need help?'
- 'How does this person feel?/How do these people feel?'
- 'Could you help this person/these people?'

- 'Who could help this person/these people?'
- 'How will this person/these people feel after they have been helped?'

See if learners are able to apply what they have learnt over the past two weeks when looking at these pictures. Write your observations in your record book. These questions should help you with your observations:

- Can the learner identify that these people are in need of help?
- Can the learner recognise what help they need?
- Does the learner show empathy for these people?
- Can the learner suggest practical and achievable ways in which the appropriate person could help?
- Does the learner respond appropriately to the pictures?

Water

WEEK 25 + 26

CAPS/MILESTONES:

LIFE SKILLS

Beginning Knowledge and Personal and Social Well-being

The child is able to: Tell what winter weather feels like/ Identify different kinds of transport/Recognise different occupations/ Recognise different types of fruit and vegetables/Know special days of the year.

Creative Arts

The child is able to: Create freely using boxes and other recycled material/ Dramatise make believe situations/Respond to music by performing simple rhythmic patterns.

Physical Education

The child is able to: Run and walk in different directions/ Climb, run, throw, skip over a rope/Walk on a balancing beam/Crawl and weave through different frames.

MATHEMATICS

Numbers, Operations and Relationships

The child is able to: Count familiar objects up to seven/ Knows number symbols 5-7/ Rote count from 1-10/ Recognise number names, e.g. five, six, seven etc.

Patterns, Functions and Algebra

The child is able to: Copy and create own patterns.

Space and Shape

The child is able to: Build objects using constructive toys or objects in the environment/ Copy a design/Recognise some shapes/Build at least 18-piece puzzles.

Measurement

The child is able to: Estimate and measure the length of different objects/Understand the concepts light and heavy/ Understand the concepts full, empty, less, more than.

Data Handling

The child is able to: Collect, sort, draw, read and analyse according to an attribute.

HOME LANGUAGE

Listening and Speaking

The child is able to: Listen attentively to questions and give answers/Listen without interrupting/Match things that go together and compare different things that are different/Look at the picture and talk about common experiences.

Phonics

The child is able to: Read monosyllabic words in pictures, e.g. dog, cat, mat etc./Recognise some consonants at the beginning of words.

Reading and Viewing

The child is able to: Understand simple phrases and sentences using pictures/Hold books and turn pages correctly/Give own opinion of character in stories.

Writing

The child is able to: Draw pictures to convey a message and add words to a drawing/Write words and numbers that are in the environment/Begin to write from left to right and top to bottom of a page.

CONCEPTS

WEEK 25 + 26

Revision of 1-6/one, two, three, four, five, six).

WEEK 25

Sentence Structure: Sentences using can... can.../Sentences using cannot... cannot...

Wordplay

anchor, boat, bottle, canoe, fish, float, oars, objects, rock, seaweed, shell, ship, tube, water, yacht.

Phonics

Consonant 'd' (initial) – Alternatively, adapt this week's phonics activities to suit the sound in Week 23 of Workbook 3 for the language of instruction.

WEEK 26

Sentence Structure: Positive and negative: ... live in water./... do not live in water.

Wordplay:

bat, bee, butterfly, eagle, eel, fish, frog, human, jellyfish, octopus, parrot, penguin, seahorse, shark, starfish, turtle, whale.

Phonics












Consonant 'd' (initial) – Alternatively, adapt this week's phonics activities to suit the sound in Week 23 of Workbook 3 for the language of instruction.

ADDITIONAL RESOURCES:

Poster: Poster 13 Water.

Big Book Story: Little Take Home Book 'We Plant A Seed'.

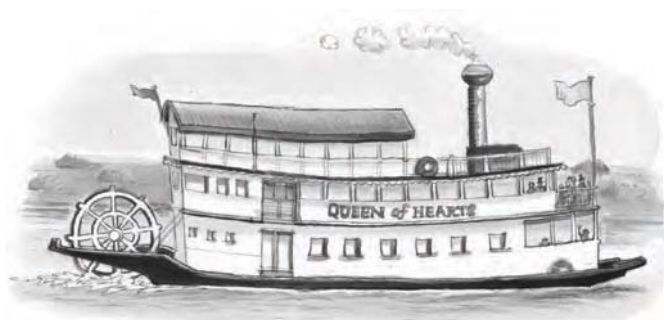
MONDAY

 Arrival 15-30 mins	Welcome the learners back after the weekend. Ask parents to send a bottle of water to school on Wednesday.	
 Health check		
 Morning Circle 10-15 mins	Introduce the theme, 'Water' which will be investigated over the next two weeks. Look at the Grade R kit Poster 14 called Water and discuss the pictures with the learners. (For help on using posters, refer to LSF, Using Posters). Ask the following questions: 'What animals live in water?' 'What water transport can you see?' 'What are the children using to float?'	
 Work Time Activities 30-35 mins	Life Orientation focus Learners look at the picture of pages 22 and 23 of Workbook 3. They must find the stickers and stick it in the spaces.	Literacy focus Fill a large beach bag full of water/ beach-related items. Include flippers, water wings, a towel, seashells, suntan lotion, a beach umbrella. Take out one item at a time. Learners name the item and say what it is used for. Let learners share their beach experiences. They thread Oatees™ onto toothpicks pushed into a piece of styrofoam to match the number of dots on the cards.
 Small Group Time Activity 10-15 mins	Literacy focus Fill a large beach bag full of water/beach-related items. Include flippers, water wings, a towel, seashells, suntan lotion, a beach umbrella. Take out one item at a time. Learners name the item and say what it is used for. Let learners share their beach experiences.	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Introduce the theme related song 'The Kids in the Pool' to the learners on page 74 of this Teacher's Guide. You can also use the LEAP audio lesson Term 3-05 Singalong. The song can be sung every day of the teaching week.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Provide a basin of water and a tray of items, e.g. spoon, stick, rubber ball, a feather, a bottle top, a cork. Learners explore if these items sinks or floats.	
 Story Time	Learners make up and read the little take home story 'We Plant A Seed'. Ask learners the following questions for each picture: 'Who can you see?' 'Where is it happening?' 'What is the child doing?' 'How are they feeling?' 'What do you think will happen next?' 'Why is this dangerous?' In this way, learners are building a story. Read the story to the learners. Please add pictures here from the book.	








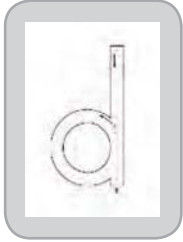








TUESDAY












 Arrival 15-30 mins	<p>Greet each learner. Encourage them to make sure that they drink enough water throughout the day.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Discuss water safety. Ask learners how we can keep safe when we are near water, e.g. water wings, knowing how to swim, swimming with an adult. Explain the meaning of drowning.</p>
 Work Time Activities 30-35 mins	<p>Creative focus Provide straws and small, empty fruit juice boxes. They must use a pencil to pierce a hole in the middle of the front of the box. They make a sail out of foam board and glue it to the straw which is inserted into the hole.</p> 
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count to ten clapping their hands as they count. (For help on counting with learners, refer LSF, Counting). Use pages 22 and 23 again, and let learners count various items on these pages. Ask questions, such as, 'How many starfish can you see?'/ 'How many girls are in the water?' etc. Learners have a pile of pencils to work with. They sort these pencils according to different criteria (colours and length).</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Learners move as different kinds of water, e.g. rain, tap running, dripping water, waves in the ocean.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Learners sail the boats they made in Work Time activity.</p>
 Story Time	<p>Learners retell the story 'We Plant A Seed'. Give each learner a dried bean or two, a ball of cotton wool and a pie dish. Let them plant their beans between two layers of cotton wool. They will water the beans and watch them grow. This will take between two and three weeks at which time the beans can be transplanted in soil.</p>
















WEDNESDAY

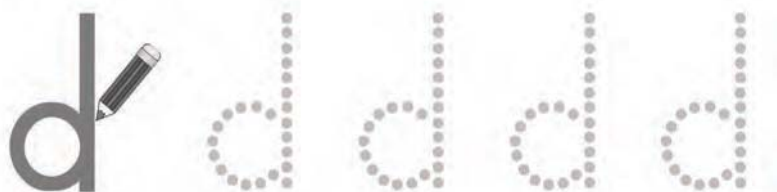
 Arrival 15-30 mins	<p>Welcome the learners. Ask if they brought their bottle of water and put it in a cool place in the classroom. (If you have any ice-bricks to keep them cool, then use these.)</p>	
 Health check		
 Morning Circle 10-15 mins	<p>Discuss the importance of drinking water every day. Talk about being thirsty. Explain that being thirsty is the body's way of letting a person know it needs water. Ask them what sorts of activities make them thirsty. Ask them if they know why these activities make them thirsty (the body has lost water through sweat).</p>	
 Work Time Activities 30-35 mins	<p>Mathematics/Creative focus Learners make strings of beads. They can make it any length and arrange the beads in any pattern. Let them compare their beads and describe whether they are long, short etc.</p>	<p>Life Orientation focus Learners complete page 24 in the Workbook. They must identify the things that sink and those that float. Learners find the stickers and discuss whether they sink or float.</p> 
 Small Group Time Activity 10-15 mins	<p>Literacy focus Introduce the letter 'd'. Be careful to say the letter's sound and not its name; for example, 'd' not 'dee'. Ask learners to give you words that begin with the 'd' sound. Draw simple pictures of the words they have suggested. Use the LEAP audio lesson Term 3-05 Sound play. Learners form the letter 'd' on each other's back, on the carpet, on sandpaper. Teach them the beginning and end points and the letter is formed without lifting the pen.</p>  	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	<p>Show two pictures to the learners. One picture of a gentle stream and one picture of wild, crashing waves. Play some gentle music and then some loud, more aggressive music. Ask learners to choose which picture suits which music. Play the music again and ask learners to move in an appropriate way according to the music they hear.</p>	
 Outdoor Play	<p>Go for a walk around the school. Learners take their water bottle. Look for any sources of water and talk about them. Discuss clean and dirty water. Learners can drink their water whenever they like. Compare the amounts of water left in each bottle when you get back to class</p>	
 Story Time	<p>Make a class book about things that sink and float. Give them a sheet of paper that they fold in half to make a four-page book. Let them draw an item on each page. At the bottom of each page write either 'sink' or 'float'. Learners should tell you what to write.</p>	

THURSDAY












 Arrival 15-30 mins	<p>Welcome each learner. Remind learners to check that their lockers are tidy.</p>	
 Health check		
 Morning Circle 10-15 mins	<p>Learners count to ten. They find different numbers of items around the classroom as instructed. For example: Say, 'Kabelo, go and fetch 1 pencil.' 'Marcus, go and fetch 2 books', etc. Have pictures of different bodies of water. For example: a puddle, a pond, a lake, a river, the ocean, a swimming pool, a bath, etc. Learners talk about these pictures. Learners make up sentences with these words.</p>	
 Work Time Activities 30-35 mins	<p>Literacy focus Let learners make the letter 'd' from play dough.</p> <p>Technology focus Provide learners with a bowl of water and a ball of modelling clay. They need to figure out how to make the modelling clay float.</p>	<p>Literacy / Creative focus Learners complete page 25 in the Workbook. They draw a picture of themselves in or near water. They write their name in the placeholder.</p> 
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Count to ten touching their elbows together as they count. Revise numerals 1-6 using numeral and word flash cards. Give each learner six counters. Present very simple story sums to the learners involving no more than six items, e.g. 'I see six starfish and 1 floats away. How many now?'</p>	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	<p>Learners play charades. Ask a learner to mime something that they do with water. The other learners try to guess what they are acting out. They can mime they are drinking water, watering plants, swimming etc.</p>	
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Provide learners with a basin of water and items that sink and float. They must combine an object that sinks with one that floats to see what happens.</p>	
 Story Time	<p>Learners 'read' the books they made about soaking and floating.</p>	

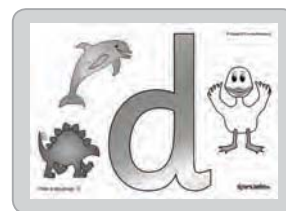
FRIDAY

 Arrival 15-30 mins	Greet learners individually. Place letter flash cards in every locker. The only letters used are W, A, T, E, and R. Learners will bring the letter cards to Morning Circle.
 Health check	
 Morning Circle 10-15 mins	Learners all have a letter card with one of the letters that make up the word WATER. See how many times you can make the word 'water' together, using every learner's letter card. Lay all the made up words in the middle of the circle.
 Work Time Activities 30-35 mins	<div style="display: flex; justify-content: space-between;"> <div data-bbox="435 705 734 905"> <p>Literacy focus Let them trace the letter 'd' on page 28 of Workbook 3. First let them trace with their fingers and then let them use chunky crayons.</p> </div> <div data-bbox="742 705 939 952" style="text-align: center;">  </div> <div data-bbox="956 705 1439 905"> <p>Creative focus Learners paint an entire page blue and one green and leave it to dry. They trace around their hands on the green paper, cut them out and decorate them as fish. They paste the fish onto the blue paper.</p> </div> </div>
 Small Group Time Activity 10-15 mins	<div style="display: flex; justify-content: space-between;"> <div data-bbox="435 1023 1212 1317"> <p>Mathematics focus Throw a dice. Learners pretend they are frogs jumping and splashing into a pond. Learners 'jump' that number of times on the dice and then say 'splash' as they land in the water. Revise numerals 1-6 using numeral and word flash cards. Show learners a variety of containers, e.g. a buddy bottle, a 1 litre and a 2 litre bottle. Ask which holds the most amount of liquid. Do the same with a tea cup and mug. Repeat with a small, medium and large drinking glass. They must use the mathematical language, 'most' and 'least'. (For help with measurement refer to, LSF, Measurement). They complete page 31 of Workbook 3.</p> </div> <div data-bbox="1221 1023 1426 1281" style="text-align: center;">  </div> </div>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Put learners into groups. Name each group with a sea creature name, e.g. whale, octopus, dolphin, etc. Learners must listen for instructions directed at their group. They must perform the action as soon as they hear the group name, e.g. 'Dolphins, jog on the spot'.
 Outdoor Play	Learners play Catch That Fish. One learner is the shark and tries to catch a learner (fish). If caught, that learner (fish) becomes a shark and helps to catch those 'fish' not yet caught. Help identify the sharks by tying streamers around their wrists.
 Story Time	Choose a book of your own choice to read to learners for their enjoyment and relaxation. (For help on selecting stories, refer to LSF, Choosing Books For Storytime.)






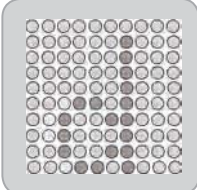

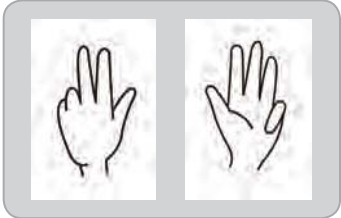








MONDAY

 Arrival 15-30 mins	<p>Greet learners individually. Ask them to be aware of wasting water this week.</p>	
 Health check		
 Morning Circle 10-15 mins	<p>Use Poster 13. Ask learners to tell you whether the animals you name live in water or not. Say 'Butterfly. Does a butterfly live in water?' Learners reply, 'No, butterflies do not live in water.' They can use the sentence frame, '...live in water/...do not live in water'. You can also use the LEAP audio lesson Term 3-06 Sentence play.</p>	
 Work Time Activities 30-35 mins	<p>Mathematics focus Learners complete page 27 in Workbook 3. They follow the numbers from 1-10 to find the treasure.</p>	<p>Literacy focus Learners make the letter 'd' from modelling clay. Play dough mats are available for free from 'Sparklebox'. (To learn more about 'Sparklebox', visit www.sparklebox.co.uk.)</p>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Learners 'read' page 29 in Workbook 3. They read from top to bottom left right. Ask learners to make sentences with each word. Make sure that each learner gets a chance. Learners trace each 'd' with a crayon. They write their names in the name placeholder choose a good work sticker and stick it in on the page.</p>	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	<p>Introduce the theme related song 'The Animals Went In Two By Two' to the learners on page 75 of this Teacher's Guide. You can also use the LEAP audio lesson Term 3-06 Sing along. The song can be sung every day of the teaching week.</p>	
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Provide different sized plastic containers and a big basin of water. Learners fill the containers with water. Amongst themselves learners discuss which containers hold more or less or the same amount of water.</p>	
 Story Time	<p>Read a story related to the water theme. Ask learners questions that require them to recall small details from the story.</p>	














TUESDAY

 Arrival 15-30 mins	<p>Welcome each learner. Ask them to make sure that they have watered their beans.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Ask learners what plants need in order to grow (soil, sun and water). Ask them what will happen if a plant doesn't receive water (it will die). Learners look at their beans and draw them.</p>
 Work Time Activities 30-35 mins	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Creative focus Learners make jellyfish from shower caps (the complimentary type given at hotels) and shiny thin paper ribbon. They can staple lengths of ribbon to the elasticated edge of the cap.</p> </div> <div style="width: 10%; text-align: center;">  </div> <div style="width: 40%;"> <p>Literacy focus Learners make the letter 'd' on pegboards.</p> </div> <div style="width: 5%; text-align: center;">  </div> </div>
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count to 10. As they count they must hold up the corresponding number of fingers. (For help on counting with learners, refer LSF, Counting). Ask learners to hold up a given number of fingers (between one and six). Ask them to use both hands to make a number (this is a basic and incidental introduction to addition bonds). 4 and 2 equals 6.</p> <div style="text-align: right;">  </div>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Sing the theme related song 'The Animals Went in Two by Two' to the learners on page 75 of this Teacher's Guide. You can also use the LEAP audio lesson Term 3-06 Sing along. Learners hold hands as they sing the song.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Learners paint on the outside paving with paintbrushes and water. They can count to see how long their pictures disappear.</p>
 Story Time	<p>Learners reread their little book called 'We plant a seed'. See if they can find all the words that have the letter 'd' in them. They should place a button on each word that contains the letter 'd'.</p>













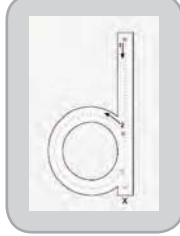



WEDNESDAY













 Arrival 15-30 mins	<p>Greet learners individually. Remind them to wash their hands with soap and water before Morning Circle.</p>	
 Health check		
 Morning Circle 10-15 mins	<p>Talk about animals that live in water, e.g. fish, starfish, octopus, jellyfish. Have pictures of each of these animals as many will be unfamiliar to learners. Talk about how these animals require water for their survival.</p>	
 Work Time Activities 30-35 mins	<p>Literacy/Creative focus Let learners use modelling clay to make different animals that live in water.</p>	<p>Mathematics focus Learners complete page 30 of Workbook 3. Then mark the picture with fewer items with an 'X'.</p>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Reinforce the sentence for the week: They can use the sentence frame, '...live in water/...do not live in water'. You can also use the LEAP audio lesson Term 3-06 Sentence Play. Provide blank sentence strips for each learner. Ask them what their favourite sea creature is, e.g. seahorse. Let them draw a seahorse on the left-hand side of the strip. Ask them to say something about their creature and write it on the strip for them.</p>	<div style="border: 1px solid gray; padding: 10px; text-align: center;"> <p>Seahorses are pretty.</p> </div>
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	<p>Learners pretend to 'swim' like fish around the room while music plays. When the music stops, call out an animal name. If it's the name of a sea creature, they jump five times. If it is the name of a land animal, they sit down. Learners who do the wrong action are out of the game.</p>	
 Outdoor Play	<p>Hide pictures of different sea creatures on trees and shrubs. Learners look for, find and identify each creature.</p>	
 Story Time	<p>Cut out the pictures from the story 'We plant a seed' and mix up the order. Ask learners to rearrange them in the correct order and to retell the story.</p>	



THURSDAY

 <p>15-30 mins</p>	<p>Welcome each learner. Remind learners to check that their lockers are tidy.</p>	
 <p>Health check</p>		
 <p>Morning Circle 10-15 mins</p>	<p>Talk about animals that fly. Investigate different types of birds that live near water. Discuss how they require water for their survival. Not only do they require water to drink but birds who have a diet of fish are also dependant on water.</p>	
 <p>Work Time Activities 30-35 mins</p>	<p>Literacy focus Learners make the letter 'd' from modelling clay.</p> <p>Mathematics focus Learners build puzzles (18 pieces or more).</p>	<p>Creative focus Provide old DVDs, feathers and googly eyes. Learners make birds from the provided materials.</p> 
 <p>Small Group Time Activity 10-15 mins</p>	<p>Mathematics focus Learners complete the activity on page 31 of the Workbook. They work with the concepts of 'more' and 'less' and 'empty', 'half full' and 'full'. Learners sort objects according to how long or short they are. Ask questions that encourage learners to use the words 'shorter' and 'longer'. (For help with measurement refer to LSF, Measurement).</p> 	
 <p>Tidy-up time</p>		
 <p>Hand washing</p>		
 <p>Snack time</p>		
 <p>Music and Movement Ring</p>	<p>Sing the theme related song 'The Animals Went in Two by Two' to the learners on page 75 of this Teacher's Guide. You can also use the LEAP audio lesson Term 3-06 Sing along.</p>	
 <p>Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Trace large letter 'd's' on the ground. Learners can walk, hop or run over the letters. They must start and end at the correct point on each letter.</p> 	
 <p>Story Time</p>	<p>Talk about and demonstrate holding a book correctly and turning the pages carefully. Discuss the importance of books and how to care for them. Let learners choose a favourite story to listen to.</p>	

FRIDAY

 Arrival 15-30 mins	Welcome the learners. Ask them to look in the play area for a card with their name on it. They will bring their name card to Morning Circle.	
 Health check		
 Morning Circle 10-15 mins	One by one, learners hold up their name card for the others to see. Everyone 'reads' that learner's name on the card. The learners then put their name cards upside in the middle of the circle. Each learner has a chance to turn over a card and try to read the name, giving the card back to its owner.	
 Work Time Activities 30-35 mins	Literacy focus Give learners a piece of paper. They must draw a sea creature on it and colour it in. They must reference the theme poster or theme table to label their picture. This is a good visual integration activity.	Mathematics focus In pairs learners take the plastic sea creature toys from the theme table and sort them according to their own criteria. They must discuss how they plan to sort them. They can draw their groupings on whiteboards.
 Small Group Time Activity 10-15 mins	Mathematics focus Learners 'read' their sentence strips that they made on Wednesday. <div data-bbox="1101 1117 1528 1258" style="border: 1px solid gray; border-radius: 15px; padding: 10px; text-align: center; margin: 10px auto; width: fit-content;"> <p>Seahorses are pretty.</p> </div>	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Learners do some stretching exercises. For example, reaching up as high as possible; sitting down with their legs straight in front of them and then bending forwards to touch their feet. Do several stretching exercises and then ask the learners to lie down on their backs and relax for 2 minutes.	
 Outdoor Play	Learners construct frames from drinking straws. They place these in soapy water and blow soapy bubbles. They can compare the bubbles created by different frames.	
 Story Time	Learners choose a book and demonstrate the way to hold and take care of books, as spoken about yesterday.	

Water

TERM 3

WEEKS 25 AND 26



LITERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks learners:

- listened to The Little Take Home Story 'We Plant A Seed';
- answered questions about the story;
- described characters in the story and gave opinions;
- read high frequency words;
- identified the 'd' sound at the beginning of words;
- discussed things that sink and things that float;
- contributed to a class book about things that sink and things that float;
- discussed things that live in water and things that don't;
- distinguished aurally between different letter sounds; and
- identified words that rhyme with big, red, see, etc.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

Part One

- Make picture cards in advance of this assessment task.
- Put the following picture cards on a table: red, bed, big, pig, see, tree.
- Ask the learners to 'read' the pictures.
- Now ask the learners to point to one of the cards, e.g. 'Point to the bed.'
- Then ask the learners to find the picture that rhymes with 'bed'.
- Ask the learners to read both words, e.g. 'bed' and 'red'.
- Finally, ask them if they can think of other words that rhyme with 'bed' and 'red', e.g. 'head', 'shed'.

Part Two

- Ask the learners what sound they hear at the beginning of 'dog'.
- Now ask if they can think of other words that begin with 'd', e.g. 'dip', 'dig', 'do', 'drink'. Remember to say the sound and not the name, i.e. 'd' not 'dee'.
- Repeat with the other cards of the sounds learnt so far.

Part Three

- Ask the learners to talk about the picture they drew for the class book.
- Ask the following questions one at a time: 'Does this item sink or float? Why does it sink/float? If it sinks what can you do to it so that it doesn't sink?'
- Ask the learners to read their page to you.
- If necessary, you can read the sentence with the learner (paired reading).

GRADE R: TERM 3

Holistic rubric for Literacy Assessment Task Part One, Two and Three

	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
ORAL							
1. Follow the instructions							
2. Answer the questions							
3. Listen without interruption							
4. Use the theme related vocabulary and sentence frame when responding to questions, e.g. sink, float, water							
PHONICS							
5. Identify the letter 'd' and say the sounds sound							
6. Isolate and identify words that begin with the letter 'd' from a group of words							
7. Recognise already learnt sounds							
PHONICS							
8. Identify the letter 'd' and say the sounds sound							
9. Isolate and identify words that begin with the letter 'd' from a group of words							
10. Recognise already learnt sounds							
READING							
11. Understand story conventions, e.g. the structure of story							
12. Retell a story (own or other)							
13. Read pictures							
14. Read a caption that accompanies a picture he/she drew							
15. Identify rhyming words							



NUMERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks, learners:

- counted to 10;
- revised numbers 1 to 6 and matching words;
- completed simple story sums;
- distinguished between different amounts of objects (more, less);
- demonstrated a basic understanding of the concept of capacity (empty, full, half full);
- solved addition and subtraction problems using counters (up to 7); and
- built puzzles (18-piece or more).

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group. Task Two can be done outside during free play.

TASK ONE

- Show learners picture cards of sea creatures (prepared in advanced), e.g. three fish, two seahorses, five octopi.
- Show a card at a time and ask the learner to count the creatures. Let them use a number card to show how many creatures there are.
- Ask the learners to tell you how many, for example, eyes there are on three fish altogether.
- Present simple story sums, e.g. 'If one fish swims away, how many fish are left?' etc.
- The learners put out the relevant numeral card each time. You can say: 'Now show me the number'.

TASK TWO

This assessment can be done outside of the classroom. You will need different

sized glass (or other transparent) containers (some should be the same size); a jug of water.

Ask the learners to:

- Fill the biggest container with water;
- Fill the smallest container with water;
- Pour a little water (less than half) into another container; and
- Pour more water into a container the same size as the previous one (more than half full).

Ask questions:

- 'Which container has more water in it?' (Pointing to the biggest and the smallest containers that are filled with water.)
- 'Which container has less water in it?' (Pointing to the containers that were not filled.)

Write your observations in your observation book.

GRADE R: TERM 3							
Holistic rubric for Numeracy Assessment Task Part One and Part Two							
	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
COUNTING							
1. Count pictures on a flash card							
2. Select numerals (cards) between 1 and 6 to match the number of items in a picture?							
3. Perform simple operations (story sums) using concrete apparatus?							
4. Demonstrate an understanding of story sums?							
CONCEPT DEVELOPMENT							
5. Understand basic concepts related to capacity, e.g. full, empty, half full?							
6. Measure liquids and use mathematical language to describe what they are doing?							

Copy this rubric. You will need one for each learner.



LIFE SKILLS ASSESSMENT

Over the last two weeks, learners engaged in various life skill linked activities that required them to investigate and reflect on the properties and uses of water. Use the checklist below to record your observations of the learners over the last two weeks. Tick the appropriate block if the learner is able to perform the task and an 'x' if the learner is unable to.

GRADE R: TERM 3						
Checklist for Life Skills Assessment Task						
Name	Date	Keen interest in learning about water	Asks questions about water and water-related topics (e.g. sea creatures)	Actively participates in investigative activities	Explains observations	Explores further - asking questions /reading theme-related books

WEEK 27+28

CAPS/MILESTONES:



LIFE SKILLS

Beginning Knowledge and Personal and Social Well-being

The child is able to:
Tell what winter weather feels like/Identify different kinds of transport/Recognise different occupations/
Recognise different types of fruit and vegetables/Know special days of the year.

Creative Arts

The child is able to:
Create freely using boxes and other recycled material/
Dramatise make believe situations/Respond to music by performing simple rhythmic patterns.

Physical Education

The child is able to: Run and walk in different directions/
Climb, run, throw, skip over a rope/Walk on a balancing beam/Crawl and weave through different frames.



MATHEMATICS

Numbers, Operations and Relationships

The child is able to: Count familiar objects up to seven/
Knows number symbols 5-7/
Rote count from 1-10/
Recognise number names, e.g. five, six, seven etc.

Patterns, Functions and Algebra

The child is able to: Copy and create own patterns.

Space and Shape

The child is able to:
Build objects using constructive toys or objects in the environment/Copy a design/Recognise some shapes/
Build at least 18-piece puzzles.

Measurement

The child is able to: Estimate and measure the length of different objects/Understand the concepts light and heavy/
Understand the concepts full, empty, less, more than.

Data Handling

The child is able to: Collect, sort, draw, read and analyse according to an attribute.



HOME LANGUAGE

Listening and Speaking

The child is able to: Listen attentively to questions and give answers/Listen without interrupting/Match things that go together and compare different things that are different/Look at the picture and talk about common experiences.

Phonics

The child is able to: Read monosyllabic words in pictures, e.g. dog, cat, mat etc./Recognise some consonants at the beginning of words.

Reading and Viewing

The child is able to: Understand simple phrases and sentences using pictures/Hold books and turn pages correctly/Give own opinion of character in stories.

Writing

The child is able to: Draw pictures to convey a message and add words to a drawing/Write words and numbers that are in the environment/Begin to write from left to right and top to bottom of a page.

ADDITIONAL RESOURCES:

Poster:
Poster 14 On the Farm

Big Book Story:
Big Book 2:
The Goats Eat Gogo's Garden

CONCEPTS

WEEK 27

Mathematics:
Revision of 1-6/one, two, three, four, five, six.

Sentence Structure:

Question and answer:
What fruit/vegetable should we grow?/
Let's grow...

Wordplay:

animals, apples, banana, beans, cabbage, carrots, farm, fruit, grapes, lettuce, mealies, oranges, paw-paw, peaches, pears, peas, pineapple, potatoes, pumpkin, spinach, strawberries, tomatoes, vegetables.

Phonics:

Consonant 'g' (initial and final) – Alternatively, adapt this week's phonics activities to suit the sound in Week 27 of Workbook 3 for the language of instruction.

WEEK 28

Mathematics: Revision of 1-6/one, two, three, four, five, six

Sentence Structure: ...

give us... E.g: Cows give us milk/We get... from...
For example: We get bacon from pigs.






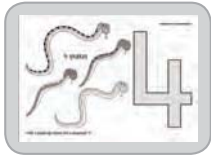










Wordplay:

animals, bacon, beef, bees, butter, cheese, chickens, cows, eggs, goats, hens, honey, ice-cream, meat, milk, pigs, pork, sheep, wool.

Phonics:







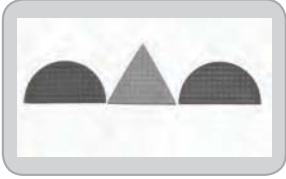






Consonant 'g' (initial and final) – Alternatively, adapt this week's phonics activities to suit the sound in Week 28 of Workbook 3 for the language of instruction.

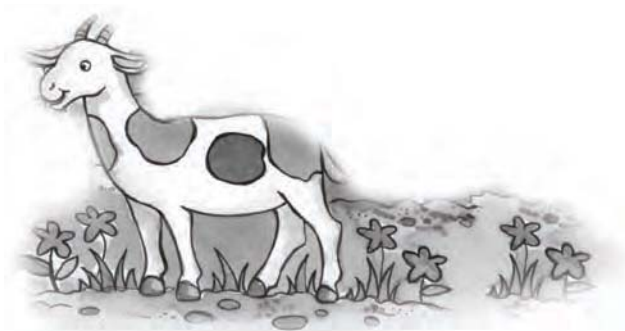
MONDAY

 <p>Arrival 15-30 mins</p>	<p>Greet the learners and ask them about their weekend. Ask parents to send a fruit or vegetable to school tomorrow.</p>
 <p>Health check</p>	
 <p>Morning Circle 10-15 mins</p>	<p>Introduce the theme, 'On The Farm' which will be investigated over the next two weeks. Look at the Grade R kit Poster called 'The Farm' and discuss the pictures with the learners. (For help on using posters, refer to LSF, Using Posters).</p> 
 <p>Work Time Activities 30-35 mins</p>	<p>Mathematics focus Learners make the numbers '1', '2', '3', '4', '5' and '6' from modelling clay. Play dough mats are available for free from 'Sparklebox'. (To learn more about 'Sparklebox', visit www.sparklebox.co.uk.)</p> <p>Creative/Literacy focus Provide bowls of dried beans, mealies and lentils for learners to use to make patterns. When they have made their pattern they must copy it on paper.</p>  
 <p>Small Group Time Activity 10-15 mins</p>	<p>Literacy focus Introduce the letter 'g'. Identify initial sounds (these are the sounds at the beginning of words). Be careful to say the letter's sound and not its name; for example, 'gah' not 'gee'. The names of the letters are not taught at this stage. Learners will also sound out words into phonemes; for example, g-u-n. Ask learners to say words beginning with 'g'. Draw pictures on the board. Show the correct starting and ending points when writing the letter 'g'. Learners make the letter 'g' on different textures with their fingers, e.g. the carpet, learners' backs, sandpaper. (For tips on teaching phonics, refer to LSF, Phonics).</p>  
 <p>Tidy-up time</p>	
 <p>Hand washing</p>	
 <p>Snack time</p>	
 <p>Music and Movement Ring</p>	<p>Introduce the theme related song 'Farmer Mandla' to the learners on page 76 of this Teacher's Guide. You can also use the LEAP audio lesson Term 3-07 Sing along. The song can be sung every day of the teaching week</p>
 <p>Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Revise positional language. Learners take their chairs outside. They can pretend the chair is a tractor. Get them to sit on/ stand behind/ in front of/ next to their 'tractor'. Learners describe the position of their bodies in relation to their 'tractors'.</p>
 <p>Story Time</p>	<p>Read the Big Book 2 story 'The Goats Eat Gogo's Garden' on page 18. Begin by letting learners look at the pictures and saying what they see. Ask learners the following questions for each picture: 'Who can you see?' 'Where is it happening?' 'What is the boy doing?' 'What is the granny doing?' 'What is the goat doing?' 'What do you think will happen next?' In this way, learners are building a story. (For help on using a Big Book, refer to LSF, Using The Big Book).</p>















On the farm

TUESDAY

 Arrival 15-30 mins	Welcome each learner. Ask learners to bring a small item for the sound table beginning with 'g'. Ask learners to put their fruit or vegetable on the theme table. (For help on preparing a theme table, refer to LSF, The Theme Table).
 Health check	
 Morning Circle 10-15 mins	Place the fruit and vegetables on the theme table. Look at each item and ask learners to name each one. Discuss the taste and texture of each one and let learners tell you if they like or dislike this food. Label each one with a flash card.
 Work Time Activities 30-35 mins	<p>Life Orientation focus Learners look at the picture on pages 32 and 33 of Workbook 3. They find the stickers and stick them in the correct place.</p>  <p>Creative focus Learners make a vegetable patch. Give each learner a polystyrene tray and modelling clay. They make fruit and vegetables from the modelling clay and arrange it on the tray.</p>
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count various items using Poster 14. Ask them to count various items, e.g. tomatoes, cabbages, apples etc. Call out a shape, e.g. circle, square, rectangle, circle, square, rectangle. Learners make the patterns using plastic shapes. (For help with pattern refer to, LSF, Pattern).</p> 
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Talk learners through the growth of the seed into a tall sunflower. They mime what you are describing. Begin by asking learners to make themselves as small as a sunflower seed. Tell them that the sun is warming the ground and the rain is wetting them, etc.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Set up an obstacle course with equipment available. Construct the obstacle course so learners get to crawl, roll, skip, climb and jump.
 Story Time	Allow learners to retell the story 'The Goats Eat Gogo's Garden' in their own words.



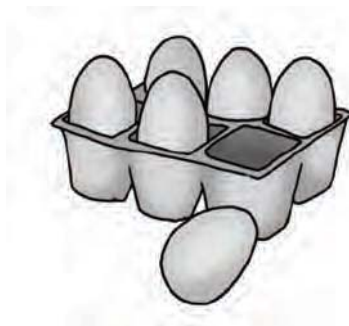
WEDNESDAY

 <p>Arrival 15-30 mins</p>	<p>Greet each child. Ask learners to put their item beginning with g on the sound table. (For tips on preparing a sound table, refer LSF, The Phonics Table).</p>
 <p>Health check</p>	
 <p>Morning Circle 10-15 mins</p>	<p>Show all the items on the theme table and talk about each one. Learners talk about the fruit and vegetables that are grown on a farm. Ask them what their favourite fruit is. Make a graph as the learners share their preferences.</p>
 <p>Work Time Activities 30-35 mins</p>	<p>Life Orientation focus Learners complete page 34 in Workbook 3. They need to find the stickers to stick them in the correct column.</p>  <p>Literacy / Creative focus (Part I) Learners make 'g' mobiles. Provide letter 'g' templates, glitter, cardboard, glue, scissors and wool for each learners. They trace around them, cut them out, and glue glitter onto each one. They attach string or wool to the top of the 'g' shape and hang them from hangers.</p> <p>Mathematics focus Learners complete page 35 in the Workbook. They count the fruits and vegetables and then trace the correct numbers.</p>
 <p>Small Group Time Activity 10-15 mins</p>	<p>Mathematics focus Learners count to seven alternating between clapping and stamping. (For help on counting with learners, refer LSF, Counting). Revise numerals 1-6 and the words 'one' to 'six'. Introduce the numeral '4' and the word 'four'. Ask learners to hold up four fingers. Ask them to find items that occur in groups of four, e.g. chair and table legs, wheels on cars etc. Revise the correct number formation for the numerals 1-6. Learners trace the numbers in jelly trays.</p> 
 <p>Tidy-up time</p>	
 <p>Hand washing</p>	
 <p>Snack time</p>	
 <p>Music and Movement Ring</p>	<p>Play 'Let Me Guess'. The teacher points to a learner and says 'Let me guess, you like bananas.' The learner will either say 'Yes, I like bananas.' or 'No, I don't like bananas'. If the teacher is wrong then she/he is out of the game and someone else has a turn. If she/he is correct then she/he has another turn. You can also use the LEAP audio lesson Term 3-O7 Playtime.</p>
 <p>Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Provide skittles made from empty plastic containers by half-filled with sand. On each one write a number from 1-7. Provide soft balls which the learners use to roll along the ground to knock down the skittles. See if learners can roll a 'strike', i.e. knock all seven skittles down at once.</p> 
 <p>Story Time</p>	<p>Make a class reader about fruit. Learners can cut pictures from magazines of their favourite fruit. They will paste this onto a sheet of paper. Let each learner dictate a sentence for the picture. Staple the pages together to make a book.</p>





On the farm

THURSDAY

 Arrival 15-30 mins	Welcome the learners.	
 Health check		
 Morning Circle 10-15 mins	Ask learners how we tell the difference between fruits and vegetables. Explain that fruits have seeds. Let learners look at each food item on the theme table and ask them to classify them as either fruits or vegetables. It may surprise them that foods like tomatoes, butternuts and cucumbers are actually fruits!	
 Work Time Activities 30-35 mins	Literacy / Creative focus (Part 2) Learners make 'g' mobiles. Learners attach string or wool to the top of the 'g' shape and hang them from hangers.	Mathematics focus Learners compare the weight of fruit and vegetables from the theme table. They use mathematical language 'heavy' and 'light' to describe the items.
 Small Group Time Activity 10-15 mins	Life Orientation/Science focus Explore how apricots can change form. Provide fresh apricots, jam, juice, ice- lolly and stewed apricots. Learners describe how each kind looks, tastes, smells, etc. Ask them why the same fruit can change (juicing, cooking etc.).	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Introduce the theme related song 'Farmer Mandla' to the learners on page 76 of this Teacher's Guide. You can also use the LEAP audio lesson Term 3-07 Sing along.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Learners play 'Stuck In The Mud'. Learners pretend to be pigs. One learner is a naughty pig and when he/she catches other pigs, they are stuck. One learner is the farmer and only he/she can free the stuck pigs. If the farmer is caught by the naughty pig, then he/she becomes the naughty pig and the game continues.	
 Story Time	Read a farm-related story of your choice. A well-known story with a good moral is 'The Little Red Hen'. It will provide opportunities to discuss helping each other when there is a lot of work to be done.	







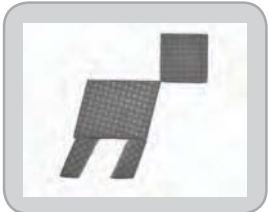







FRIDAY

 Arrival 15-30 mins	<p>Greet each learner.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Provide each learner with a Unifix™ block and a piece of Prestik™. On the board write down a list of vegetables one under the other, e.g. onion, spinach, cabbage, carrots. Learners say which vegetable is their favourite and stick their Unifix™ block next to their favourite. See from the graph they have made which is the most and least favourites.</p>
 Work Time Activities 30-35 mins	<p>Mathematics focus Learners use construction apparatus to build a farmhouse.</p> <p>Creative focus Select a variety of very firm fruits and vegetables from the theme table. Cut them in half and let learners make prints from them. Provide paint and paper for this activity.</p>
	<p>Literacy focus Revise the letter 'g' and let learners choose one item from the sound table. Ask them to name it and if possible use the word in a sentence.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Learners mime that they are a vegetable seed growing into a lovely plump vegetable. They can choose any vegetable they like.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Allow learners to play skittles again.</p>
 Story Time	<p>Read a story of your choice for the enjoyment and relaxation of the learners. (For help on selecting stories, refer to LSF, Choosing Books For Storytime).</p>







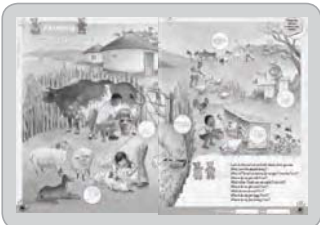





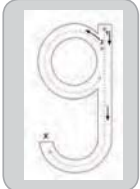



On the farm

MONDAY












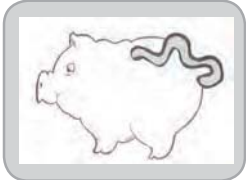

 Arrival 15-30 mins	Welcome each learner. Ask parents to allow learners to bring a toy farm animal to school for the theme table. (For help on preparing a theme table, refer to LSF, The Theme Table).
+ Health check	
 Morning Circle 10-15 mins	Ask learners to tell you what they had for Sunday lunch. Ask where the food came from, e.g. roast chicken comes from a chicken, ice-cream comes from milk which comes from a cow. Look at poster 14 called 'On The Farm' and ask learners to identify each animal. Ask what food/s they provide. Learners must understand that many food products come from the different animals. 
 Work Time Activities 30-35 mins	Mathematics focus Learners make animals using flat plastic shapes provided. Creative focus Let learners create picture with egg shells collected from the peelings of hard-boiled eggs. 
 Small Group Time Activity 10-15 mins	Life Orientation focus Show learners an egg and ask them to tell you what it is and which birds give us eggs to eat (chickens and ducks). Crack an egg open for learners to look at and describe. Cook some eggs in various ways, e.g. boil, fry and scramble. Let learners smell, taste and even touch each type. Discuss why they think each egg is different.
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Introduce the theme related song 'Old MacDonald' to the learners on page 77 of this Teacher's Guide. You can also use the LEAP audio lesson Term 3-08 Sing along. The song can be sung every day of the teaching week.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Learners play 'Stuck In The Mud'. Learners pretend to be pigs. One learner is a naughty pig and when he/she catches other pigs, they are stuck. One learner is the farmer and only he/she can free the stuck pigs. If the farmer is caught by the naughty pig, then he/she becomes the naughty pig and the game continues.
 Story Time	Use the farm picture on pages 32 and 33 in the Workbook to tell a story. Learners can add their input as well. Take note of what learners say and write these simple sentences on sentence cards.

TUESDAY

 <p>Arrival 15-30 mins</p>	<p>Greet learners individually. Ask learners to look in their lockers for a piece of wool and bring it to the Morning Circle. Ask learners to place their toy farm animal on the theme table.</p>
 <p>Health check</p>	
 <p>Morning Circle 10-15 mins</p>	<p>Ask them to say what colour their piece of wool is. Ask learners to tell you where their piece of wool comes from. Ask them what colour sheep are. Then ask, if sheep are black and white how is it that their pieces of wool are blue, red, pink etc. Discuss the process of making wool.</p> 
 <p>Work Time Activities 30-35 mins</p>	<p>Literacy focus Learners complete pages 36 and 37 of the Workbook. Learners find the stickers to paste in the correct places.</p> <p>Mathematics focus Learners use their piece of wool from morning circle. They find objects in the classroom that is the same or a similar length to their piece of string. Learners observe the results of other learners as well.</p>
 <p>Small Group Time Activity 10-15 mins</p>	<p>Literacy focus Look at pages 36 and 37 of Workbook 3 and ask the following questions: Look at the picture and talk about what you see. What are the people doing? / What different products do we get from this farm? / Where do we get milk from? / What other foods can we make from milk? / Where do we get wool from? / What do we use wool for? / Where do we get eggs from? / Where do we get honey from? Reinforce the sentence for the week: '...give us...' e.g. 'Cows give us milk.' You can also use the LEAP audio lesson Term 3-08 Sentence play.</p> 
 <p>Tidy-up time</p>	
 <p>Hand washing</p>	
 <p>Snack time</p>	
 <p>Music and Movement Ring</p>	<p>Place a tub of cream into a glass jar with a well-fitting screw on lid. Play some music and have learners sit in a circle. They pass the jar around the circle shaking the jar in time to the music. The cream will turn into butter. Give each learner a Marie biscuit spread with the butter they have made.</p>
 <p>Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Use chalk or the skipping ropes to make the letter 'g' on the playground. Learners must walk the letter starting and ending in the correct positions.</p> 
 <p>Story Time</p>	<p>Read the sentence strips to learners. After each sentence strip ask them if the part they have just heard is from the front, middle and end. Then arrange the in sequence and let the learners 'read' the story back to you.</p>





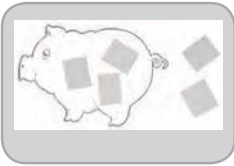








On the farm

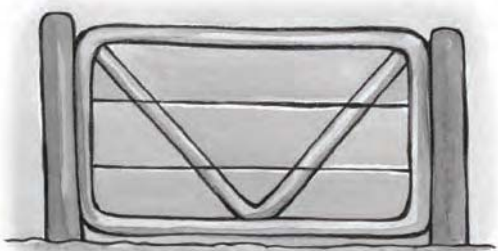
WEDNESDAY

 Arrival 15-30 mins	Welcome each learner.	
 Health check		
 Morning Circle 10-15 mins	Provide items that come from animals, e.g. clean, used milk, butter, yoghurt and honey containers, a wool jersey etc. Learners must say which animals provide each product e.g. milk comes from cows.	
 Work Time Activities 30-35 mins	<p>Life Orientation focus Learners complete page 38 of Workbook 3. They draw a line from the product to the animal.</p> <p>Mathematics focus In small groups learners continue the Morning Circle activity, matching products with the animals that provide them.</p>	
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Begin by counting to ten. Revise the names for the previous shapes learnt. (For help on counting with learners, refer LSF, Counting). Give each learner a plastic animal. Ask learners to count how many animals there are altogether, how many of one kind of animal there is, how many legs their animal has, how many legs there are altogether.</p>	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Begin by singing a favourite song. Learners listen to instructions of how different animals move and follow the instructions. For instance, say: 'Gallop like a horse/Stomp like a cow/Roll like a pig/Hop like a rabbit/Waddle like a duck/Charge like an ostrich.' etc.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Learners play Pin The Tail On The Pig. Draw a large tailless pig on cardboard. Cut out a tail from cardboard. Prestik™ the pig to a wall and let learners take turns to be blindfolded and pin the tail on the pig in the correct place.	
 Story Time	Create a sensory story for learners. Assemble items that the learners have mentioned in their story, e.g. water, mealies. The items you choose will depend on the story you are using. As learners help you tell the story ask them to find appropriate items and pass them around for everyone to feel.	














THURSDAY

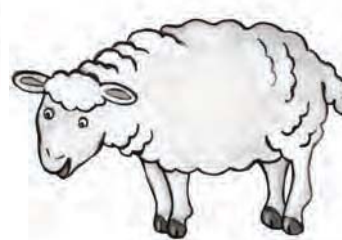
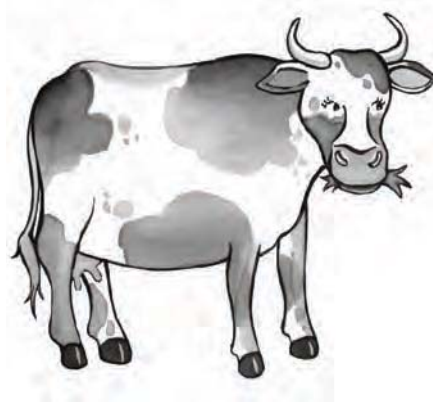
 <p>Arrival 15-30 mins</p>	<p>Welcome learners. Remind them to pack things back where they belong throughout the day.</p>
 <p>Health check</p>	
 <p>Morning Circle 10-15 mins</p>	<p>Play a smelling game. Place the following foodstuffs in margarine containers whose lids have been pierced with several pencil-sized holes. In each container place some cheese, milk, ice-cream, butter and honey. Learners identify the foodstuff by smelling the containers. They name the foodstuff and say which animal gives us that food. Reinforce the sentence for the week: '...give us...', e.g. 'Cows give us milk.' You can also use the LEAP audio lesson Term 3-08 Sentence play.</p>
 <p>Work Time Activities 30-35 mins</p>	<p>Mathematics focus Learners play 'Muddy Pig'. They will need a picture of a pig, a dice and brown Unifix™ blocks. They must roll the dice, look at the number it lands on, and then place that number of brown Unifix™ blocks on the pig.</p>   <p>Literacy focus Learners trace the letter 'g' on page 40 of Workbook 3.</p>
 <p>Small Group Time Activity 10-15 mins</p>	<p>Literacy focus Learners choose one plastic farm animal from the theme table. Ask them to name the animal, make its sound and then say what food comes from the animal. They will complete the sentence: 'We get... from...'</p>
 <p>Tidy-up time</p>	
 <p>Hand washing</p>	
 <p>Snack time</p>	
 <p>Music and Movement Ring</p>	<p>Sing the theme related song 'Old MacDonald' to the learners on page 77 of this Teacher's Guide. You can also use the LEAP audio lesson Term 3-08 Sing along. Change the words of the song for the learners' amusement. For instance, sing 'Old MacDonald had a truck... And on that truck he had a bull...' Learners can add their own verses. Draw a truck and have cut-out animals for the learners to put into the truck for learners to put into it as they sing.</p>
 <p>Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Have tubs of water and sponges in different shapes and sizes. Learners can create designs with the wet sponges onto the cement/paving.</p>
 <p>Story Time</p>	<p>Read the flash cards from the theme table with the learners. Use pictures or objects to help the learners to know what the word is. Jumble up the words on the carpet and ask learners to find a word as you say it.</p>



On the farm

FRIDAY

 Arrival 15-30 mins	Welcome each learner Make cards with farm animals on them. Cut them in half. Place a half in each locker. Ask learners to bring their half to the Morning Circle.
 Health check	
 Morning Circle 10-15 mins	One by one, learners hold up their half of a farm animal. The learner with the other half should stand up and go and sit next to their partner. With their partner, learners make up a sentence with the name of their animal.
 Work Time Activities 30-35 mins	Life Orientation/Science focus Look at pictures of different animal bodies. Learners identify similarities and differences. Talk about features that are specific to certain animals. For example, hooves, claws, horns, beaks, etc.
 Small Group Time Activity 10-15 mins	Literacy focus Learners read page 41 of Workbook 3. Make sure they read from top to bottom and left to right without moving their heads. Learners complete the page, tracing each letter 'g' and writing their name in the place holder.
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Repeat Wednesday's activity.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Learners look for butterflies or any other insects. They don't catch these but rather just observe them for a while. Discuss their observations afterwards.
 Story Time	Read a story of your choice for learners' relaxation and enjoyment. (For help on selecting stories, refer to LSF, Choosing Books For Storytime).



On the Farm

TERM 3

WEEKS 27 AND 28



LITERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks, learners:

- listened to the Big Book 2 story 'The Goats Eat Gogo's Garden' on page 18;
- demonstrated understanding of the above story;
- used the pictures in the story to anticipate what will happen in the story;
- recognised and pointed out common objects in pictures;
- described characters in the story and gave opinions;
- answered questions based on the story;
- identified the 'g' sound at the beginning of words;
- identified other initial sounds in words;
- named various farm animals and described their appearance;
- sang and recited songs;
- read the sentence strips with the teacher and class; and
- used language for learning.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

Part One

- Use the letter formation assessment wheel to assess this activity.
- Put the letter card 'g' on a table.
- Ask each learner to 'read' the letter 'g'.
- Now ask each learner to trace the letter 'g', saying what they are doing. Check that they start and end in the correct positions.
- Finally, ask learners if they know words that begin with letter 'g'. Remember to say the sound and not the name, i.e. 'gah' not 'gee'.

Part Two

- Use the Grade R kit Poster called 'The Farm' for this task.
- Ask the learner to name the various animals on the poster.
- Ask the learner to talk about the animals he/she has seen in real life.
- Ask the learner to clap out the syllables in each animal's name.
- Ask the learner to think of words to describe the animals.
- Ask the learner to say what products we get from these farm animals.

Part Three

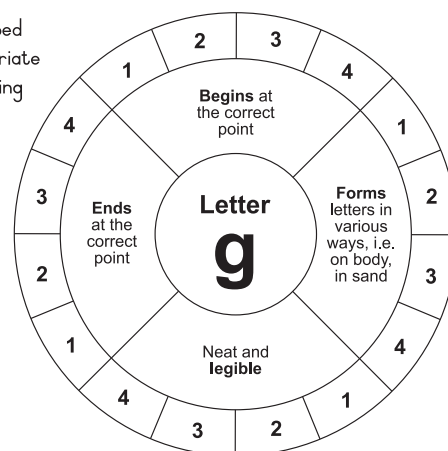
- Use the sentence frames: '...give us...' For example: 'Cows give us milk./We get... from...' For example: 'We get bacon from pigs.'
- Place the animal pictures of the hen and matching product pictures (eggs) on the table.
- Ask: 'What do we get from a hen?' The learner replies 'We get eggs from a hen' (says the product) and he/she picks up the picture of that product to complete the sentence.
- Let the learner say the sentence.

ASSESSMENT WHEEL

Use this assessment wheel to assess Part One of the task above.

Key:

- 4 Well developed
- 3 Age appropriate
- 2 Still developing
- 1 Intervention needed



GRADE R: TERM 3

Holistic rubric for Literacy Assessment Task Part Two and Part Three

	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
ORAL							
1. Follow the instructions							
2. Listen to the questions							
3. Talk about personal experiences							
4. Use full sentences based on the sentence frames to answer questions							

PHONICS			
5. Identify the letter 'g' and say its sound			
6. Identify the 'g' sound at the beginning of words			
7. Provide words from own vocabulary base that begin with the letter 'g'			
READING			
8. Name farm animal			
9. Say what products farm animals provide			
10. Complete a sentence with a matching picture			
11. Recognise the 'g' letter in print			

Copy this rubric. You will need one for each learner.

1+2 NUMERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks, learners:

- counted to 10;
- revised numbers 1 to 6 and number words one to six;
- revised all shapes;
- copied and extended a given pattern;
- demonstrated an understanding of the concepts 'light' and 'heavy';
- used construction apparatus to construct a building (theme-related);
- solved oral addition and subtraction problems with solutions to at least 7; and
- measured the length of different objects.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

- Give the learner toothpicks, a dice and six cow pictures (without legs).
- Tell the learner to throw the dice, and to identify the number.
- Have the learner match the number on the dice to the correct number word flash card (one to six).
- The learner then counts out the same number of toothpicks as the number on the dice and attaches these 'legs' to one/two of the cow bodies.
- Continue in the same way, with the learner identifying the number on the dice, matching it to the word, and adding the correct number of legs until all six cow pictures have been used.
- Present learners with opportunities to solve problems using concrete apparatus or drawings, e.g. 'There four horses, each one has two ears, how many altogether?'

GRADE R: TERM 3		
Checklist for Numeracy Assessment Task		
Name:	Date:	
The learner is able to:	Yes	No
1. Count to 10		
2. Recognise and or count dots on a dice		
3. Count out a number of sticks from a picture (dots on the dice)		
4. Match number words to the pictures they have made		
5. Solve verbal problems using counters or other concrete apparatus		

Copy this rubric. You will need one for each learner.

LIFE SKILLS ASSESSMENT

Over the last two weeks, learners engaged in various life skills linked activities that required them to learn all about life on a farm. Learners have discussed farm animals and the products that we get from them. They are able to name some fruit and vegetables that are often grown on farms and are also able to talk about work that needs to be done on a farm.

Show learners pictures of farm, wild and domestic animals.

Ask them to:

- name each animal;
- say which animals are common farm animals and which are not;
- describe each farm animal (in terms of appearance); and
- say if we get any products from these animals and, if so, name the products.

See if learners are able apply what they have learnt over the past two weeks when looking at these pictures.

WEEK 29 + 30

CAPS/MILESTONES:

LIFE SKILLS

Beginning Knowledge and Personal and Social Well-being

The child is able to: Tell what winter weather feels like/ Identify different kinds of transport/Recognise different occupations/ Recognise different types of fruit and vegetables/Know special days of the year.

Creative Arts

The child is able to: Create freely using boxes and other recycled material/ Dramatise make believe situations/Respond to music by performing simple rhythmic patterns.

Physical Education

The child is able to: Run and walk in different directions/ Climb, run, throw, skip over a rope/Walk on a balancing beam/Crawl and weave through different frames.

MATHEMATICS

Numbers, Operations and Relationships

The child is able to: Count familiar objects up to seven/ Knows number symbols 5-7/ Rote count from 1-10/ Recognise number names, e.g. five, six, seven etc.

Patterns, Functions and Algebra

The child is able to: Copy and create own patterns.

Space and Shape

The child is able to: Build objects using constructive toys or objects in the environment/ Copy a design/Recognise some shapes/Build at least 18-piece puzzles.

Measurement

The child is able to: Estimate and measure the length of different objects/Understand the concepts light and heavy/ Understand the concepts full, empty, less, more than.

Data Handling

The child is able to: Collect, sort, draw, read and analyse according to an attribute.

HOME LANGUAGE

Listening and Speaking

The child is able to: Listen attentively to questions and give answers/Listen without interrupting/Match things that go together and compare different things that are different/Look at the picture and talk about common experiences.

Phonics

The child is able to: Read monosyllabic words in pictures, e.g. dog, cat, mat etc./Recognise some consonants at the beginning of words.

Reading and Viewing

The child is able to: Understand simple phrases and sentences using pictures/Hold books and turn pages correctly/Give own opinion of character in stories.

Writing

The child is able to: Draw pictures to convey a message and add words to a drawing/Write words and numbers that are in the environment/Begin to write from left to right and top to bottom of a page.

CONCEPTS

WEEK 29

Mathematics:

Revision of 1-6/one, two, three, four, five, six. Introduce the word 'seven' and the numeral '7'.

Sentence Structure:

We can keep the environment clean by...

Wordplay:

bins, bottles, clean, environment, glass, healthy, litter, paper, paper, plastic, recycle, rubbish, sort, tins.

Phonics:

Vowel 'o' (initial and final) – Alternatively, adapt this week's phonics activities to suit the sound in Week 29 of Workbook 3 for the language of instruction.

WEEK 30

Mathematics:

Revision of 1-7/one, two, three, four, five, six, seven.

Sentence Structure:

We can keep the environment clean by...

Wordplay:

bins, bottles, clean, environment, glass, healthy, litter, paper, paper, plastic, recycle, rubbish, sort, tins.

Phonics:

Vowel 'o' (initial and final) – Alternatively, adapt this week's phonics activities to suit the sound in Week 29 of Workbook 3 for the language of instruction.

ADDITIONAL RESOURCES:

Poster:
Poster 15 Healthy Environment

Big Book Story
Class Story or Class Big Book


Healthy Environment

MONDAY

 Arrival
15-30 mins

Welcome each learner.
Ask parents to send recyclable materials to school. The items must be clean.

 Health check

 Morning Circle
10-15 mins

Introduce the theme, 'Healthy Environment' which will be investigated over the next two weeks. Look at the Grade R kit Poster 15 called 'Healthy Environment' and discuss the pictures with the learners. (For help on using posters, refer to LSF, Using Posters). Ask learners what the children are doing, e.g. recycling, picking up litter, cleaning the pond. Ask them to identify the items in the playground. Discuss the meaning of a 'litterbug'. A litterbug is a person that does not put their litter in the bin.



 Work Time Activities
30-35 mins


Life Orientation focus
Learners look at the picture on pages 42 and 43 of Workbook 3. Learners find the stickers to paste in the correct places on these pages.



 Small Group Time Activity
10-15 mins

Mathematics focus
Learners count to 10. (For help on counting with learners, refer LSF, Counting). They revise the number and word flash cards 1 to 6. Introduce the numeral '7' and word 'seven'. Ask learners to show you seven fingers/show seven counters/what number comes before seven (six). Teach the correct number formation for the numeral 7. Learners trace the number in jelly trays.



 Tidy-up time

 Hand washing

 Snack time

 Music and Movement Ring

Introduce the theme related song 'This Is The Way' to the learners on page 68 of this Teacher's Guide. You can also use the LEAP audio lesson Term 3-09 Sing along. The song can be sung every day of the teaching week.











 Outdoor Play

Include the activity below as one of your daily outdoor activities.
Learners look for litter around the play area and in other areas around the school. They put all this litter into bags to be thrown away. Always make sure that learners only pick up items that will not make them ill.

 Story Time

Use Poster 15 to create a story with the learners. They can begin by identifying the problem in the picture (pollution). They can then talk about the solution (cleaning up). They can give the children in the poster names and say how each of them feels about the pollution in their community. They can also come up with a long term solution for the end of their story. This activity needs to be guided by the teacher.
















TUESDAY

<p> Arrival 15-30 mins</p>	<p>Greet learners individually. Provide a 'recycling station'. This could be three labelled boxes or a vegetable rack that is labelled. As learners bring in their recyclables get them to place in the correct place.</p>
<p>+ Health check</p>	
<p> Morning Circle 10-15 mins</p>	<p>Talk about littering and why it is a problem (it is ugly, damages the environment and can trap and kill small animals). Play a litter game. Say 'Go!' Set a timer and give learners 20 seconds to find any litter lying around the classroom. They collect the litter and, when the timer goes off, they return to the circle and show what they found.</p>
<p> Work Time Activities 30-35 mins</p>	<p>Mathematics focus Learners complete page 45 of Workbook 3. Learners colour in seven triangles in the first row, seven squares in the second row and seven circles in the third row.</p> <p>Creative focus (Part I) Learners make litterbugs from litter. They will need a plastic cold drink bottle, plastic grocery bags in different colours, plastic drinking straws, paper clips, bottle tops, ribbon, paper and glue. Learners fill their bottles with colourful plastic bags.</p>
<p> Small Group Time Activity 10-15 mins</p>	<p>Literacy focus Introduce the letter 'o'. Identify initial sounds (these are the sounds at the beginning of words). Be careful to say the letter's sound and not its name; for example, 'o' not 'oh'. The names of the letters are not taught at this stage. Learners will also sound out words into phonemes; for example, d-i-g. Ask learners to say words beginning with 'o'. Draw pictures on the board. Show the correct starting and ending points when writing the letter 'o'. Learners make the letter 'o' on different textures with their fingers, e.g. the carpet, learners backs, sandpaper. (For tips on teaching phonics, refer LSF, Phonics).</p>
<p> Tidy-up time</p>	
<p> Hand washing</p>	
<p> Snack time</p>	
<p> Music and Movement Ring</p>	<p>Play music and let learners pretend that they are community cleaners sweeping the streets.</p>
<p> Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Learners help to paint recycling dustbins. They paint each dustbin a different colour to identify what items are placed in them, e.g. blue for glass.</p>
<p> Story Time</p>	<p>Allow learners to retell the story they constructed yesterday.</p>

















Healthy Environment

WEDNESDAY













 Arrival 15-30 mins	Welcome each learner. Tell learners to sort their recyclables at the recycling station. Ask them to wear their name tags to morning circle.		
 Health check			
 Morning Circle 10-15 mins	Introduce the concept of 'pollution'. You can explain that there are different types of pollution, i.e. land, water and air. Give examples of each kind. Put different recyclable objects in a bag. Ask learners to put their hand in the bag and to feel an object. Without looking at the item, learners say whether the item is made from plastic, glass or paper, etc. They then take that object out of the bag. Learners put the item into the correct tray at the recycling station.		
 Work Time Activities 30-35 mins	Life Orientation/Science/Technology focus Learners complete page 44 in the Workbook. They answer the questions about recycling on this page and find the correct stickers. 	Literacy focus Learners trace the letter 'o' on page 46 of 47 Workbook 3. 	Creative focus (Part 2) Learners make litterbugs from litter. Learners use two plastic bottle tops for eyes. They decorate and glue the bottle tops onto the bottles. 
 Small Group Time Activity 10-15 mins	Mathematics focus Learners count to ten tapping their knees. They revise the number and word flash cards 1-7. Revise the names and properties of the shapes already learnt. Provide learners with an assortment of cut-out or plastic shapes. They must sort the shapes according to shape, colour and size. (For help on sorting with learners, refer LSF, Sorting).		
 Tidy-up time			
 Hand washing			
 Snack time			
 Music and Movement Ring	Talk about the beauty of nature and about how we need to care for the environment to keep it healthy and beautiful. Sing the theme related song 'This Is The Way' to the learners on page 68 of this Teacher's Guide. You can also use the LEAP audio lesson Term 3-09 Sing along. Let learners add verses about recycling.		
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Use skipping ropes or chalk to trace large letter 'o's' on the outside paving. Indicate the starting and ending points for these. Learners walk the letter. They must note the dot is made last.		
 Story Time	Learners can make a four-page picture book. They will write down the story they made up on Tuesday. They illustrate each page. Write simple sentences under the pictures if learners ask.		

THURSDAY

 Arrival 15-30 mins	<p>Welcome each learner. Prepare cards with one of the following three pictures: a piece of paper, a plastic bottle, a glass bottle. Place a picture card and a bean bag in each locker. Learners should bring both items to the Outdoor play time.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Talk about the properties of glass, plastic and paper. Discuss which of these can be recycled and which cannot. Talk about how these are recyclable because they can be used again.</p>
 Work Time Activities 30-35 mins	<p>Literacy focus Learners use medicine droppers to dribble paint onto paper towelling in the shape of the letter 'o'.</p> <p>Mathematics focus Place a dice in a clear container with a lid. Learners shake the dice, count the dots and then draw the same number of tins, sweet wrappers, glass bottles or paper.</p> <p>Creative focus (Part 3) Learners make litterbugs from litter. Learners use straws to make legs. They glue the legs to the bottles.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Revise the letter 'o'. Identify initial sounds (these are the sounds at the beginning of words). Remember to say the letter's sound and not its name; for example, 'o' not 'oh'. You can also use the LEAP audio lesson Term 3-09 Sound Play. Ask learners to find items that begin with the letter 'o' in the classroom and to bring it to the carpet. The focus is on the short vowel sound 'o' as in 'octopus' and not 'o' as in 'oval'. Learners name their items saying the name slowly so the sound at the beginning can be heard. Place items on a sound table and label each one.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Begin the ring by singing a favourite song. Sing the theme related song 'This is the Way' to the learners on page 68 of this Teacher's Guide. You can also use the LEAP audio lesson Term 3-09 Sing along. Let learners add verses about recycling.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Learners will need their picture cards from their lockers. Put a clean, empty dustbin or basket in the middle of the circle. Learners throw their beanbag according to the instruction, e.g. 'Teacups are made of this.' Learners with cards showing glass will throw their beanbags into the basket. They turn over their card when they have thrown. Repeat with other materials.</p>
 Story Time	<p>Learners get into pairs and read their stories to their friends.</p>















Healthy Environment

FRIDAY

 Arrival 15-30 mins	Greet learners individually.	
 Health check		
 Morning Circle 10-15 mins	Discuss how we look after things that we care about. The learners will paste their paper heart onto a piece of paper and write their name underneath. (Collect these to be used for an activity next week.)	
 Work Time Activities 30-35 mins	Creative focus (Part 3) Learners make litterbugs from litter. Learners use paper clips to make a mouth and ribbon on paper for antennae.	
 Small Group Time Activity 10-15 mins	Mathematics focus Begin by counting to ten. Hold up number cards with numerals and words on them. Learners read these cards and show the number with their fingers. Use the objects from the morning circle. Learners compare the lengths of these objects. They estimate whether one object is longer or shorter than another object. Then they measure them against one another and see if their estimation was correct. Encourage learners to use the terms 'shorter than' and 'longer than'.	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	In groups, learners make different shapes with their bodies. Let the learners practise their shapes in their groups and then show the class, group by group.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Place large coloured shapes on the ground. Ask learners to throw their beanbags onto a given shape, e.g. 'Throw your bean bag onto the red square.'	
 Story Time	Choose a story to read for learners' relaxation and enjoyment. (For help on selecting stories, refer to LSF, Choosing Books For Storytime).	















MONDAY

 Arrival 15-30 mins	<p>Welcome each learner. Remind parents to send items for recycling.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Look at the Grade R kit Poster 15 called 'Healthy Environment' and discuss the pictures with the learners again. Ask learners if they know of other ways we can help keep our world healthy, e.g. make compost, turn off lights, use water sparingly.</p> 
 Work Time Activities 30-35 mins	<p>Literacy focus 1 Let learners thread elastic bands on a toilet roll inner.</p>  <p>Literacy focus 2 Learners make the letters 'a', 'o', 'n', 'm', 's', 't', 'p' and 'y' from modelling clay.</p>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Revise all the letters taught so far. Prepare a sound table with items that begin with the letters 'a', 'o', 'n', 'm', 's', 't', 'p' and 'y'. Learners name each item and say what sound it begins with. They can place a button on each alphabet card as the items from the table are identified. (For tips on teaching phonics, refer LSF, Phonics).</p> 
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Introduce the theme related song 'The Winter Song' to the learners on page 70 of this Teacher's Guide. You can also use the LEAP audio lesson Term 3-10 Sing along. The song can be sung every day of the teaching week. Learners stand in a line, ready to run. When the whistle blows, they start running. When they hear the whistle again, they turn and run in the opposite direction.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Revise positional language. Learners take their chairs outside. Get them to sit on/stand behind/in front of/next to their chair.</p>
 Story Time	<p>Learners use the pictures on page 48 of Workbook 3 to make up a class story.</p>





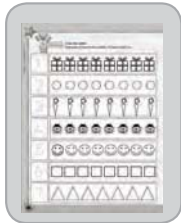








Healthy Environment

TUESDAY

 Arrival 15-30 mins	Greet learners individually.	
 Health check		
 Morning Circle 10-15 mins	Use Poster 15 and ask learners to finish the following sentence up for you 'If we don't take care of Earth...' Give each learner a chance to say something.	
 Work Time Activities 30-35 mins	<p>Literacy focus Learners pick up toothpicks using clothes pegs.</p> <p>Life Orientation/Creative focus Learners paint a paper plate blue. When dry, they make a green hand print in the middle of the plate. They can decorate the edge with some more green. They will bring this to Morning Circle tomorrow.</p>	
 Small Group Time Activity 10-15 mins	<p>Literacy focus Learners count to 10 clapping their hands. (For tips on counting with learners, refer LSF, Counting). Revise the numbers 1-7. Ask learners to use their number card cut outs and arrange them in order. Hold up a number word flash card, e.g. five and have learners place a button on the numeral.</p>	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Play Musical Bumps. Learners dance around while music plays. When the music stops, they sit down as fast as possible. The last learner to sit, is out of the game. Continue until there is a winner.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. In this game, 'Stand Up, Sit Down', the learners begin seated on the floor. Describe a season and then name it. You may name it incorrectly – in which case the learners have to sit down. If you name the season correctly the learners stand up. For instance, say: 'The sun is shining brightly and it is hot. It is Winter!' This is a good listening and concentration exercise.	
 Story Time	Ask learners to retell the story that they made up yesterday.	

















WEDNESDAY

 Arrival 15-30 mins	<p>Welcome learners. Ask learners to go and look at how full the recycling bins are.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Learners make a Save the Earth pledge. Explain that a 'pledge' is a promise. They need the plates made yesterday and promise to not litter and harm Earth. They can simply say, 'I promise not to litter anymore'.</p>
 Work Time Activities 30-35 mins	<p>Mathematics focus Learners complete page 50 of Workbook 3. They will work from the top to bottom row. They trace each numeral with a crayon and colour in that number of items.</p> 
 Small Group Time Activity 10-15 mins	<p>Literacy focus The letter focus in this lesson is on the vowels a, i and o and the consonants s, t, p, m, n and d. Be careful to say the letter's sound and not its name; for example, 't' not 'tee'.</p> <p>Talk about the pictures of pages 48 and 49 in Workbook 3. Ask them to find a picture of an item that begins with a certain letter. They place their button on that image.</p> <p>Ask learners to stand if they have an 'o' in their name. These learners will show their name tags to the other learners and point out the 'o'.</p> 
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Learners can sing this song, 'Nature, Nature' to the tune of 'Twinkle, Twinkle'. You can use the musical accompaniment, LEAP audio Songs: Twinkle, Twinkle.</p> <p>'Nature, Nature, we love you. The grass so green and the sky so blue. You give us water and you give us air. To keep you beautiful, we must take care. Nature, Nature, we love you. The grass so green and the sky so blue.'</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Learners play with water in basins. Fill the basin with items that begin with the letters that are being revised. Encourage learners to name each item and say its beginning sound.</p>
 Story Time	<p>In groups learners can draw pictures for the class story. Write sentences to match each picture.</p>












Healthy Environment

THURSDAY

 Arrival 15-30 mins	Welcome each learner. Ask the learners to remember to pick up litter and also keep their own desks and lockers tidy.
 Health check	
 Morning Circle 10-15 mins	Discuss the seasons. Use the Season Clock made in week 20. Learners spin the hands and each have a turn to discuss how they can help Earth during the different seasons, e.g. in winter use electricity sparingly by wearing extra jerseys and scarves, watering the garden in the cool of the afternoon in Summer.
 Work Time Activities 30-35 mins	<p>Creative/Technology focus Put a piece of paper and a marble inside a lid with a high rim. Spoon in some paint. Learners roll the marble to create a design on the paper.</p> <p>Literacy activity Learners cut the alphabet cards along the dotted lines and then match the dots, words and numerals together.</p> 
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count to ten stamping their feet. Learners arrange the number flash cards in a row from 1 to four. They thread Oatees™ onto toothpicks pushed into a piece of Styrofoam to match the numbers on the cards. (For tips on number conservation, refer to LSF, Number Conservation).</p>  
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Learners sing the song from yesterday. Learners pass an orange around the circle. When you say 'Stop!' the learner who is holding the orange must answer a question relating to the 'o' sound. For example: Can you hear the 'o' sound in the word 'st-o-p'. Continue until several learners have had a chance.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Provide lightweight gardening equipment like a rake and bucket. Let learners rake leaves into a pile. They can then jump in the leaves. If your school has a gardening programme put the leaves into the compost or mulch pile.
 Story Time	Select a story with a moral lesson. After reading the story, ask the learners what they learnt. Also ask questions that require them to recall specific details.



FRIDAY

 Arrival 15-30 mins	Greet learners individually Ask them to name two recyclable items.
 Health check	
 Morning Circle 10-15 mins	Discuss different clothing worn in Winter. Talk about the dangers of fire during this season. Explain that because it is generally dry in Winter the grass can burn easily. Discuss smoke as a type of pollution.
 Work Time Activities 30-35 mins	<p>Literacy focus Learners use their cut-out letters and pictures from page 52 again. They work with a partner and mix their cards together. They then try to match them up correctly – making sure that they both end up with a complete set.</p> <p>Mathematics focus Learners glue matchsticks on paper to make some of the shapes they have learnt this term.</p>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Make flash cards with weather words on them. Each card should also have a simple diagram to define the word. Cut each card through the middle in a distinctive way. Learners match the cut cards to complete a weather word. They 'read' the completed word and choose one word to draw. Ask learners to choose an item from the theme without letting anyone see it. The learner must say something about the item that they are holding. The other learners try to guess what item they have.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Sing the theme related song 'The Winter Song' to the learners on page 70 of this Teacher's Guide. You can also use the LEAP audio lesson Term 3-10 Sing along. The song can be sung every day of the teaching week.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Learners will need a cup of water and a paintbrush. They will trace shadows with water and paintbrushes.
 Story Time	Choose a story for the enjoyment of learners. (For help on selecting stories, refer to LSF, Choosing Books For Storytime).



Healthy Environment

TERM 3

WEEKS 29 AND 30



LITERACY ASSESSMENT

- This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks, learners:
 - identified the 'o' sound in words;
 - recognised (read) initial sounds learned so far;
 - sang and recited songs;
 - shared personal opinions about and suggestions for keeping our environment clean;
 - used the sentence frames with the teacher and class;
 - practised the letter formation of the letter 'o';
 - revised the letters 'a', 'o', 'n', 'm', 's', 't', 'p' and 'y';
 - divided multisyllabic words into syllables (by clapping the parts of the word); and
 - used language for learning.

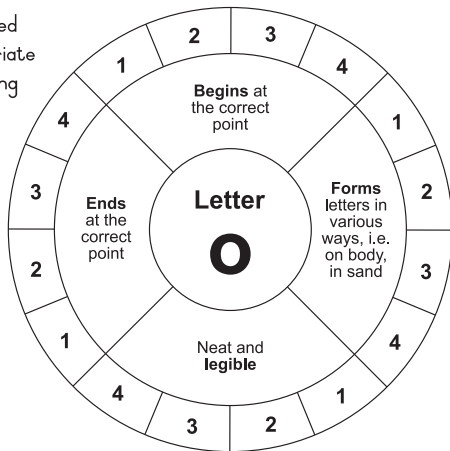
This assessment task may take several days to complete. Depending on the ability of the learners, you may choose to assess one letter on one day and the other letter on a different day.

ASSESSMENT WHEEL

Use this assessment wheel to assess Part One of the task above.

Key:

- 4 Well developed
- 3 Age appropriate
- 2 Still developing
- 1 Intervention needed



TASK

Part One

- Use the letter formation assessment wheel to assess this activity.
- Draw a large 'o' on the ground with chalk. Mark the starting point with a green dot and an arrow pointing in the correct direction (to the left). Explain that they stop where they started.
- Ask the learners to 'read' the letter 'o'.
- Then ask the learners to trace the letter by walking it (walking a circle). Check that the learners start at the correct point and walk in the right direction around the circle.
- Finally, ask the learners if they know any words that have the letter 'o' in them. Remember to say the sound and not the name, i.e. 'o' not 'oh'.

Part Two

- Use a letter dice.
- Ask each learner to throw the dice and 'read' the letter facing upwards.
- Ask each learner to think of a word that begins with that sound.
- Repeat until each learner has thrown all the letter symbols.

Part Three

- This activity is an oral (spoken) assessment to determine how the learners listen and speak.
- Use the Grade R kit Poster 15 called 'Healthy Environment'.
- Ask each learner to point to something particular in the picture, e.g. 'Show me the girl who is standing next to the pond'.
- Ask each learner, for example: 'What is this person doing?' 'Why is she doing this?'
- Continue by asking about other things in the picture.

GRADE R: TERM 3

Checklist for Literacy Assessment Task

Name:	Date:	
The learner is able to:	Yes	No
1. Identify a learnt letter and say the letter sound (p, t, g, m, a, s, d, n, i):		
1.1 p		
1.2 t		
1.3 g		
1.4 m		
1.5 a		
1.6 s		
1.7 d		
1.8 n		
1.9 i		
2. Hear a sound spoken by the teacher and say a word beginning with that sound.		

Copy this rubric. You will need one for each learner.

GRADE R: TERM 3

Holistic rubric for Literacy Assessment Task Part Three

	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
ORAL							
1. Follow the instructions							
2. Answer the questions							
3. Listen without interruption							
4. Use the theme related vocabulary and sentence frame when responding to questions							

1+2 NUMERACY ASSESSMENT

This assessment task will assess whether the learner has understood and can apply the concepts taught in this theme. Over the last two weeks, learners:

- counted to 10;
- were introduced to the numeral '7' and the word 'seven';
- sorted shapes according to different attributes (shape, colour, size);
- solved story sums involving addition and subtraction problems;
- explained solutions to problems;
- group items according to attributes, e.g. paper, glass, tin or plastic;
- demonstrated knowledge of the number symbols up to 7;
- used concrete apparatus to solve problem sums;
- created colour patterns with different coloured counters; and
- recognised number names up to seven.

TASK

Part One

- Place 7 buttons in a row on the table. Ask the learner to count them.
- Ask them to match the numeral and word card for 7.
- Repeat with other numbers in the one to six range.

Part Two

- Put seven buttons on the table. Ask how many there are.
- Ask the learner to count out the buttons.
- Ask how many buttons will be left if we take away two.
- Let the learner remove two buttons and say their answer.
- Let them count the buttons to check their answer.
- Encourage them to verbalise how they are working out the answer.
- Repeat with different subtractors.

GRADE R: TERM 3							
Holistic rubric for Numeracy Assessment Task Part One and Part Two							
	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
COUNTING							
1. Count out objects to 7							
2. Identify the numerals 1 to 7							
3. Identify the number words one to seven							
CONCEPT DEVELOPMENT							
4. Subtract verbally stated problems involving single digit numbers? (within the 0-7 range)							
5. Use concrete apparatus to solve problems							
6. Break down and build numbers (within the 1-7 range)							
7. Explain solutions using concrete objects							
8. Use mathematical language							

LIFE SKILLS ASSESSMENT

Over the last two weeks, learners have discussed healthy environments. They were encouraged to think about how to keep our environment clean and what specifically they can do. They talked about how the environment we live in impacts on our daily lives and on nature in general.

Let learners look at the Grade R kit Poster 14 called 'Healthy Environment' and say that these people are helping to keep the environment clean and healthy. Show learners these pictures and ask them to tell you:

- 'Which person is recycling?'
- 'What are the boys doing?'
- 'How is the girl helping to keep the environment healthy?'

See if learners are able apply what they have learned over the past two weeks when looking at these pictures.

WEEK 31+32

CAPS/MILESTONES:



LIFE SKILLS

Beginning Knowledge and Personal and Social Well-being

The child is able to: Describe weather in spring/Recognise the general characteristics of birds/Describe a favourite animal/Differentiate between domestic and farm animals/Describe a favourite sport and its simple rules.

Creative Arts

The child is able to: Make shapes with the body focusing on circles and squares/Draw and paint relevant pictures/Mime simple actions/Show special awareness through movement.

Physical Education

The child is able to: Walk in different directions according to instructions/Throw a ball to a target/Bounce and catch a ball/Twist, stretch, curl, and bend/Crawl through tunnels and friends' legs/Do rolling activities to the right and left/Walk on ropes and tyres.



MATHEMATICS

Numbers, Operations and Relationships

The child is able to: Route count and estimate up to ten/Complete number sentence from 1-10/Count in twos/Recognise numbers in the environment 1-10 and 0/Understand which number comes before or after/Understand concepts of many and few.

Patterns, Functions and Algebra

The child is able to: Copy, extend and create own patterns and is able to play hop scotch.

Space and Shape

The child is able to: Know the concept next to, between, middle, left and right/Able to do pegboard work/Understand the concept up and down, downwards and upwards/Build a 24-piece puzzle.

Measurement

The child is able to: Understand that objects can be measured using a measuring tape.

Data Handling

The child is able to: Collect, sort, draw, read and analyse according to an attribute.



HOME LANGUAGE

Listening and Speaking

The child is able to: Wait for her/his turn to speak/Sing and performs rhymes with confidence/Tell and retell other children's stories using own words/Identify and describe differences and similarities/Use language to develop concepts.

Phonics

The child is able to: Recognise some consonants and vowels/Recognises names and some letters of the alphabet/Reads high frequency names.

Reading and Viewing

The child is able to: Interpret pictures/Read big books or other enlarged materials to others/Interpret pictures to develop own stories/Match simple words to pictures.

Writing

The child is able to: Draw pictures to convey a message/Read own writing/Copy words and numbers from the environment and write them down/Write using familiar letters.

CONCEPTS

WEEK 31

Mathematics:

Revision of 1-7/one, two, three, four, five, six, seven/Introduce numeral '8' and the word 'eight'.

Sentence Structure:

Question and response: What did...?/They... For example: What did they eat?/They ate...

Wordplay:

Brachiosaurus, brain, dinosaur, extinct, head, huge, legs, meat, neck, plants, Pterosaur, scales, spikes, Stegosaurus, strong, tail, teeth, Triceratops, Tyrannosaurus Rex.

Phonics:

Consonant 'b' (initial and final) – Alternatively, adapt this week's phonics activities to suit the sound in Week 31 of Workbook 4 for the language of instruction.

WEEK 32

Mathematics:

Revision of 1-7/one, two, three, four, five, six, seven/Reinforce the numeral '8' and the word 'eight'.

Sentence Structure:

Question and answer: What did it look like?/It had...

Wordplay:

Brachiosaurus, brain, dinosaur, extinct, head, huge, legs, meat, neck, plants, Pterosaur, scales, spikes, Stegosaurus, strong, tail, teeth, Triceratops, Tyrannosaurus Rex.

Phonics:

















Consonant 'b' (initial and final) – Alternatively, adapt this week's phonics activities to suit the sound in Week 32 of Workbook 4 for the language of instruction.

ADDITIONAL RESOURCES:

Poster:
Poster 16 Dinosaurs.














Big Book Story:
Make a class big book this week.

MONDAY







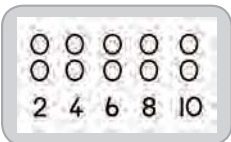






 <p>Arrival 15-30 mins</p>	<p>Welcome learners back after the weekend. Ask parents to send books about dinosaurs and dinosaur toys tomorrow.</p>		
 <p>Health check</p>			
 <p>Morning Circle 10-15 mins</p>	<p>Introduce the theme, 'Dinosaurs', which is covered over the next two weeks and explain the theme table. (For tips on using posters, refer to LSF, Using Posters). Use the Grade R kit poster 16 'Dinosaurs' to introduce the theme.</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="872 496 1151 715">  </div> <div data-bbox="1175 489 1533 715"> <p>Ask learners if they can name any of the dinosaurs in the poster (the names are available on pages 2 and 3 of Workbook 4). Other questions to ask: 'How did dinosaurs live?' 'How do we know about these animals that lived so long ago?'</p> </div> </div>		
 <p>Work Time Activities 30-35 mins</p>	<p>Life Orientation focus Learners complete pages 2 and 3 of Workbook 4.</p> <div data-bbox="577 879 816 1044">  </div> <p>Learners find the stickers to paste in the correct place.</p>	<p>Literacy focus They write their name in the block at the bottom of page 3 of Workbook 4.</p> <div data-bbox="935 931 1130 1025">  </div>	<p>Creative focus Provide learners with wood glue, a variety of pasta shapes and cardboard. They make pasta dinosaurs by gluing pasta onto the board.</p> <div data-bbox="1267 969 1475 1126">  </div>
 <p>Small Group Time Activity 10-15 mins</p>	<p>Mathematics focus Learners count to ten touching left knees with their right hands as they count. Repeat, touching right knees with left hands. They count the different dinosaurs on Poster 16. Let them count the plastic dinosaurs on the theme table. Ask whether there are more or less dinosaurs on the poster or theme table. (For tips on counting with learners, refer LSF, Counting). Revise numerals 1-7 and the matching number words. Introduce the numeral '8' and the word 'eight'. Ask learners to hold up eight fingers. Let them look for the number eight around the classroom, e.g. on posters, in books, on the telephone list etc. Teach the correct number formation for the numeral 8. Learners trace the number in jelly trays.</p> <div data-bbox="1402 1319 1516 1507">  </div>		
 <p>Tidy-up time</p>			
 <p>Hand washing</p>			
 <p>Snack time</p>			
 <p>Music and Movement Ring</p>	<p>Introduce the theme related song 'Tyrannosaurus Rex' to the learners on page 78 of this Teacher's Guide. You can also use the LEAP audio lesson Term 4-OI Sing along. The song can be sung every day of the teaching week.</p>		
 <p>Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Use chalk or skipping ropes to make large number 8s on the paving. Hide dinosaur picture cards around the playground. Learners sit in a circle. When the whistle blows they go and look for a dinosaur card. When they have found a card, they return and walk the number 8 as they imagine the dinosaur on their picture walked.</p>		
 <p>Story Time</p>	<p>Use the puzzle picture on page 5 of the Workbook to make up a class story. Guide the story making process asking these questions: 'How did the children land up with dinosaurs?' 'Did the dinosaurs come to town?' 'Did the children go back in time?' 'What are their names?' 'What do they see?' 'How do they feel?' 'What does the dinosaur think?' Write down what they say on sentence strips.</p>		

Dinosaurs

TUESDAY

 Arrival 15-30 mins	Greet learners individually. Tell learners to place their dinosaur books and toys on the theme table. (For help on preparing a theme table, refer to LSF, The Theme Table).	
 Health check		
 Morning Circle 10-15 mins	Look at the theme table and have learners group like dinosaurs together, e.g. all the Tyrannosaurus Rex together, all the Brachiosaurus together. Make labels for the different dinosaurs. Ask the learners if they can identify the toy dinosaurs in Poster 15. Practise saying the names of the dinosaurs together.	
 Work Time Activities 30-35 mins	Mathematics focus Learners complete page 4 in the Workbook. They trace the number 8 and then colour 8 shapes in each row.	Creative focus Learners make dinosaurs from modelling clay.
 Small Group Time Activity 10-15 mins	Literacy focus Introduce the letter 'b'. Identify initial sounds (these are the sounds at the beginning of words). Be careful to say the letter's sound and not its name; for example, 'b' not 'bee'. The names of the letters are not taught at this stage. Learners will also sound out words into phonemes; for example, b-a-t. You can also use the LEAP audio lesson Term 4 - OI Sound play. Ask learners to say words beginning with 'b'. Draw pictures on the board. Show the correct starting and ending points when writing the letter 'b'. Learners make the letter s on different textures with their fingers, e.g. the carpet, learners' backs, sandpaper. (For tips on teaching phonics, refer LSF, Phonics).	 
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Learners work in groups of three or four and use their bodies to make the letter 'b'.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Play 'Dino Stuck In The Mud'. Learners pretend to be little dinosaurs, running away from one learner who is a big T-Rex. When caught, they are stuck in the mud until another little dinosaur crawls between their legs, freeing them.	
 Story Time	Let learners retell the story they made yesterday. Then, divide them into groups and have each group illustrate a page of the story. Glue the sentence strips onto the bottom of each page.	












WEDNESDAY

 <p>Arrival 15-30 mins</p>	<p>Welcome each learner. Give them a picture card with a dinosaur on it. Ask them to bring their card to the Morning Circle.</p>
 <p>Health check</p>	
 <p>Morning Circle 10-15 mins</p>	<p>Learners sit in a circle and hold their dinosaur card. Ask the learners to look carefully at their dinosaur card and observe the features and colours of the dinosaur. After a short while of observation, learners put their cards face down on the carpet. Mix up all the cards. Learners then pick a new card and by describing it, the other learners try to identify if it was their card and they can claim it back.</p>
 <p>Work Time Activities 30-35 mins</p>	<p>Mathematics focus Learners cut out the puzzle on page 5 of Workbook 5. They mix up the pieces and then build the puzzle.</p> 
 <p>Small Group Time Activity 10-15 mins</p>	<p>Mathematics focus Learners count to ten and step to each number pretending to be dinosaurs. Revise numerals 1-8 and the matching words. Ask learners what number comes before 8 (7), after 8 (9). Ask them to count out eight counters from ten.</p> <p>Ask learners to take their ten counters and put them into groups of two. Teach them to count in twos. They should touch each group of two as they count.</p> 
 <p>Tidy-up time</p>	
 <p>Hand washing</p>	
 <p>Snack time</p>	
 <p>Music and Movement Ring</p>	<p>Include the activity below as one of your daily outdoor activities. Bury plastic dinosaur toys in the sand tray. Learners pretend to be palaeontologists and try excavate as many as they can.</p>
 <p>Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Learners pretend to be different birds. Ask them to stand like a flamingo (on one leg), waddle like a penguin, run like an ostrich, waddle like a duck, swoop like an owl.</p>
 <p>Story Time</p>	<p>Read the big book to the learners. Ask them to think of a name for their story.</p>













Dinosaurs

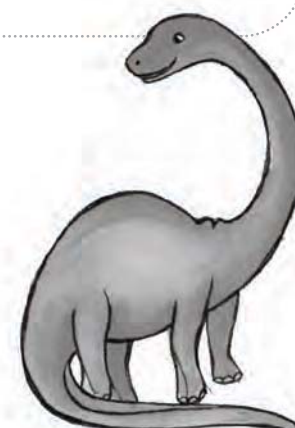
THURSDAY

 Arrival 15-30 mins	Greet the learners individually and remind them to tidy up the classroom and playground during the day.
 Health check	
 Morning Circle 10-15 mins	Let learners 'read' the flash cards on the theme table. Hold up the cards one at a time, learners read them and then clap out the syllables in the word, e.g. ty-ran-o-sau-rus-rex (six syllables therefore six claps). Remind learners that dinosaur fossils have been found which is why we know these animals lived thousands of years ago.
 Work Time Activities 30-35 mins	<p>Literacy focus Learners make the letter 'b' from pipe cleaners.</p> <p>Creative focus Provide learners with plastic toy dinosaurs and modelling clay. The learners make 'fossils' by pushing the dinosaur feet and bodies into the modelling clay.</p>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Move a toy dinosaur from learners' left to right. Let the follow with their eyes without moving their heads. Learners 'read' the pictures on page 9 of Workbook 4 from top to bottom and left to right. Explain that letters have names and sounds. Name the letter n. Say, what sound does 'en' make. Learners say 'nnn'.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Learners play Musical Dinosaurs. They pass a dinosaur toy around the circle as music plays. When the music stops, the learner holding the dinosaur is out. But if that learner can name the name of a dinosaur then they stay in the game.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Set up an obstacle course. Include boxes to crawl through, blankets to crawl under, hula-hoops to climb through, chairs to jump over.
 Story Time	Ask individual learners to read the Big Book they made to the class. Learners can also choose books from the reading corner. Encourage them to handle the books correctly.

















FRIDAY

 Arrival 15-30 mins	<p>Welcome the learners. Tell the learners that there are some counters in their lockers. Ask them to bring these to the morning circle.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Look at Poster 15 again. Ask learners to describe the environment in the picture. Get them to use words like mountains, volcanoes etc. Ask learners if they know what a volcano is. Explain it for those who don't know.</p>
 Work Time Activities 30-35 mins	<p>Life Orientation focus Provide each group of three to four learners with a plastic tray, a heap of bicarbonate of soda, vinegar coloured with food colouring and eye droppers. Learners heap the bicarbonate of soda in the centre of the tray and then drop the coloured vinegar onto it with the eye droppers. It will 'erupt' like a volcano.</p>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Learners use the Alphabet chart at the back of Workbook 4 to revise the sounds they have learnt. Give each learners counters and play Alphabet Bingo. Say the sound of a letter and have learners cover it with a counter. Ask questions related to the letter, e.g. name something that begins with this sound, point to someone who has this letter in their name, if you know the name of this letter say it now.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Learners dress up using clothes from the dress-up corner, if possible. They pretend to be hunting for dinosaurs. Call out different emotions that could be involved and ask learners to act these out. For example: 'excited', 'scared', 'surprised'. Sing the theme related song 'Tyrannosaurus Rex' to the learners on page 78 of this Teacher's Guide. You can also use the LEAP audio lesson Term 4-O1 Sing along.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Learners sit in a circle. Place flash cards that you are trying to reinforce in the centre of the circle. Let each learner have a chance to find a word. They pretend to be a dinosaur on a hunt as they search for the word.</p>
 Story Time	<p>Select a story to read to the learners for their enjoyment and relaxation. (For help on selecting stories, refer to LSF, Choosing Books For Storytime).</p>














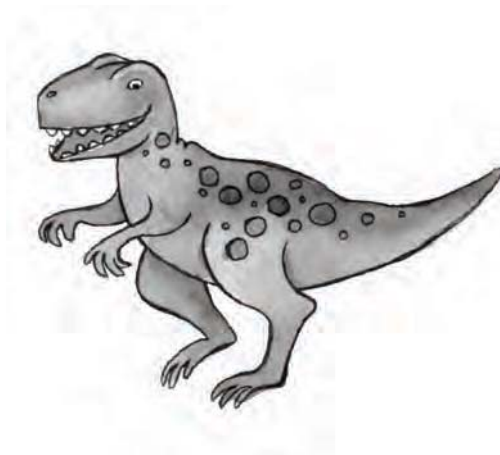
Dinosaurs

MONDAY

 Arrival 15-30 mins	<p>Welcome learners back after the weekend. Ask parents to send items that begin with letter 'b' to school for the sound table.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Give each learner a plastic dinosaur. Ask them to describe their dinosaur. Practise the following question and answer sentence frames, ask: 'What did it look like?' The learner responds, 'It had...' You can also use the LEAP audio lesson Term 4 - O2 Sound play.</p> 
 Work Time Activities 30-35 mins	<p>Mathematics focus Learners complete page 7 in the Workbook. They join the dots to complete the picture and then they colour it in.</p> <p>Creative focus (Part I) Learners will make a paper plate dinosaur. Each learner will need a paper plate and cardboard. They will also need paint. They cut out the templates from page 7. They trace around the cut outs onto cardboard and cut out the legs and head.</p> 
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count to ten. They count to in twos to ten. As they count in twos they raise two fingers at a time. (For help on counting with learners, refer LSF, Counting). Use pages 10 and 11 of Workbook 4 to answer counting problems, e.g. 'How many ducks? How many wings? How many children? How many legs/hands/eyes/ears? How many pink flowers?'</p> 
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Sing the theme related song 'Tyrannosaurus Rex' to the learners on page 78 of this Teacher's Guide. You can also use the LEAP audio lesson Term 4 - O2. The song can be sung every day of the teaching week.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Hide number cards around the play area. Learners sit in a circle. When the whistle blows they go and look for a number card. They must also bring that number of cards back with them to the circle. Learners get into pairs and add their numbers together. They can put the stones together and count all of them together.</p>
 Story Time	<p>Use the picture on pages 10 and 11 of Workbook 4 to make up a class story. Guide the story making process asking these questions: What are the children doing? Is it safe to be playing so close to the water? What might happen? What are their names? What do they see? How would they feel if one of them fell in? Write down what they say on sentence strips.</p>





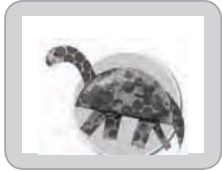






TUESDAY

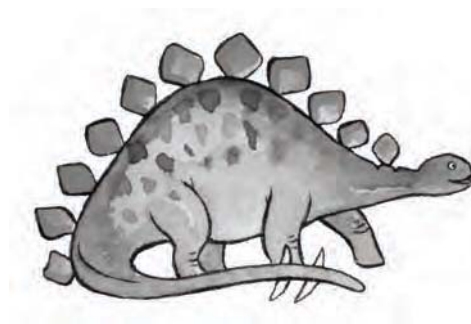
 <p>Arrival 15-30 mins</p>	<p>Greet learners individually. Ask learners to put their items that begin with the letter 'b' on the sound table. (For tips on preparing a sound table, refer LSF, The Phonics Table).</p>
 <p>Health check</p>	
 <p>Morning Circle 10-15 mins</p>	<p>Talk about fossils and the people who use fossils to learn about dinosaurs. If possible look at pictures of dinosaur fossils.</p>
 <p>Work Time Activities 30-35 mins</p>	<p>Literacy focus Learners practise writing the letter 'b' forming the letter correctly. They can use a drinking straw to blow the letter b on paper.</p> <p>Creative focus (Part 2) Learners will make a paper plate dinosaur. Each learner will need a paper plate and cardboard. They will also need paint. Learners fold the paper plate in half and then paint it, as well as the legs and head. They must allow the paint to dry</p>
 <p>Small Group Time Activity 10-15 mins</p>	<p>Literacy focus Revise the 'b' sound. Learners read the name cards on the sound table they created in last week. Learners then complete a dotted 'b' worksheet, prepared earlier. Alternatively, download a worksheet like the one below. This worksheet is available as free download from 'Sparklebox'. (To learn more about 'Sparklebox', visit www.sparklebox.co.uk.)</p>
 <p>Tidy-up time</p>	
 <p>Hand washing</p>	
 <p>Snack time</p>	
 <p>Music and Movement Ring</p>	<p>Learners act out given scenes, e.g. 'Pretend that you are a baby dinosaur hiding under a bush, trying to get away from a big T-Rex.'</p>
 <p>Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Play Rolling Dinosaur Eggs. Learners crawl into a little ball, lying on their backs and hugging their knees. They gently roll from side to side. Let them lie on their backs and roll from side to side (not make a full roll, only 'half rolls').</p>
 <p>Story Time</p>	<p>Let learners retell the story they made yesterday. Then, divide them into groups and have each group illustrate a page of the story. Glue the sentence strips onto the bottom of each page.</p>















Dinosaurs

WEDNESDAY

 Arrival 15-30 mins	Welcome each learner. Give them a picture card with half of a dinosaur on it. Ask them to bring their card to the morning circle.
 Health check	
 Morning Circle 10-15 mins	Learners sit in a circle and hold their dinosaur card. Ask the learners to look carefully at the card and then try to find the learner with the other half of their dinosaur.
 Work Time Activities 30-35 mins	<p>Mathematics focus Learners build 24-piece puzzles.</p> <p>Creative focus (Part 3) Learners will make a paper plate dinosaur. Each learner will need a paper plate and cardboard. They will also need paint. Learners attach the legs and head to the paper plate to finish their dinosaur.</p> 
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count to ten walking like big dinosaurs. Ask them to put ten counters into groups of two. Let them count these in twos to ten. Give simple number sentences for learners to solve. Make sure that they use counters and that the number range does not exceed ten. Examples include: there are four ducks on the pond. Two more ducks come and join them. How many ducks are there now?</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Sing the theme related song 'Tyrannosaurus Rex' to the learners on page 78 of this Teacher's Guide. You can also use the LEAP audio lesson Term 4-O2 Sing along.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Make the number '8' from chalk or skipping ropes. Learners walk the number making sure to cross over the centre of the eight.
 Story Time	Read the big book to the learners. Ask them to think of a name for their story.















THURSDAY

 <p>Arrival 15-30 mins</p>	<p>Greet the learners individually and remind them to pick up litter and to use the recycle bins when possible.</p>
 <p>Health check</p>	
 <p>Morning Circle 10-15 mins</p>	<p>Learners look at pictures on pages 10 and 11 of Workbook 4. Ask them to describe the weather in Spring. Ask them what season comes before/ after Spring.</p> 
 <p>Work Time Activities 30-35 mins</p>	<p>Literacy focus Learners find the stickers to paste on the pages. They write their name in the block on page 11.</p> <p>Mathematics focus Learners make dinosaurs from plastic shapes. Prepare silhouette shape cards so learners have to carefully select the shapes they are to use.</p>
 <p>Small Group Time Activity 10-15 mins</p>	<p>Mathematics focus Learners count to ten, alternating touching their left foot with their right hand and their right foot with their left hand. Group ten dinosaurs from the theme table into groups of two. Let the learners count them in twos. Revise the flash cards 1-8 and the matching words. Learner complete page 4 of Workbook 4.</p>
 <p>Tidy-up time</p>	
 <p>Hand washing</p>	
 <p>Snack time</p>	
 <p>Music and Movement Ring</p>	<p>Play 'Pass The Dinosaur' again. Learners pass a dinosaur toy around the circle as music plays. When the music stops, the learner holding the dinosaur is out. But if that learner can name the name of a dinosaur then they stay in the game.</p>
 <p>Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Use chalk to draw several circles, one inside the next, on a wall outside. Starting with the outside circle give each circle a score. The centre circle will have the highest score. This is a target. Learners throw balls at the target. Help them tally their scores.</p>
 <p>Story Time</p>	<p>Ask individual learners to read the Big Book they made to the class. Learners can also choose books from the reading corner. Encourage them to handle the books correctly.</p>

Dinosaurs

FRIDAY

 Arrival 15-30 mins	<p>Welcome the learners. Tell the learners that there are some counters in their lockers. Ask them to bring these to the Morning Circle.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Compare two dinosaurs such as a Tyrannosaurus Rex and a Brachiosaurus. Ask learners to compare legs, the way each stands, the size of the heads, teeth (if these are visible), length of their necks and so on.</p>
 Work Time Activities 30-35 mins	<p>Mathematics focus Learners practice the correct number formation. Learners use wax crayons to practice the correct numeral formation of 8 on a piece of paper folded horizontally to make four lines. Instruct them to touch the top and bottom lines and to begin writing the one at the top and to end at the bottom.</p> <div data-bbox="1128 719 1422 832" style="border: 1px solid gray; padding: 5px; text-align: center;">  </div> <p>Creative focus Each learner will need a peg, glue, green and red marker pens, googly eyes and cardboard. They colour in their peg green on the outside and red on the front inside. They glue or draw eyes on either side of the head. They can cut out wings from board, decorate them and glue them to the underside of the peg.</p>
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Prepare a life size cut out of T Rex's foot. Have learners take off their left shoes and trace around their feet. Then cut these out. See how many of their feet it takes to fill T Rex's foot. Compare the length of their feet with that of T Rex's foot. Encourage them to use mathematical language, e.g. long, longer, longest. (For tips on measurement, refer LSF, Measurement).</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Play 'Simon Says' but change it to 'T-Rex Says'. Give learners instructions to follow, such as, hop on one leg seven times. They must only carry out the instruction if you begin by saying 'T-Rex says...'</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Learners sit in a circle. Pass flash cards that you are trying to reinforce around the circle while music plays (or while you clap). When the music or clapping stops, the learners who are holding the cards try to read their card. If they read it correctly, they get a smiley face sticker and they go and play on the playground equipment. Let each learner have a chance to read a word.</p>
 Story Time	<p>Select a story to read to the learners for their enjoyment and relaxation. (For help on selecting stories, refer to LSF, Choosing Books For Storytime.)</p>



Dinosaurs

TERM 4

WEEKS 31 AND 32



LITERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks learners:

- created their own class story about dinosaurs based on a picture;
- illustrated the above story;
- read the above story together as a class;
- retold the story in their own words;
- identified the 'b' sound at the beginning of words;
- identified and described differences and similarities in pictures;
- interpreted a picture to construct ideas and make up their own story;
- sang and recited songs;
- practised the letter formation of the letter 'b'; and
- used language for learning.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

Part One

- Put the letter card b on a table.
- Ask each learner to 'read' the letter 'b'.
- Now ask each learner to trace the letter 'b', saying what they are doing. Check that they start and end in the correct positions.

Part Two

- Use the Grade R kit poster 16 'Dinosaurs' (or, if available, dinosaur toys) for this task.
- Point to a dinosaur. Ask the learner to point to a dinosaur that is different from that one. Ask the learner in what ways the two dinosaurs are different. Ask if there is anything that is similar about the two dinosaurs.
- Point to a different dinosaur. This time, begin by asking the learner to find another dinosaur that is similar in some way. Ask the learner to explain their choice.

Part Three

- Use the class reader made by the learners.
- Ask the learner to name the story.
- Ask the learner to describe each picture and read the corresponding sentence/caption.

GRADE R: TERM 4

Holistic rubric for Literacy Assessment Task Part One, Two and Three

	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
ORAL							
1. Follow the instructions							
2. Answer the questions							
3. Point out differences between two objects							
4. Point out how one object is similar to another							
PHONICS							
5. Identify the 'b' sound at the beginning of a few words							
READING							
6. Name/read the title of the class reader							
7. Describe the pictures on each page							
8. Read the sentence/s to each picture							
9. Recognise the 'b' letter in print							
10. Trace the letter 'b' using the correct letter formation							

1+2 NUMERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks, learners:

- counted to 10;
- counted in twos to ten;
- grouped 10 counters into groups of two;
- were introduced to number 8 and the word eight;
- revised numbers 1 to 7 and number words one to seven;
- solved oral addition and subtraction problems with solutions to at least 7;
- explained own solutions to problems; and
- built a 24-piece puzzle.

★ LIFE SKILLS ASSESSMENT

Over the last two weeks, learners engaged in various life skills linked activities that involved learning about dinosaurs. They were able to name a few dinosaurs and describe their appearances, highlighting differences and similarities. Learners also explored imaginary play and pretended to be on a dinosaur hunt, experiencing various emotions, such as excited, scared, surprised.

Show the learner the Grade R kit poster 1b called 'Dinosaurs' and ask the learner to:

- Point to a meat-eating dinosaur;
- Name the dinosaur;
- Point to a plant-eating dinosaur and name the dinosaur;
- Point to a flying dinosaur and name it;
- Describe how they would feel if they saw a dinosaur; and
- Name their favourite dinosaur and say why it is their favourite.

See if learners are able apply what they have learnt over the past two weeks when looking at these pictures.

- estimated number of counters up to the number 10; and
- used concrete apparatus to solve subtraction problems.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

- Give the learner a pile of 10 counters. Ask the learner to count out 8 counters. Ask how many are left.
- Now ask the learner to group the eight counters into groups of two. Ask how many groups of two there are.
- Ask the learner to verbalise what they are doing as they make the groups.
- Ask the learner to count the groups in twos.

GRADE R: TERM 4		
Checklist for Numeracy Assessment Task		
Name:	Date:	
The learner is able to:	Yes	No
1. Count out a number of items from a group of items		
2. Group counters in twos		
3. Verbalise how they grouped their items		
4. Count in twos		

Copy this rubric. You will need one for each learner.

Birds and Reptiles

WEEK 33 + 34

CAPS/MILESTONES:

LIFE SKILLS

Beginning Knowledge and Personal and Social Well-being

The child is able to: Describe weather in spring/Recognise the general characteristics of birds/Describe a favourite animal/Differentiate between domestic and farm animals/Describe a favourite sport and its simple rules.

Creative Arts

The child is able to: Make shapes with the body focusing on circles and squares/Draw and paint relevant pictures/Mime simple actions/Show special awareness through movement.

Physical Education

The child is able to: Walk in different directions according to instructions/Throw a ball to a target/Bounce and catch a ball/Twist, stretch, curl, and bend/Crawl through tunnels and friends' legs/Do rolling activities to the right and left/Walk on ropes and tyres.

MATHEMATICS

Numbers, Operations and Relationships

The child is able to: Route count and estimate up to ten/Complete number sentence from 1-10/Count in twos/Recognise numbers in the environment 1-10 and 0/Understand which number comes before or after/Understand concepts of many and few.

Patterns, Functions and Algebra

The child is able to: Copy, extend and create own patterns and is able to play hop scotch.

Space and Shape

The child is able to: Know the concept next to, between, middle, left and right/Able to do pegboard work/Understand the concept up and down, downwards and upwards/Build a 24-piece puzzle.

Measurement

The child is able to: Understand that objects can be measured using a measuring tape.

Data Handling

The child is able to: Collect, sort, draw, read and analyse according to an attribute.

HOME LANGUAGE

Listening and Speaking

The child is able to: Wait for her/her turn to speak/Sing and performs rhymes with confidence/Tell and retell other children's stories using own words/Identify and describe differences and similarities/Use language to develop concepts.

Phonics

The child is able to: Recognise some consonants and vowels/Recognises names and some letters of the alphabet/Reads high frequency names.

Reading and Viewing

The child is able to: Interpret pictures/Read big books or other enlarged materials to others/Interpret pictures to develop own stories/Match simple words to pictures.

Writing

The child is able to: Draw pictures to convey a message/Read own writing/Copy words and numbers from the environment and write them down/Write using familiar letters.

CONCEPTS

WEEK 33

Mathematics:

Revision of 1-8/one, two, three, four, five, six, seven, eight.

Sentence Structure:

Question and response: Can you see... on a bird? For example: Can you see a beak on a bird? Yes, I can/No, I can't.

Wordplay:

air, beak, birds, chameleon, colourful, crocodile, dove, duck, eagle, eggs, feathers, fly, lizard, ostrich, penguin, reptiles, scales, snake, swim, water.

Phonics:

Consonant 'c' (initial) – Alternatively, adapt this week's phonics activities to suit the sound in Week 32 of Workbook 4 for the language of instruction.

WEEK 34

Mathematics:

Revision of 1-8/one, two, three, four, five, six, seven, eight.

Sentence Structure:

It is dangerous to do that/ It is safe to do that.

Wordplay:

air, beak, birds, chameleon, colourful, crocodile, dove, duck, eagle, eggs, feathers, fly, lizard, ostrich, penguin, reptiles, scales, snake, swim, water.

Phonics:

Consonant 'c' (initial and final) – Alternatively, adapt this week's phonics activities to suit the sound in Week 32 of Workbook 4 for the language of instruction.


ADDITIONAL RESOURCES:

Poster:
Poster 17 Birds and Reptiles.

Big Book Story:
Make a class big book this week.

Birds and Reptiles

MONDAY

 **Arrival**
15-30 mins

Welcome each learner.
Ask parents to send small toy reptiles and birds to school for the theme table. Ask them to also bring a small item that begins with the letter 'c' for the sound table.

 **Health check**

 **Morning Circle**
10-15 mins

Introduce the theme, 'Birds And Reptiles' which will be investigated over the next two weeks. Look at the Grade R kit Poster 17 called Birds And Reptiles and discuss the pictures with the learners. (For help on using posters, refer to LSF, Using Posters).



Discuss what each animal looks like, ask 'Can you see... on a bird/tortoise?' For example: 'Can you see a beak on a bird? Yes, I can. / No, I can't'. You can also use the LEAP audio lesson Term 4-03 Sentence play.

 **Work Time Activities**
30-35 mins

Life Orientation focus
Learners complete pages 12 and 13 of Workbook 4. Learners find the correct stickers to paste on these pages.



Literacy focus
Each learner will need a feather and beads. They thread the beads onto the feather.


 **Small Group Time Activity**
10-15 mins

Literacy focus
Introduce the letter 'c'. Identify initial sounds (these are the sounds at the beginning of words). Be careful to say the letter's sound and not its name; for example, 'c' not 'see'. The names of the letters are not taught at this stage. Learners will also sound out words into phonemes; for example, c-a-t. Ask learners to say words beginning with 'c'. Draw pictures on the board.



Show the correct starting and ending points when writing the letter 'c'. Learners make the letter 'c' on different textures with their fingers, e.g. the carpet, learners' backs, sandpaper. (For tips on teaching phonics, refer LSF, Phonics.)



 **Tidy-up time**

 **Hand washing**

 **Snack time**

 **Music and Movement Ring**

Introduce the theme related song 'Five Little Owls' to the learners on page 78 of this Teacher's Guide. You can also use the LEAP audio lesson Term 4-03 Sing along. The song can be sung every day of the teaching week.

 **Outdoor Play**














Include the activity below as one of your daily outdoor activities. Learners pretend to be different birds. Ask them to stand like a flamingo (on one leg), waddle like a penguin, run like an ostrich, waddle like a duck, swoop like an owl.

 **Story Time**

Learners cut out the four story cards with a green frame on page 14 of Workbook 4. They arrange the cards in the correct order. Staple the left handside of the cards together to make a booklet.

















TUESDAY





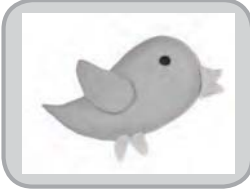







 Arrival 15-30 mins	Greet each learner individually. Ask learners to put their toys and items onto the theme and sound tables. (For help on preparing a theme table, refer to LSF, The Theme Table).	
 Health check		
 Morning Circle 10-15 mins	Use Poster 17 again and have learners answer the following questions: 'Which animals have feathers? How do they feel?/Which animals have scales? How do they feel?/Which animals can fly?/Which animals can swim?/How many eggs can you see?/What does each animal eat?'	
 Work Time Activities 30-35 mins	<p>Mathematics focus Learners sort plastic shapes according to their properties.</p> <p>Creative focus Learners make a bird. They will need a lump of play dough, feathers and beads or googly eyes. Learners use an eye dropper to place a few drops of food colouring on the play dough. They mix the dough until the colour comes through. They stick tail feathers into the back end of the bird and eyes onto the front end.</p> <p>Literacy focus Learners complete page 18 of Workbook 4. They trace the letter 'c' with crayons.</p>	
 Small Group Time Activity 10-15 mins	<p>Learners count to ten touching their elbows as they count. The count to 10 in twos. (For help on counting with learners, refer LSF, Counting).</p>	<p>Revise numeral 1-8 and the matching words'. Revise number position, ask them which number comes before/ after or in between given number/s. Use the number cards at the back of Workbook 3 if learners needs concrete apparatus.</p> 
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Play Owl And Mouse. Choose one learner to be the owl and one to be the mouse. The other learners stand in a circle and join hands. They try to keep the owl away from the mouse. If the mouse is inside the circle, they try to keep the owl out and vice versa. The cat needs to break through their hands and try to catch the mouse.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Place masking tape on an outside wall at various heights. See if learners can jump and touch each height. How many times can they do this in a row? Learners can then throw balls against the wall and try to hit each height.	
 Story Time	Learners read their little green books to each other and to the teacher.	

Birds and Reptiles

WEDNESDAY












 Arrival 15-30 mins	Welcome each learner.	
 Health check		
 Morning Circle 10-15 mins	Put different toy birds and reptiles into a bag. Choose learners to put their hands into the bag and to pick an animal. Learners must name it (bird or reptile) without removing the toy from the bag. Learners put the toy animals on the carpet for everyone to see. Place the flash cards next to each toy to label it. Learners 'read' the labels.	
 Work Time Activities 30-35 mins	<p>Literacy focus Learners complete the top activity on page 14 of Workbook 4. They will stick the parrots in the correct blocks, according to the instructions given.</p> 	<p>Life Orientation focus Provide a tray with small twigs, bits of cotton wool, shredded paper, soft downy feathers and some branches with small leaves. Ask learners to construct a nest from the material.</p>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Learners 'read' the bottom half of page 14 in Workbook 4 in the following manner: Ask them to identify the picture at the beginning of each word. Then ask them to 'read' the word under the picture. Then clap each word into its syllables and the learners copy it.</p> 	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Divide the learners into groups of five. They pretend to be the owls in the song and perform the actions as they sing the theme related song 'Five Little Owls' on page 78 of this Teacher's Guide. You can also use the LEAP audio lesson Term 4 - OI Sing along.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Learners work in pairs. Each pair will need a soccer ball. The object of this activity is to pass the ball between the pair just as penguins pass their egg to one another. They therefore may not use their hands and they may not drop the egg! They should stand facing each other with the ball resting on their feet. Then, without the ball rolling off from their feet they should shift the ball between them.	
 Story Time	Learners cut out the four story cards with a blue frame on page 14 of Workbook 4. They arrange the cards in the correct order. Staple the left handside of the cards together to make a booklet. 	

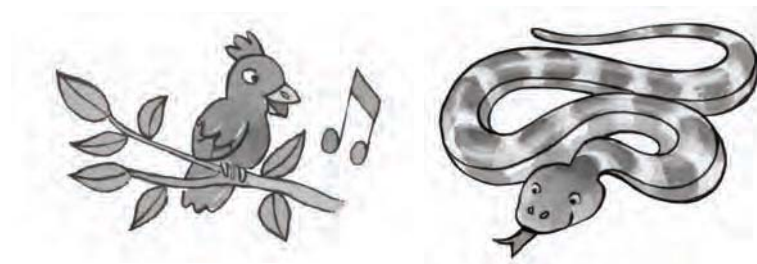
THURSDAY

 Arrival 15-30 mins	<p>Welcome each learner. Encourage them to go and play in an area of the classroom that they don't often spend time in.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Look at the items on the theme table again and discuss what birds and reptiles have in common (their young comes from eggs).</p>
 Work Time Activities 30-35 mins	<p>Literacy/Creative focus Learners paint the letter 'c' using feathers and paint on paper.</p> <p>Mathematics focus Learners use modelling clay shapes to make a bird or reptile of their choice.</p> <p>Life Orientation focus Learners will cut out the dicky birds in the middle of the Workbook. (These will be used for the music/movement ring later.)</p> 
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count to ten touching their shoulders as they count. The count to ten in twos. Learners are each given a pile of counters (some more and some less but not more than ten altogether). Learners count their counters and then compare them with the learners sitting next to them. Encourage the learners to use the words 'many' and 'few'. (For tips on measurement, refer LSF, Measurement). Learners must add to their counters to make ten if they have less than this number. Give number sentences for the learners to solve using their counters, e.g. 'Three owls are sitting in the tree, one flies away. How many owls flew away?'/ 'Two penguins have a baby penguin. How many penguins are in this family?' Show learners how to write each number sentence.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Sing the song 'Two Little Dicky Birds' on page 14 of Workbook 4. Learners use the cut-out dicky birds as they sing or working in pairs they can mime that they are the birds.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Hide picture cards of birds and reptiles around the playground. Play Scavenger Hunt. Call out the name of a bird or a reptile (for example, parrot). Set a timer and give learners 20 seconds to find a picture card with that animal on it. When the timer goes off, learners return to the circle and see if anyone found it</p>
 Story Time	<p>Learners read their little green books to each other and to the teacher.</p>












Birds and Reptiles

FRIDAY

 Arrival 15-30 mins	Greet each learner with a smile.
 Health check	
 Morning Circle 10-15 mins	Discuss flight and flightless birds. Flightless birds include the penguin, ostrich, and chicken. Discuss birds that migrate and discuss why they do this.
 Work Time Activities 30-35 mins	Literacy focus Learners use medicine droppers to dribble paint onto paper. They first just experiment with dribbling the paint. Once they have grasped the idea, ask them to try to make the letter 'c'.
 Small Group Time Activity 10-15 mins	Literacy focus Learners read the pictures on page 15 of Workbook 4. They read from top to bottom and left to right. They then cut out the cards and sort the pictures into two groups, one group for birds and one group for reptiles. Learners say what sound each animal begins with.
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Play music or sing a song with the learners that they know well. Learners dance around. Call out a number. Learners get into groups of that number and sit down. The first learners to make their group and sit down, get a chance to choose a song that they would like to sing.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Repeat Wednesday's activity.
 Story Time	Read a story of your choice for the learners' relaxation and enjoyment. (For help on selecting stories, refer to LSF, Choosing Books For Storytime).
















MONDAY

 Arrival 15-30 mins	<p>Welcome each learner back after the weekend. Remind them to keep their lockers tidy and to pick up litter.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Ask learners to select items from the theme table that could be considered dangerous reptiles, e.g. snakes. Discuss how to keep safe around dangerous animals. They should not disturb the animals' natural habitat, not move suddenly if they happen upon an animal, they should not tease or handle dangerous animals. Discuss what they should do if they are bitten, e.g. call for help, keep still, remember what the snake looks like.</p>
 Work Time Activities 30-35 mins	<p>Literacy focus Learners write their name in the block on page 17 of Workbook 4.</p> <p>Literacy/Mathematics focus Provide learners with pre-painted short pasta, string and googly eyes. Learners alternate the threading with two of each colour. They will use these for counting in twos. They glue the eyes on the front piece of pasta. Please make sure the beads alternate in twos e.g. two black, two white etc.</p>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Talk about germ-spreading animals, e.g. rats, flies and mosquitos. Learners say how we prevent these pests from coming into our living spaces. Place learners' name cards on the carpet. Give a learner a fly swatter and ask them to swat their name. Revise the letter 'c'. Ask learners to each take an object beginning with the letter 'c' from the sound table. Let learners name their object and use it in a sentence. You can also use the LEAP audio lesson Term 4 - O4 Sound play. Let learners 'read' the words from top to bottom and left to right on page 19 of Workbook 4. Let individual learners have a try at reading the page. Learners will write their name in the placeholder and find a good work sticker to stick in the circle.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Introduce the theme related song 'I'm a Little Turtle' to the learners on page 78 of this Teacher's Guide. You can also use the LEAP audio lesson Term 4 - O4 Sing along. The song can be sung every day of the teaching week.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Let learners take their chairs onto the playground. Give learners instructions to reinforce positional language, e.g. stand in front/behind/on top/on the left and on the right of your chair.</p>
 Story Time	<p>Learners cut out the four story cards with a green frame on page 14 of Workbook 4. They arrange the cards in the correct order. Staple the left handside of the cards together to make a booklet.</p>















Birds and Reptiles

TUESDAY






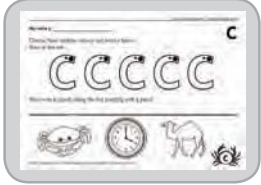







 Arrival 15-30 mins	Greet each learner individually.	
 Health check		
 Morning Circle 10-15 mins	Discuss what different reptiles eat. Talk about carnivores (meat eaters) and herbivores (plant eaters). Ask learners to look at Poster 17 and say what they think each reptile eats.	
 Work Time Activities 30-35 mins	<p>Mathematics/Creative focus Learners use construction apparatus to build structures of their choice. Have a competition to see who can build the highest structure.</p> <p>Literacy focus Place a peg and short lengths of pipe cleaners on a tray. Place a small bowl in the corner to represent a nest. Learners need pick up the pipe cleaners which are 'worms' with the peg which is the mother bird's 'beak'. They must put the worms into the bowl which represents the 'nest'.</p>	
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count to ten. Let them count to two using the pasta snakes they made. (For tips on counting with learners, refer LSF, Counting). Learners read the number flash cards 1-10 and matching words.</p>	<p>Give each learner a clear plastic cup. Let them use a small reptile toy from the theme table. Ask learners to put the toy under/on/in front of/behind/next to/on the right/on the left of the cup.</p> <p>Learners look at page 17 in Workbook 4. Answer the questions asked in the workbook e.g. Which parrot is in front?/ Which parrot is behind?</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Learners move as different reptiles. The slither and slide like snakes, stroll slowly like turtles, creep like crocodiles, climb like chameleons and so on.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Provide skipping ropes and balls. Learners are divided into two groups. One group will practise skipping and the other will practise kicking and throwing. The groups then swap and do the other activity.	
 Story Time	Learners read their little green books to each other and to the teacher.	

WEDNESDAY














 <p>Arrival 15-30 mins</p>	<p>Welcome each learner. Ask them to stand at the height chart and measure how much they have grown/if they have grown in the last few months.</p>	
 <p>Health check</p>		
 <p>Morning Circle 10-15 mins</p>	<p>Learners sit in a circle on the carpet. Discuss the body coverings of birds and reptiles. If possible have feathers, a tortoise shell, snake skin etc. for learners to examine. Talk about scales on a snake and lizard. Look at the patterns that the arrangement of the scales make. Explain that as mammals grow their skin grows with them. As reptiles grow they have to shed their skin as their skin does not grow.</p>	
 <p>Work Time Activities 30-35 mins</p>	<p>Literacy/Creative focus Learners will trace around a pre-prepared cardboard template of the letter 'c'. Provide glue, glitter, paint, fabric off cuts, markers and other materials for them to decorate with. They must decorate the 'c' in whichever way they choose.</p>	<p>Mathematical focus Learners will work in small groups. Each group will need a pre-made dice with the words on, in, under, next to, front, back printed on each side. They will have turns to throw the dice and position their toy animal.</p>
 <p>Small Group Time Activity 10-15 mins</p>	<p>Literacy focus Revise the sounds and names of letters taught so far. Provide learners with counters. They will use the Alphabet Chart at the back of Workbook 4. Please insert the alphabet chart at the back of Workbook 4 over here. Ask learners to point to a letter, saying its sound only. Learners place a button on the letter. Ask them to give a word that starts with that sound. Let them clear the Alphabet Chart by asking them to find a letter saying its name. Finally say a word and ask learners to place a counter on the letter that the word begins with.</p>	
 <p>Tidy-up time</p>		
 <p>Hand washing</p>		
 <p>Snack time</p>		
 <p>Music and Movement Ring</p>	<p>Sing the song 'Two Little Dicky Birds' on page 14 of Workbook 4. Learners use the cut-out dicky birds as they sing or, working in pairs, they can mime that they are the birds.</p>	
 <p>Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Make the letter 'c' on the playground using chalk or skipping ropes. Have learners walk the letter starting and ending at the correct point. They can paint letter 'c's' on the paving with paintbrushes and water.</p>	
 <p>Story Time</p>	<p>Learners cut out the four story cards with a blue frame on page 14 of Workbook 4. They arrange the cards in the correct order. Staple the left handside of the cards together to make a booklet.</p>	

Birds and Reptiles

THURSDAY

 Arrival 15-30 mins	Welcome each learner. Ask learners to go onto the playground and find a good branch for the craft activity.		
 Health check			
 Morning Circle 10-15 mins	Look at pictures of crocodiles, lizards, snakes and chameleons. Ask learners why they think these animals lie in the sun. Explain that they are cold blooded and cannot keep themselves warm. They require the heat of the sun to warm them. The colder they are the slower they move.		
 Work Time Activities 30-35 mins	Creative focus Learners will make a crocodile from a twig, green paint and googly eyes. 	Literacy focus Learners then complete a dotted 'c' worksheet prepared earlier. Alternatively, download a worksheet like the one below. This worksheet is available as free download from 'Sparklebox'. (To learn more about 'Sparklebox', visit www.sparklebox.co.uk) 	Learners form the letter 'c' in the air and then on the back of a classmate. Ask the learners to choose a colour and trace the dotted line to form the letter 'c'
 Small Group Time Activity 10-15 mins	Mathematics focus Learners count to ten in twos using the snakes the made earlier in the week. Wrap bottle tops in shiny paper to resemble sweets. Place these in the centre of the circle and ask learners to share them equally between two of the learners. They should verbalise what they are doing. Give each learner a used pencil and Unifix™ blocks. Try have pencils of varying lengths. They use Unifix™ blocks to measure each block. Let them compare their measuring using mathematical language, e.g. long, longer, longest. Let them measure the pencils again with a measuring tape. (For tips on measurement, refer LSF, Measurement).		
 Tidy-up time			
 Hand washing			
 Snack time			
 Music and Movement Ring	Sing the theme related song 'I'm a Little Turtle' on page 78 of this Teacher's Guide. You can also use the LEAP audio lesson Term 4 - O4 Sing along. Learners make the letter 'c' with their bodies.		
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Learners play Hide And Seek. One learner closes his/her eyes and counts to ten while the others hide. When he/she finds a learner, that learner helps to find other learners. Continue until all the learners are found.		
 Story Time	Learners read their little green books to each other and to the teacher.		

FRIDAY

 Arrival 15-30 mins	<p>Greet each learner. Ask learners to tidy up the classroom before Morning Circle.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Learners look at the items on the theme table. Each learner has a turn to say something that they learnt about birds and/or reptiles during the last two weeks.</p>
 Work Time Activities 30-35 mins	<p>Literacy focus Learners make their own letter 'c' book. They find pictures in a magazine of things beginning with the letter 'c'. They stick one picture on each page and dictate a sentence or word to be written below the picture.</p> <p>Mathematical focus Learners complete the sharing activity on page 20 of Workbook 4. They use the stickers to share out the items between the two children.</p> 
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Demonstrate using tape measures how to measure various objects in the classroom. Give them opportunities to try measure objects as well. Work with the learners to complete page 21 of Workbook 4. Learners cut out the ruler on the side of the page. They compare the lengths of the objects and decide which is the shortest and which is the longest.</p> 
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Talk about how reptiles keep warm. Explain how we should warm up our muscles before we exercise. We do this by stretching. Play music and do stretching exercises. Try this sequence: Learners twist from side to side. They face forwards and slowly bend forwards and touch their toes. As slowly as they can they un-curl from the bent position. When they are stranding straight up again they stretch their hands over their heads trying to touch the sky. Let them lower their hands and start the sequence again.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Learners are divided into two teams – the Birds and the Reptiles. They throw beanbags into a basket from different distances. (Starting close to the basket and moving further away after each throw.) Each time a learner gets a beanbag into the basket, their team gets a point.</p>
 Story Time	<p>Read a story of your choice for the learners' relaxation and enjoyment. (For help on selecting stories, refer to LSF, Choosing Books For Storytime).</p>

Birds and Reptiles

TERM 4

WEEKS 33 AND 34



LITERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks, learners:

- listened to a theme-related story;
- demonstrated understanding of the above story;
- looked carefully at the pictures;
- discussed the characters and events in the story;
- identified the 'c' sound at the beginning of words;
- sang and recited songs;
- read the sentence strips with the teacher and class;
- divided multisyllabic words into syllables (by clapping the parts of the words);
- practised the letter formation of the letter 'c';
- Recognises aurally and visually some initial consonants and vowels especially at the beginning of common words; and
- used language for learning.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

Part One

- Use the letter formation assessment wheel to assess this activity.
- Put the letter card 'c' on a table.
- Ask the learners to 'read' the letter 'c'.
- Now ask the learners to trace the letter 'c', saying what they are doing. Check that they start and end in the correct positions.
- Ask the learners if they know words that begin with 'c'. Remember to say the sound and not the name, i.e. 'cah' not 'see'.
- Ask the learners to find and bring you three objects that begin with 'c'.

Part Two

- Use the Grade R kit Poster 17 called 'Birds And Reptiles'.
- Ask the learner to name some of the birds and reptiles in the picture.
- Let the learner 'read' various things in the picture.
- Instruct the learner to find specific images in the picture, e.g. a jumping fish, a bird standing on one leg, etc.
- Ask the learners to clap the names of some of these animals, e.g. duck, parrot, tortoise, etc.

Part Three

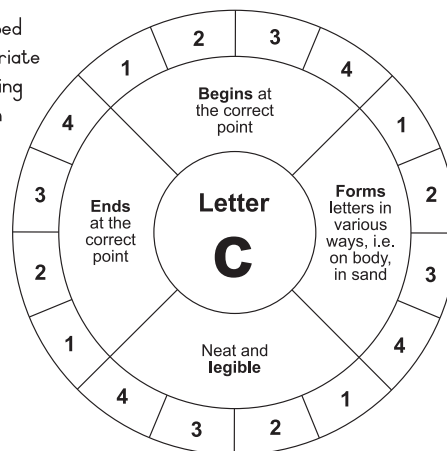
- Ask the learner what each animal looks like, ask 'Can you see... on a bird/tortoise?' For example: 'Can you see a beak on a bird?' 'Yes, I can./ No, I can't'
- Repeat and let the learner say the sentence.
- Let learners label as many animals on the poster with the flash cards prepared for the theme table.
- Ask the learners if they can see the letter 'c' on any of the flash cards.

ASSESSMENT WHEEL

Use this assessment wheel to assess Part One of the task above.

Key:

- 4 Well developed
- 3 Age appropriate
- 2 Still developing
- 1 Intervention needed



GRADE R: TERM 4

Holistic rubric for Literacy Assessment Task Part Two and Part Three

	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
ORAL							
1. Follow the instructions, e.g. bring three objects to you							
2. Answer questions in a way that shows comprehension							
3. Use appropriate theme related vocabulary when responding							
PHONICS							
4. Identify the 'c' sound at the beginning of words							
5. Identify 'c' sounds in the environment							
READING							
6. Recognise the animal flash cards							
7. 'Read' the pictures in the poster							
8. Match pictures with flash cards							
9. Read the sentence strip							
10. Recognise the 'c' symbol in print							

1+2 NUMERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks, learners:

- counted to 10;
- counted in 2s to 10;
- revised the shapes learnt so far;
- solved addition and subtraction problems using concrete apparatus;
- copied and created their own shape patterns;
- sorted objects according to different attributes (shape, colour, size);
- demonstrated an understanding of the concepts 'many' and 'few';
- estimated a number of objects (up to 10);
- used construction apparatus; and
- demonstrated an understanding that objects are also measured by using a tape measure.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

- Place 10 buttons (counters) on the table.
- Ask the learner to tell you how many buttons there are altogether.
- Then let the learner count the buttons.
- Ask the learner to take one away. Ask how many are left. Let the learner count the buttons if necessary.
- Ask the learner if the number is more or less than before.
- Repeat until there is only one button left.

GRADE R: TERM 4							
Holistic rubric for Numeracy Assessment Task Part One and Part Two							
	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
COUNTING							
1. Say how many buttons (counters) there are on the table							
2. Count the buttons							
3. Calculate using concrete apparatus how many are left over after subtracting one							
CONCEPT DEVELOPMENT							
4. Repeatedly subtract one							
5. Understand that the number gets smaller each time							
6. Use mathematical language to describe calculations							
7. Use concrete apparatus to calculate							

LIFE SKILLS ASSESSMENT

Over the last two weeks, learners engaged in various life skill linked activities that required them to identify attributes of birds and reptiles. They discussed their habitats and their physical appearance. They also talked about different textures (feathers and scales in particular).

Show learners the listed pictures and see if learners can apply what they have learnt over the past two weeks.

- A turtle
- An owl
- A duckling
- A crocodile
- A blanket
- A wooden chair
- A kettle
- Pyjamas

Ask learners to:

- Point out the ones that look soft to the touch;
- Point out the ones that look hard; and
- Name the everyday items that have soft and hard textures.

CAPS/MILESTONES:

LIFE SKILLS

Beginning Knowledge and Personal and Social Well-being

The child is able to: Describe weather in spring/Recognise the general characteristics of birds/Describe a favourite animal/Differentiate between domestic and farm animals/Describe a favourite sport and its simple rules.

Creative Arts

The child is able to: Make shapes with the body focusing on circles and squares/Draw and paint relevant pictures/Mime simple actions/Show special awareness through movement.

Physical Education

The child is able to: Walk in different directions according to instructions/Throw a ball to a target/Bounce and catch a ball/Twist, stretch, curl, and bend/Crawl through tunnels and friends' legs/Do rolling activities to the right and left/Walk on ropes and tyres.

MATHEMATICS

Numbers, Operations and Relationships

The child is able to: Route count and estimate up to ten/Complete number sentence from I-10/Count in twos/Recognise numbers in the environment I-10 and O/Understand which number comes before or after/Understand concepts of many and few.

Patterns, Functions and Algebra

The child is able to: Copy, extend and create own patterns and is able to play hop scotch.

Space and Shape

The child is able to: Know the concept next to, between, middle, left and right/Able to do pegboard work/Understand the concept up and down, downwards and upwards/Build a 24-piece puzzle.

Measurement

The child is able to: Understand that objects can be measured using a measuring tape.

Data Handling

The child is able to: Collect, sort, draw, read and analyse according to an attribute.

HOME LANGUAGE

Listening and Speaking

The child is able to: Wait for her/her turn to speak/Sing and performs rhymes with confidence/Tell and retell other children's stories using own words/Identify and describe differences and similarities/Use language to develop concepts.

Phonics

The child is able to: Recognise some consonants and vowels/Recognises names and some letters of the alphabet/Reads high frequency names.

Reading and Viewing

The child is able to: Interpret pictures/Read big books or other enlarged materials to others/Interpret pictures to develop own stories/Match simple words to pictures.

Writing

The child is able to: Draw pictures to convey a message/Read own writing/Copy words and numbers from the environment and write them down/Write using familiar letters.

CONCEPTS

WEEK 35

Mathematics:

Revision of 1-8/one, two, three, four, five, six, seven, eight.

Sentence Structure:

The difference is...

Wordplay:

beak, crocodile, eagle, elephant, fur, giraffe, hippopotamus, horn, legs, leopard, lion, mane, monkey, rabbit, rhinoceros, scales, shell, snake, stripes, tail, tame, tortoise, trunk, tusks, wild, wings, zebra.

Phonics:

Consonant 'k' (initial) – Alternatively, adapt this week's phonics activities to suit the sound in Week 35 of Workbook 4 for the language of instruction.

WEEK 36

Mathematics:

Revision of 1-8/one, two, three, four, five, six, seven, eight.

Sentence Structure:

1. Yes, they can... For example, 'Can leopards climb trees?' 'Yes, they can climb trees.' /2. No, they can't... For example, 'Can elephants climb trees?' 'No, they can't climb trees.'

Wordplay:

beak, crocodile, eagle, elephant, fur, giraffe, hippopotamus, horn, legs, leopard, lion, mane, monkey, rabbit, rhinoceros, scales, shell, snake, stripes, tail, tame, tortoise, trunk, tusks, wild, wings, zebra.

Phonics:












Consonant 'k' (initial) – Alternatively, adapt this week's phonics activities to suit the sound in Week 35 of Workbook 4 for the language of instruction.

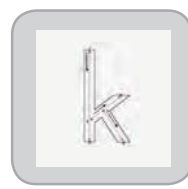
ADDITIONAL RESOURCES:

Poster:
Poster 18 Wild Animals.

Big Book Story:
Make a class big book this week.













MONDAY

<p> Arrival 15 - 30 mins</p>	<p>Welcome each learner. Ask parents to send small toy wild animals and related books to school for the theme table. (For help on preparing a theme table, refer to LSF, The Theme Table). Ask them to also bring a small item that begins with the letter 'k' for the sound table.</p>		
<p> Health check</p>			
<p> Morning Circle 10 - 15 mins</p>	<p>Introduce the theme, 'Wild Animals' which will be investigated over the next two weeks. Look at the Grade R kit Poster 18 called 'Wild Animals' and discuss the pictures with the learners. (For help on using posters, refer to LSF, Using Posters).</p> <p>Look at the picture of the animals and have learners name them. Also display the South African flag in the display. Discuss how South Africa has the most amazing wild animals. Explain that all the animals in the poster are African animals. Ask learners if they have ever seen these animals in real life. Ask where they saw them.</p>		
<p> Work Time Activities 30 - 35 mins</p>	<table border="0"> <tr> <td data-bbox="538 929 854 1128"> <p>Mathematical focus Learners build 24 -piece puzzles.</p> </td> <td data-bbox="879 929 1195 1128"> <p>Life Orientation focus Give learners modelling clay. Let them make wild animals of their choice from the modelling clay. Display their animals on the theme table.</p> </td> </tr> </table>	<p>Mathematical focus Learners build 24 -piece puzzles.</p>	<p>Life Orientation focus Give learners modelling clay. Let them make wild animals of their choice from the modelling clay. Display their animals on the theme table.</p>
<p>Mathematical focus Learners build 24 -piece puzzles.</p>	<p>Life Orientation focus Give learners modelling clay. Let them make wild animals of their choice from the modelling clay. Display their animals on the theme table.</p>		
<p> Small Group Time Activity 10 - 15 mins</p>	<p>Literacy focus Introduce the letter 'k'. Identify initial sounds (these are the sounds at the beginning of words). Be careful to say the letter's sound and not its name; for example, 'kah' not 'kay'. Ask learners to say words beginning with 'k'. Draw pictures on the board. You can also use the LEAP audio lesson Term 4 - 05 Sound play.</p> <p>Show the correct starting and ending points when writing the letter 'k'. Learners make the letter 'k' on different textures with their fingers, e.g. the carpet, learners backs, sandpaper. (For tips on teaching phonics, refer LSF, Phonics).</p>		
<p> Tidy-up time</p>			
<p> Hand washing</p>			
<p> Snack time</p>			
<p> Music and Movement Ring</p>	<p>Introduce the theme related song 'Five Little Monkeys' to the learners on page 79 of this Teacher's Guide. You can also use the LEAP audio lesson Term 4 - 05 Sing along The song can be sung every day of the teaching week.</p>		
<p> Outdoor Play</p>	<p>Play Dodge-ball. Learners stand in a circle. Choose three learners to stand inside the circle. The outside learners take turns to throw a soft ball into the circle to try and 'hit' the three learners in the middle. Learners swap when one is hit by a ball. Remind learners to throw gently!</p>		
<p> Story Time</p>	<p>Learners look at the pictures on page 24 of Workbook 4. Talk about what is happening in each picture and how the baby elephant feels in each. Learners must say how the baby elephant feels in each picture and then colour in one of the two faces to show the emotion.</p>		














Wild Animals

TUESDAY













 Arrival 15-30 mins	<p>Welcome each learner.</p> <p>Ask learners to put any items brought to school on the theme and/or sound tables. (For tips on preparing a sound table, refer LSF, The Phonics Table.)</p>
 Health check	
 Morning Circle 10-15 mins	<p>Guide learners to verbally classify the animals on Poster 18. They can classify them as those that fly, those with horns, those that have fur. They can also look at the distinctive markings on their fur.</p> <p>Have them classify the toy animals according to their markings. Prepare mats with animal prints on them and have them place the animals on the correct mats.</p>
 Work Time Activities 30-35 mins	<p>Creative focus (Part I)</p> <p>Learners make drums out of empty coffee cans. They will need a can, paper, paint and paintbrushes. They will decorate the paper with animal print pattern that they like. Elephant: Learners crumple paper and paint it grey. Zebra: Learners paint black stripes on white paper. Giraffe: Learners paint brown markings on orange or yellow paper. Cheetah: Learners paint small black spots tan paper. Hippopotamus: Learners paint the paper grey-blue. Rhinoceros: Learners paint the paper grey.</p> <p>Literacy focus</p> <p>Learners look at the picture of pages 22 and 23 of Workbook 4. They find the stickers stick them on the correct spaces.</p> 
 Small Group Time Activity 10-15 mins	<p>Mathematics focus</p> <p>Learners count to ten in ones, clapping their hands as they count. Let them count to ten in twos using the snakes made last week. (For help on counting with learners, refer LSF, Counting). Revise the numbers taught so far. Provide each learner with at least ten counters. Place number cards face down in the middle of group. Each learner gets a turn to take a card. They must place that number of counters in front of them. Everyone counts to make sure it is correct.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Sing the theme related song 'Five Little Monkeys' on page 79 of this Teacher's Guide again. Learners can get into groups of six. One learner is 'Mama' and the other five are the little monkeys. Let them act out the song.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities.</p> <p>Learners walk around the playground with beanbags on their heads. When they hear the whistle they must turn around and walk in a new direction. Let them walk fast and slow, forwards and backwards, on their heels and on their toes.</p>
 Story Time	<p>Use the picture on pages 22 and 23 of Workbook 4 to make up a class story. Guide the story making process asking these questions: 'What are the animals doing? What might happen? What do they see? Are they scared of each other? Who might attack?' Write down what they say on sentence strips.</p>

WEDNESDAY

 Arrival 15-30 mins	<p>Welcome each learner. In each locker place a card with a picture of a wild animal on it.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Look at Poster 18 again and ask learners to name all the carnivores (meat eaters)/herbivores (plant eaters)/omnivores (meat and plant eaters). Help learners identify at least one food chain in the poster, e.g. the mouse eats nuts, the snake eats the mouse, the bird eats the snake or the buck eats grass, the lion eats the buck.</p>
 Work Time Activities 30-35 mins	<p>Literacy focus Learners complete page 26 of Workbook 4.</p> <div data-bbox="871 787 1135 1117" data-label="Image"> </div> <p>Creative focus (Part 2) Learners make drums out of empty coffee cans. Learners wrap and glue the print they made around the tin.</p>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Learners will need the Alphabet Chart at the back of Workbook 4 and counters. Hold up an animal from the theme table and have learners name it. They then clap the syllables in each animal name, e.g. lion – li-on. Ask learners to place a counter on the letter that the animal's name starts with.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Learners use their drums they made to accompany animal movements. Divide half the class into drummers and the other half into animals. Ask learners to move like a giraffe stretching high to reach a leaf on a very tall tree; a lion lapping up water from a waterhole; a zebra prancing around, playing with its young; monkeys swinging from tree to tree; elephants at the drinking hole, etc.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Play the 'Who Am I?' game. Tape an animal picture to each learner's back without letting them see what animal you have given them. They get clues from other learners to find out what animal they are. They can only ask each learner one question and then move on to another learner. The other learners can only answer 'yes' or 'no'. They can ask questions like, 'Do I have a beak?'; 'Do I eat meat?'; 'Do I fly?'</p>
 Story Time	<p>Let learners retell the story they made yesterday. Then, divide them into groups and have each group illustrate a page of the story. Glue the sentence strips onto the bottom of each page.</p>






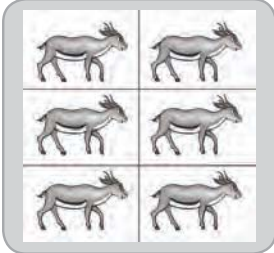









Wild Animals

THURSDAY

 Arrival 15-30 mins	Welcome each learner. Inside each learner's locker place different amounts of coloured counters.
 Health check	
 Morning Circle 10-15 mins	Talk about wild animals and those that live in captivity. Ask them what the difference is between zoos and game reserves that live freely in the wild and those that live in zoos. Ask them which they think is better for wild animals. They can give their reasons.
 Work Time Activities 30-35 mins	Mathematics focus Learners complete page 25 of Workbook 4. They count the objects in each block and trace the correct number. They must say which block has the most objects.  Life Orientation/Creative focus Learners make hands prints, cut them out and then decorate them to look like wild animals. Make sure the available colours are suitable.
 Small Group Time Activity 10-15 mins	Mathematics focus Learners count to ten as they skip in a circle. At then they turn and repeat the counting activity. Call out a number, for instance five. Ask learners to give a number more than five/less than five. Repeat with other examples. Learners can check each other using counters or a number chart.
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Place some plastic animals from the theme table into a basket. Let learners pull out an animal. This is the animal they are for the rest of the lesson. Learners sit in a circle and when you say 'Go!' they walk around the room, making their animal sound. They have to find others who are making the same sound. When they find a partner/s, they sit down in the circle again.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Play the 'Who Am I?' game again.
 Story Time	Read the big book to the learners. Ask them to think of a name for their story.






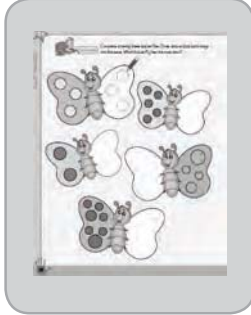









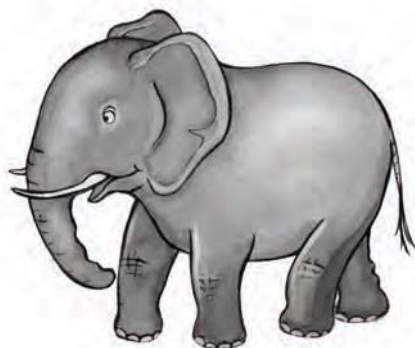
FRIDAY

 <p>Arrival 15-30 mins</p>	<p>Welcome each learner. Remind learners to keep the classroom tidy throughout the day.</p>
 <p>Health check</p>	
 <p>Morning Circle 10-15 mins</p>	<p>Talk about what a Safari is. Ask learners to close their eyes and you take them on a Safari by describing it. For example, say, 'Imagine that we are on a jeep and heading out into the open bush. Everyone is dead quiet and listening for any animal noises. Suddenly, we hear a loud roar to the left...'</p>
 <p>Work Time Activities 30-35 mins</p>	<div style="display: flex; justify-content: space-between;"> <div data-bbox="538 705 854 1011"> <p>Literacy focus Learners write their name in the placeholder at the bottom of page 27 in Workbook 4. They choose a good work sticker.</p>  </div> <div data-bbox="879 705 1195 1011"> <p>Mathematics focus Prepare grid-type cards with animals on them. The learners work in a group and each have a turn to throw the dice. Whatever number they throw this is the number of animals they cover with a counter. The learner to cover their card first is the winner.</p>  </div> <div data-bbox="1221 705 1537 1011"> <p>Creative focus Learners make binoculars from two cardboard toilet roll inners, a piece of string and glue.</p>  </div> </div>
 <p>Small Group Time Activity 10-15 mins</p>	<p>Literacy focus Ask learners to choose an item from the sound table. Let them name it and use the word in a sentence. Use a tracker such as a pencil to train learners to move their eyes from left to right without moving their heads. Learners 'read' the pictures on page 27 of Workbook 4. Make sure that they read from top to bottom and left to right. Ask them to say what sound they hear at the beginning of each work, i.e. k. Learners trace each letter 'k' with their fingers and then with a crayon.</p> 
 <p>Tidy-up time</p>	
 <p>Hand washing</p>	
 <p>Snack time</p>	
 <p>Music and Movement Ring</p>	<p>Learners walk like elephants on all four legs, trying to keep their balance. Make a line of elephants and try walking around as a group in a circle.</p>
 <p>Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Learners will need the binoculars they made earlier. Hide picture cards of the Big Five around the play area. Learners pretend they are on 'safari'. Send them off in groups to spot the Big Five. When they have all five pictures, they come back to the circle.</p>
 <p>Story Time</p>	<p>Choose a story to read for the learners' enjoyment and relaxation. (For help on selecting stories, refer to LSF, Choosing Books For Storytime).</p>











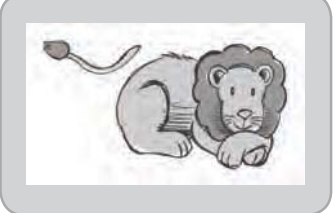

Wild Animals

MONDAY

 Arrival 15-30 mins	Welcome the learners back after the weekend. Remind them to pick up litter on the playground and to use the recycling bins.
 Health check	
 Morning Circle 10-15 mins	Use Poster 18. Ask learners to tell you whether the animals do certain things: 'Can leopards climb trees? Yes, they can climb trees./Can elephants climb trees? No, they can't climb trees.' They use the sentence frames, 'Yes, they can...'/ 'No, they can't...' You can also use the LEAP audio lesson Term 4-06 Sentence play.
 Work Time Activities 30-35 mins	<p>Mathematics focus Learners complete page 28 of Workbook 4. They draw dots on the blank wing so that both wings are the same.</p>  
 Small Group Time Activity 10-15 mins	<p>Literacy focus Learners make the letter 'k' from modelling clay. Playdough mats are available for free from 'Sparklebox'. (To learn more about 'Sparklebox', visit www.sparklebox.co.uk.)</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Introduce the theme related song 'Five Little Elephants Balancing' to the learners on page 79 of this Teacher's Guide. You can also use the LEAP audio lesson Term 4-06 Sing along. The song can be sung every day of the teaching week.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Play 'Monkey Tag'. This is a running game. Choose three or four learners to tag/catch the others. When learners are tagged/caught, they must lie on their backs, feet up in the air. They can be freed when a learner touches both their feet with their feet.
 Story Time	Read the story the class made last week.



TUESDAY

 Arrival 15-30 mins	<p>Welcome each learner. Tell them that they will find either a card in their locker that they must bring to Morning Circle. Prepare camouflage cards prior to the lesson. The cards will consist of either animals or colours. The coloured cards should be bigger than the animal cards.</p>	
 Health check		
 Morning Circle 10-15 mins	<p>Talk about camouflage. Explain what camouflage means and discuss why it is beneficial for animals to be camouflaged with their surroundings. One by one, learners with the animal cards hold them up and find a learner with a matching colour card. They place the animal card on the colour card and discuss how it is camouflaged.</p>	
 Work Time Activities 30-35 mins	<p>Literacy focus Learners make the letter 'k' on pegboards.</p>	<p>Creative focus (Part 1) Learners make chameleons. They will need paints, paint brushes, two paper plates and a split pin. You will need to cut out a chameleon silhouette from one plate. On the uncut paper plate learners paint different colours. Let the plates dry.</p>
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners count to ten. Let them whisper as quietly as mice as they count and then let them roar each number like a lion. They count in two's using the snake made in the previously. (For tips on counting with learners, refer LSF, Counting). Learners use counters to solve simple number sentences, e.g. a mother lioness has three cubs. Her sister has three cubs. How many lion cubs are there altogether?</p>	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	<p>Learners play Animal Charades with Zoo biscuits. A learner takes a Zoo biscuit but must not show it to the other learners. He/she then acts out the animal while the other learners try to guess what animal it is. When the group guesses the animal, the learner may eat the zoo biscuit. Choose another learner to have a turn. (Use animal pictures if Zoo biscuits aren't available.)</p>	
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Learners play 'Pin The Tail On The Lion'. Draw a large tailless lion on cardboard. Cut out a tail from cardboard. Prestik™ the lion to a wall and let learners take turns to be blindfolded and pin the tail on the lion in the correct place.</p>	
 Story Time	<p>Learners retell the story they made last week to the rest of the class.</p>	


Wild Animals

WEDNESDAY

 Arrival
15-30 mins

Greet learners individually.
Have pictures of various wild animals. Cut them in half. Place a half in each locker. As learners come in they can see their half and decide on what it is. Ask them to bring their half picture to the Morning Circle.

 Health check

 Morning Circle
10-15 mins

Learners sit in a circle with their half of a wild animal. On the word 'Go!' learners try to find the learner with the other half of their animal. Learners then describe their animal.

 Work Time
Activities
30-35 mins

Creative focus (Part 2)

Learners make chameleons. They will need the plate on which you cut out a chameleon silhouette as well as a split pin. They will attach the cut plate to the painted plate with a split pin. To slip the split pin through the two plates they can pierce the plates with a pencil.



Mathematics focus

Learners cut out and then rebuild the puzzle of the wildlife scene in the middle of the Workbook.



Literacy focus

Learners write Safari holiday postcards. Each learner draws a picture of themselves on holiday on Safari with a wild animal next to them. Help learners to label their picture or to write a very short sentence.

 Small Group
Time Activity
10-15 mins

Literacy focus

Track learners' eyes with a small toy animal from their left to right. Tell them to follow the animal with their eyes and to not move their heads. They read the words on page 31 of Workbook 4 from top to bottom and left to right.



 Tidy-up time

 Hand washing

 Snack time

 Music and
Movement Ring

Sing the theme related song 'Five Little Elephants Balancing' on page 79 of this Teacher's Guide. You can also use the LEAP audio lesson Term 4 - 06 Sing along.

 Outdoor Play

Include the activity below as one of your daily outdoor activities.





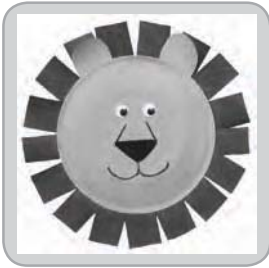


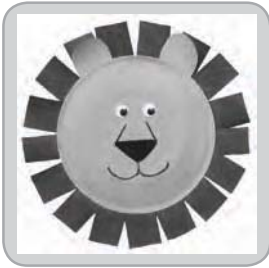


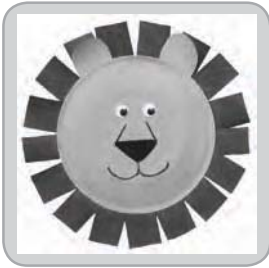









Play 'Rhino, Rhino, Zebra'. Learners sit in a circle. One learner is the 'game ranger' and walks around the outside of the circle, touching each learner's head and saying, 'Rhino, rhino, rhino...' When the 'game ranger' touches someone's head and says 'zebra', that learner must get up and chase and catch the 'game ranger' around the circle.

 Story Time

Learners make the little take home book called 'Jerry Goes To School', in the centre of Workbook 4. Read the story to them, as they follow in their books. Learners show and 'read' their postcards made in Literacy Focus to the rest of the class.




THURSDAY

 Arrival 15-30 mins	Welcome each learner. Ask the learners to make an effort today to play with someone they do not regularly play with.						
 Health check							
 Morning Circle 10-15 mins	Hand out the learners name cards. Point to the Alphabet Poster and say the letter's sounds. When they hear the sound that their name begins with they stand up. Ask the learners to swap name tags with someone else. Repeat the activity, with learners standing up when they hear the sound that the name card they holding begins with.						
 Work Time Activities 30-35 mins	<table border="0" style="width: 100%;"> <tr> <td style="width: 33%; vertical-align: top;"> Creative focus Learners make paper plate lion faces. They make little cuts around the edge of the plate to form a mane. </td> <td style="width: 33%; vertical-align: top;"> Literacy focus Learners read the words on page 31 of Workbook 4 on their own and trace over the words with crayons. They fill in their names in the placeholder. </td> <td style="width: 33%; vertical-align: top;"> Mathematics focus Learners cut out the number cards on page 29 of Workbook 4 and then reassemble them. </td> </tr> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> </tr> </table>	Creative focus Learners make paper plate lion faces. They make little cuts around the edge of the plate to form a mane.	Literacy focus Learners read the words on page 31 of Workbook 4 on their own and trace over the words with crayons. They fill in their names in the placeholder.	Mathematics focus Learners cut out the number cards on page 29 of Workbook 4 and then reassemble them.			
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 Small Group Time Activity 10-15 mins	Mathematics focus Learners count to ten. As they count they must hold up the corresponding number of fingers. Ask learners to hold up a given number of fingers (between one and six) on their left and right hands, e.g. hold up three fingers on your left hand and two fingers on your right hand. They count all the fingers.						
 Tidy-up time							
 Hand washing							
 Snack time							
 Music and Movement Ring	Play Animals Right and Left. Learners run to their right if they hear the name of an animal that begins with 'R' and they run to their left if they hear one beginning with 'L'. (For example: animals beginning with R - rhino, rabbit, rooster, raccoon, rat, reindeer, rattlesnake, robin; and animals beginning with L - leopard, lemur, lion, ladybird, llama, lizard, lobster, lynx.)						
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Learners play 'Pin the Tail on the Lion' again.						
 Story Time	In pairs, learners read the little books they made yesterday to each other						




Wild Animals

FRIDAY

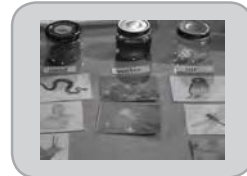
 **Arrival**
15-30 mins

Welcome the learners. Remind them to take home the items that they brought for the theme table.

 **Health check**

 **Morning Circle**
10-15 mins

Learners classify animals from the theme table into land, water and air animals. Fill a bottle with blue water, one with sand and one without anything. Learners place a plastic animal from the table by the correct bottle.




 **Work Time Activities**
30-35 mins

Mathematics focus
Learners each have a turn to count to ten. Ask learners to collect three different coloured objects from around the classroom. When all learners have their objects, count how many of each colour you have altogether.


Literacy focus
Learners cut out the flash cards on page 30 of Workbook 4. They will use these in tomorrow's small group literacy lesson.




 **Small Group Time Activity**
10-15 mins

Literacy focus
Learners complete page 31 in the Workbook. They write their name in the block. Learners look at each picture and say what it is, listening to the middle sound. They then trace the missing letter in each word. Learners choose one word from each row to write on a piece of paper and they draw a picture for each word.

 **Tidy-up time**

 **Hand washing**

 **Snack time**

 **Music and Movement Ring**

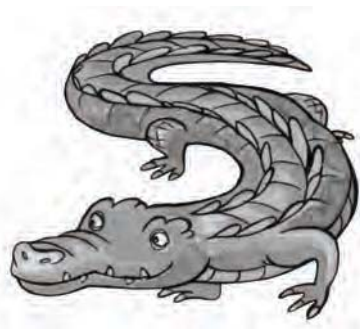
Sing the theme related song 'Five Little Elephants Balancing' on page 79 of this Teacher's Guide. You can also use the LEAP audio lesson Term 4-06 Sing along. Learners sing and act out the words of the song. Begin with one learner in the middle as the first elephant. Add another learner for each verse of the song.

 **Outdoor Play**

Include the activity below as one of your daily outdoor activities.

 **Story Time**

Choose a book that goes with the theme, and have the children retell the story. (For help on selecting stories, refer to LSF, Choosing Books For Storytime).



Wild Animals

TERM 4

WEEKS 35 AND 36



LITERACY ASSESSMENT

- This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks, learners:
 - read The Little Take Home Book called 'Jerry Goes to School';
 - participated in a discussion about the animals;
 - played 'I spy';
 - gave opinions about animals living in the wild and those living in a zoo;
 - identified the 'k' sound at the beginning of words;
 - recognised the symbol for 'k';
 - identified words that begin with 'k';
 - practised the letter formation of the letter 'k';
 - talked about animal sounds and tried to make the sounds of various animals;
 - recognised visually some initial consonants and some vowels especially in common words (theme-related words);
 - made a class reader;
 - 'wrote' postcards; and
 - used language for learning.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner, or with a pair of learners.

TASK

Part One

- Place the following pictures on the table: kite, dog, lion, giraffe, kangaroo, tent, key.
- Say: 'I spy with my little eye something beginning with 'k'.'
- Remember to say the letter's sound and not its name.
- Now ask the learner to point to the card and say the word.
- Ask: 'What sound does the word end in?' (This is the sound the learners can hear, not the last letter in the spelled word.)
- Repeat with the other cards.

Part Two

- Put a box of plastic theme related toys on the table.
- Ask the learner to remove the items that begin with 'k'.
- Repeat, asking learners to remove items beginning with letters that have been learnt so far.

Part Three

- Place the following alphabet symbols on the table: c, p, t, s, h, g, m, b, d and k.
- Ask the learner to 'read' each letter.
- Ask the learner to make a word that begins with the sound.
- Repeat until the learner has 'read' all the letter symbols.

Part Four

- You will need the learner's Little Take Home Book called 'Jerry Goes to School'.
- Ask the learner to read the title.
- Ask the learner to explain each picture and then read the text that accompanies it.
- Ask learners questions to establish if they understood the story.

GRADE R: TERM 4

Holistic rubric for Literacy Assessment Task Part One, Two, Three and Four

	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
ORAL							
1. Follow the instructions, e.g. bring three objects to you							
2. Answer questions in a way that shows comprehension							
3. Use appropriate theme related vocabulary when responding							
PHONICS							
4. Identify the 'k' sound at the beginning of words							
5. Identify 'k' sounds in the environment							
6. Read flash cards of words that begin with the letter 'k'							
READING							
7. Read the title of The Little Take Home Book							
8. Use picture analysis skills to predict text							
9. Read The Little Take Home Book							
10. Answer questions that show comprehension of the text							
11. Recognise the 'k' symbol in print							

1+2 NUMERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks, learners:

- counted to 10 – in 1s and 2s;
- revised the numbers 1 to 8 and the words one to eight;
- built puzzles (24-piece or more);
- demonstrated an understanding of the concepts 'more' and 'less';
- orally solved addition problems involving numbers up to 12 (two dices were used);
- distinguished between more, less and equal up to the number 10;
- used concrete apparatus to solve addition and subtraction problems up to number 10;
- identified number pictures and dot cards from 0 to 10;
- identified symmetry in images and completed symmetrical pictures; and
- used mathematical language to express problem solving strategies and techniques.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

Part One

- Ask each learner to count the animals on the Grade R kit Poster 18 called 'Wild Animals'.
- Say: 'Count the birds. Now count the animals with horns'.
- Ask if there are more horned animals or birds? How many more?
- Now say: 'Count the horns'. 'Count the wings.' 'Are there more wings or horns?' 'How many more?'

Part Two

- For this activity, you will need 10 bottle tops and four container lids, plus the numerals and words for numbers 1-10.
- Ask each learner to count the bottle tops and to tell you how many there are. They will count to 10. Let them find the matching numeral and word card for 10.
- Place two lids on the table. Work with even numbers only. Tell the learner to count out a given number, e.g. 6 counters. Then tell the learner to share these equally between the two lids.
- Ask the learner to find the matching numeral and word card.
- Repeat.
- Put out three/four/five lids.
- Repeat, letting the learners share the counters out equally.

GRADE R: TERM 4		
Checklist for Numeracy Assessment Task		
Name:	Date:	
The learner is able to:	Yes	No
1. Count objects to 10 (or more)		
2. Identify which animals there are more/less of		
3. Count how many more or less of one animal there is compared to another kind.		
2. Share numbers equally using concrete apparatus		
3. Match the numeral and word to the number of objects		
4. Use mathematical language to describe understanding of concepts		

Copy this rubric. You will need one for each learner.

LIFE SKILLS ASSESSMENT

Over the last two weeks learners have learnt about Wild Animals. They have looked at some of these animals and discussed their appearance and their habitat. They have talked about the sounds they make and the ways that they move. (Show learners the pictures from Workbook 4 on page 22 and 23.) See if learners are able to apply what they have learnt over the past two weeks when answering the questions. Ask them:

- 'What is this animal?'
- 'Where might you find this animal sleeping?'
- 'Point to the animal that has tusks.'
- 'Which animals do not make loud noises?'
- 'Which animal spends time on land and in the water?'

Write your observations in your record book. These questions should help you:

- Can the learner recognise some wild animals and name them?
- Can the learner recall some facts about these wild animals?

Sport

WEEK 37 + 38

CAPS/MILESTONES:

LIFE SKILLS

Beginning Knowledge and Personal and Social Well-being

The child is able to: Describe weather in spring/Recognise the general characteristics of birds/Describe a favourite animal/Differentiate between domestic and farm animals/Describe a favourite sport and its simple rules.

Creative Arts

The child is able to: Make shapes with the body focusing on circles and squares/Draw and paint relevant pictures/ Mime simple actions/ Show special awareness through movement.

Physical Education

The child is able to: Walk in different directions according to instructions/Throw a ball to a target/Bounce and catch a ball/Twist, stretch, curl, and bend/Crawl through tunnels and friends' legs/Do rolling activities to the right and left/Walk on ropes and tyres.

MATHEMATICS

Numbers, Operations and Relationships

The child is able to: Route count and estimate up to ten/ Complete number sentence from 1-10/Count in twos/ Recognise numbers in the environment 1-10 and 0/ Understand which number comes before or after/ Understand concepts of many and few.

Patterns, Functions and Algebra

The child is able to: Copy, extend and create own patterns and is able to play hop scotch.

Space and Shape

The child is able to: Know the concept next to, between, middle, left and right/Able to do pegboard work/Understand the concept up and down, downwards and upwards/Build a 24-piece puzzle.

Measurement

The child is able to: Understand that objects can be measured using a measuring tape.

Data Handling

The child is able to: Collect, sort, draw, read and analyse according to an attribute.

HOME LANGUAGE

Listening and Speaking

The child is able to: Wait for her/her turn to speak/Sing and performs rhymes with confidence/Tell and retell other children's stories using own words/Identify and describe differences and similarities/Use language to develop concepts.

Phonics

The child is able to: Recognise some consonants and vowels/ Recognises names and some letters of the alphabet/Reads high frequency names.

Reading and Viewing

The child is able to: Interpret pictures/Read big books or other enlarged materials to others/ Interpret pictures to develop own stories/Match simple words to pictures.

Writing

The child is able to: Draw pictures to convey a message/Read own writing/Copy words and numbers from the environment and write them down/Write using familiar letters.

CONCEPTS

WEEK 37 + 38

Mathematics:

Revision of 1-8/one, two, three, four, five, six, seven, eight.

Sentence Structure:

Playing sport.../Playing sport is fun/Playing sport is good exercise/Playing sport helps you make friends.

Wordplay:

athletics, ball, bat, bowl, cricket, goal, hockey, hockey stick, lose, net, netball, play, rugby, running, score, soccer, sport, swimming, swimming cap, swimming goggles, tackle, team, tennis, tennis racket, win.

Phonics:

Vowel 'e' (initial) – Alternatively, adapt this week's phonics activities to suit the sound in Week 37 and 38 of Workbook 4 for the language of instruction.


ADDITIONAL RESOURCES:

Poster:
Poster 19 Sport.

Big Book Story:
Animal Sports Day.

Sport

MONDAY

 **Arrival**
15-30 mins

Welcome each learner.
Ask parents to send sport related items or books for the theme table. (For help on preparing a theme table, refer to LSF, The Theme Table). They can also send items beginning with the letter 'e' to schools for the sound table.

 **Health check**

 **Morning Circle**
10-15 mins

Introduce the theme, 'Sports' which will be investigated over the next two weeks. Look at the Grade R kit Poster 19 called Sports and discuss the pictures with the learners. (For help on using posters, refer to LSF, Using Posters). Talk about the different sports in the poster. Ask: Which use balls and which don't. Ask them what their favourite sport is to play.




 **Work Time Activities**
30-35 mins

Life Orientation focus
Learners find the stickers and stick them on pages 32 and 33 of Workbook 4. Learners find the stickers to paste on these pages.

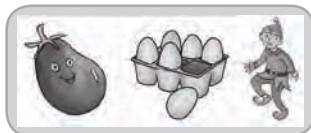


Literacy/Creative focus
Learners draw a picture of themselves playing a sport. They dictate a sentence to be written underneath their picture. (These pictures can be displayed in the classroom.)

 **Small Group Time Activity**
10-15 mins


Literacy focus
Introduce the letter 'e'. Identify initial sounds (these are the sounds at the beginning of words). Be careful to say the letter's sound and not its name; for example, 'eh' not 'ee'. The names of the letters are not taught at this stage. Learners will also sound out words into phonemes; for example, e-gg.


Ask learners to say words beginning with 'e'. Draw pictures on the board.



Show the correct starting and ending points when writing the letter 'e'. Learners make the letter 'e' on different textures with their fingers, e.g. the carpet, learners' backs, sandpaper. (For tips on teaching phonics, refer LSF, Phonics).



 **Tidy-up time**

 **Hand washing**


 **Snack time**

 **Music and Movement Ring**

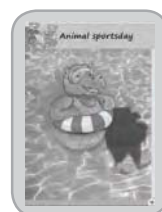
Introduce the theme related song 'The Game Song' to the learners on page 80 of this Teacher's Guide. You can also use the LEAP audio lesson Term 5-07 Sing along. The song can be sung every day of the teaching week.

 **Outdoor Play**





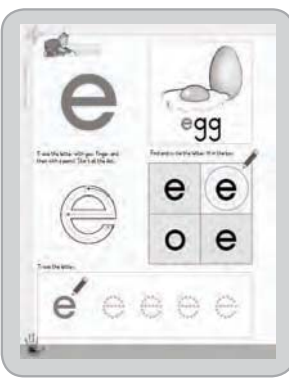







Include the activity below as one of your daily outdoor activities. Choose a sport from the poster. Have learners explain the rules of the sport and play the sport. Don't be too rigid about the rules. Learners must have fun. Choose a different sport each day of this week.

 **Story Time**

Read the Big Book 2 story 'Animal Sports Day' on page 13. Begin by letting learners look at the pictures and saying what they see. Ask learners the following questions for each picture: Who do you see? Where is it happening? What is/are the animal/s doing? What do you think will happen next? In this way learners are building a story. (For help on using a Big Book, refer to LSF, Using The Big Book).
















TUESDAY





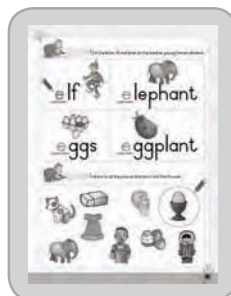







 <p>Arrival 15-30 mins</p>	<p>Greet the learners individually. Learners place their sports items and letter 'e' items on the theme or sound tables. (For tips on preparing a sound table, refer LSF, The Phonics Table).</p>
 <p>Health check</p>	
 <p>Morning Circle 10-15 mins</p>	<p>Learners talk about sport using the sentence frame 'Playing sport...' Talk about why playing sport is good. For instance, they may say: Playing sport is fun/Playing sport is good exercise/Playing sport helps you make friends. You can also use the LEAP audio lesson Term 4-07 Sentence play.</p>
 <p>Work Time Activities 30-35 mins</p>	<div style="display: flex; justify-content: space-between;"> <div data-bbox="538 764 819 964"> <p>Literacy focus Learners complete page 34 of Workbook 4. They trace over each letter 'e' with their finger and then with a pencil crayon.</p> </div> <div data-bbox="845 764 1135 1140" style="text-align: center;">  </div> <div data-bbox="1169 764 1468 870"> <p>Creative focus Learners use modelling clay to make the numbers 1 to 8.</p> </div> </div>
 <p>Small Group Time Activity 10-15 mins</p>	<p>Mathematics focus Learners count to ten. Revise the number flash cards 1-10 and the matching word cards. (For help on counting with learners, refer LSF, Counting). Learners compare the weight of four different pieces of sports equipment, e.g. tennis, golf, soccer and ping pong balls. Encourage them to use the words 'light', 'lighter', 'heavy' and 'heavier'. Learners practice simple number sentences. They will need counters and whiteboards with markers, e.g. There are four boys and three girls on the tennis team. How many children altogether?/There are 11 soccer players in the team, one is sent off the field. How many players on the field now? They must write down their number sentences.</p>
 <p>Tidy-up time</p>	
 <p>Hand washing</p>	
 <p>Snack time</p>	
 <p>Music and Movement Ring</p>	<p>In pairs, learners mime different sports for each other. They act out the sport and the rest of the class must guess what the sport is.</p>
 <p>Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Talk about the basic rules of soccer. Learners play a soccer match. Talk about the match afterwards.</p>
 <p>Story Time</p>	<p>Let learners retell the Big Book story Animal Sports day. Then look at the book again and let learners 'read' the story to the class.</p>

Sport





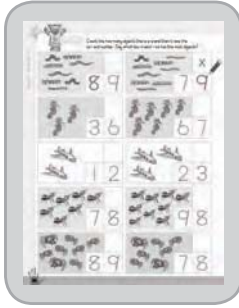







WEDNESDAY

 Arrival 15-30 mins	Welcome each learner.	
 Health check		
 Morning Circle 10-15 mins	Talk about water sports. Let learners name the different ones they know, e.g. swimming, diving, water skiing, water polo. Talk about water safety. Let them list all the water play rules they know.	
 Work Time Activities 30-35 mins	Literacy focus Provide bowls of dried beans, mealies and lentils and tweezers for learners to pick up and put in a bowl.	 Mathematics focus Learners build 24-piece puzzles.
 Small Group Time Activity 10-15 mins	Literacy focus Learners clap the syllables in their names. They all clap each learner's name in the group. Give learners counters and have them put them on each picture that begins with the letter 'e'. Let them read all the words that begin with the letter 'e'.	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Sing the theme related song 'The Game Song' on page 80 of this Teacher's Guide. You can also use the LEAP audio lesson Term 4-07 Sing along.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. If possible let learners swim. A trained swimming teacher must supervise this activity.	
 Story Time	Learners cut out the little book on pages 37 and 38 of Workbook 4	 Once they have folded the book, read the story to them. Talk about the pictures. Discuss the characters and what happens in the story. (They can take their little books home at the end of next week.)

THURSDAY





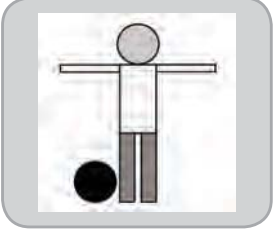

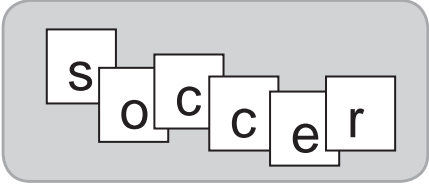






<p> Arrival 15-30 mins</p>	<p>Welcome each learner. Remind learners to keep the classroom tidy and to pick up litter throughout the day.</p>
<p> Health check</p>	
<p> Morning Circle 10-15 mins</p>	<p>Discuss different sports that are played with balls. Look at the shapes, sizes and patterns on these balls. If possible have a variety of balls available for learners to examine.</p>
<p> Work Time Activities 30-35 mins</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Mathematics focus Learners make crayon rubbings of the different balls to reveal their patterns.</p> <p>Literacy focus Learners complete the activity on page 35 of Workbook 4 which they prepared for in yesterday's small group time.</p> <p>Creative focus Provide trays filled with poster paint, plastic ping pong balls and paper. Learners dip the balls into paint and then roll them over the paper to make a design.</p> </div> <div style="width: 45%;"> <p>Life Orientation focus Learners use tennis biscuits and icing to make sandwiches. (Learners help to make the icing, adding a drop food colouring if possible.)</p> </div> </div> <div style="text-align: right; margin-top: 20px;">  </div>
<p> Small Group Time Activity 10-15 mins</p>	<p>Mathematics focus Begin by counting to ten in 1s and then in 2s. Ask learners to choose their favourite sport. On a square of paper they draw a picture of it and their names. Build a graph with these cards to show who likes which sport, i.e. all the soccer pictures in one column, all the cricket in another. As you work with each group add to the graph.</p>
<p> Tidy-up time</p>	
<p> Hand washing</p>	
<p> Snack time</p>	
<p> Music and Movement Ring</p>	<p>Talk about singing of the national anthem at sporting events. Let learners sing the National Anthem of South Africa (word on the front inside cover of Workbook 4).</p>
<p> Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Give each learner a ball that bounces (a tennis ball is good). Let them bounce the ball as many times as they can without the ball running away. See who can bounce their ball for the longest.</p>
<p> Story Time</p>	<p>Learners read the little take home book made yesterday to each other.</p>

FRIDAY

 Arrival 15-30 mins	Greet learners individually.
 Health check	
 Morning Circle 10-15 mins	Talk about games that are played with rackets, bats, and sticks. Golf, hockey, tennis, cricket, ping pong, table tennis are some of the more popular sports. If possible have some of these items available for learners to examine. Ask them why they think golf clubs and hockey sticks have long thin handles while tennis rackets have short handles.
 Work Time Activities 30-35 mins	<p>Creative focus Give learners ice-cream sticks (tongue depressors) and modelling clay. Each learner will design a small hockey stick. They can then get into small groups and play mini-hockey with a modelling clay ball.</p> <p>Mathematics focus Learners complete page 36 of Workbook 4. They count the number of objects in each block and then trace the correct number.</p> 
 Small Group Time Activity 10-15 mins	<p>Literacy focus Revise the letter 'e' and let learners choose one item from the sound table. Ask them to name it and if possible use the word in a sentence.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Begin by singing a favourite song. Create a movement piece which consists of one stretch, one bend, one twist, one curl and a crawl. Ask learners to perform the sequence to music.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Give learners pool noodles and a big ball to play with. They can bat, hit, dribble the ball around the playground.
 Story Time	Read a story of your choice for the enjoyment and relaxation of the learners. (For help on selecting stories, refer to LSF, Choosing Books For Storytime).














MONDAY

 Arrival 15-30 mins	<p>Welcome learners back after the weekend.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Continue discussing the sports theme. Use Poster 19 to look at what different sports people wear. Look particularly at safety gear like helmets, mouth guards, shin pads and gloves. Discuss the importance of safety when playing sports. You can also discuss sports injuries.</p>
 Work Time Activities 30-35 mins	<p>Literacy focus Learners make sports pictures using flat plastic shapes provided.</p> 
 Small Group Time Activity 10-15 mins	<p>Literacy focus Provide learners with alphabet cards for word building. Give them flash cards with sport themed words, e.g. soccer, tennis. The learners build the flash card words with the alphabet cards.</p> 
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Introduce the theme related song 'Can You Kick a Soccer Ball' to the learners on page 80 of this Teacher's Guide. You can also use the LEAP audio lesson Term 4-08 Sing along. The song can be sung every day of the teaching week.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Learners play 'Stuck In The Mud'. Learners pretend to be soccer players. One learner is a 'goalie' and when he/she catches other learners, they are stuck. One learner is the 'referee' and only he/she can free the stuck soccer players.</p>
 Story Time	<p>Learners 'read' the sight words for the theme. Place these sight words face down and ask learners to take turns to pick one up. The learner tries to read the word. If they are correct, they get one point.</p>






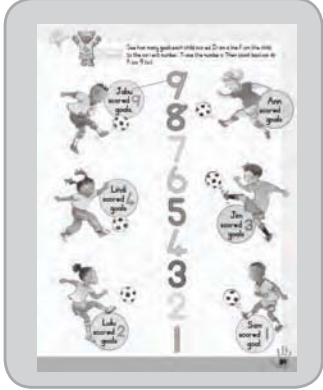

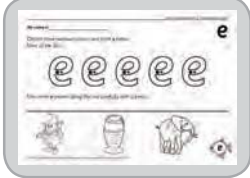








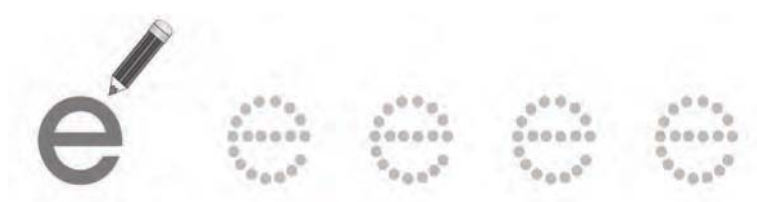
TUESDAY

 Arrival 15-30 mins	Greet learners individually. Ask them to remember to pick up litter whenever they see any.		
 Health check			
 Morning Circle 10-15 mins	Discuss the different places sports are played, e.g. soccer fields, cricket pitches, tennis courts, pools. Talk about sports that are played indoors and outdoors.		
 Work Time Activities 30-35 mins	<table border="0"> <tr> <td data-bbox="438 684 794 754"> Mathematics focus Learners build 24-piece puzzles. </td> <td data-bbox="821 684 1450 818"> Literacy/Life Orientation focus Learners pick up ping pong balls with a cardboard tube. They must try and fill the tube with as many ping pong balls as it will take without using touching the balls with their hands. </td> </tr> </table>	Mathematics focus Learners build 24-piece puzzles.	Literacy/Life Orientation focus Learners pick up ping pong balls with a cardboard tube. They must try and fill the tube with as many ping pong balls as it will take without using touching the balls with their hands.
Mathematics focus Learners build 24-piece puzzles.	Literacy/Life Orientation focus Learners pick up ping pong balls with a cardboard tube. They must try and fill the tube with as many ping pong balls as it will take without using touching the balls with their hands.		
 Small Group Time Activity 10-15 mins	Mathematics focus Learners count to ten. (For help on counting with learners, refer LSF, Counting). Revise the number flash cards 1-8 and the matching word cards. Introduce the number '9' and the word 'nine'. Ask learners what number comes before/after nine and repeat with other numbers they have learnt. Teach the correct number formation of 9. Revise the names and properties of the shapes already learnt. Give each learner a pile of shapes. Learners use the shape counters to create simple patterns, e.g. circle, square, rectangle, triangle, circle, square, rectangle, triangle, etc.		
 Tidy-up time			
 Hand washing			
 Snack time			
 Music and Movement Ring	Play Follow The Leader. Choose a leader. The other learners line up behind the leader and follow him/her, doing exactly what he/she does. When the whistle is blown the leader must change direction.		
 Outdoor Play	Include the activity below as one of your daily outdoor activities. This throwing game requires a small plastic bag, newspaper and string. Fill a small plastic bag with newspaper. Tie it closed with a piece of string. Learners take turns to hold the end of the string on the bag. They spin the bag around three times and then let it go. Record the distance each learner throws. The longest distance wins.		
 Story Time	Learners sit with a partner and read their little books 'We love soccer' to each other.		





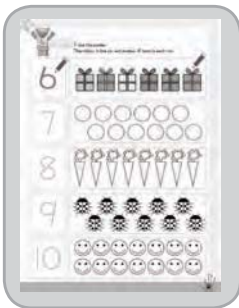









WEDNESDAY





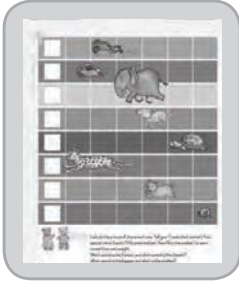






 Arrival 15-30 mins	<p>Welcome each learner.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Describe a sport and ask learners to guess which sport you are describing. When the learners have the idea. Ask them to take turns to describe a sport and the other learners guess what it is.</p>
 Work Time Activities 30-35 mins	<p>Mathematics focus Learners complete page 39 in the Workbook. They look at how many goals each child scored. They draw a line from the child to the correct number. Then they trace the numbers.</p> <p>Creative focus Provide learners with trays of paint, cotton wool balls, pegs and pieces of cardboard cut into large circles. They pick up the cotton wool ball with the peg, dip it into paint and then print a pattern on the ball shape.</p>  
 Small Group Time Activity 10-15 mins	<p>Literacy focus Revise the 'e' sound. Learners read the name cards on the sound table they created in last week. Learners then complete a dotted 'e' worksheet prepared earlier. Alternatively, download a worksheet like the one below. This worksheet is available as free download from 'Sparklebox'. (To learn more about 'Sparklebox', visit www.sparklebox.co.uk.)</p> 
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Practise singing the National Anthem of South Africa.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Learners work in pairs. They will need a soccer ball. They must lie next to each in front of a wall with their legs bent. They work together to move the ball with their feet up the wall.</p>
 Story Time	<p>Select a story that is relevant for the theme of Sport. Show the pictures and ask learners to say what they think the story is about. Write down their ideas.</p>



THURSDAY

 Arrival 15-30 mins	Welcome each learner. Remind them to wash their hands before morning circle.
 Health check	
 Morning Circle 10-15 mins	Learners sit in a circle. Using the Alphabet Poster, they say the alphabet. Ask learners to think of different sports and to point to the letter each begins with. Talk specifically about Javelin throwing and about Long Jump. Tell them that you are going to pretend to do these sports today and tomorrow during outdoor play.
 Work Time Activities 30-35 mins	<div style="display: flex; justify-content: space-between;"> <div data-bbox="437 771 719 966"> <p>Mathematics focus Learners complete page 41 in the Workbook. They trace the number and then colour in the correct number of items in each row.</p> </div> <div data-bbox="736 771 975 1077">  </div> <div data-bbox="1000 771 1402 872"> <p>Life Orientation /Creative focus Learners ice Marie biscuits with black and white icing to look like soccer balls.</p> </div> </div>
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Count to ten in ones and twos. Let learners bounce balls as they count. Learners sit in a circle. Point to a learner and let the learner start counting from 1. The next learner says '2' and so on. The learner who has to say '10' is out. The next learner starts at 1 again. Continue until there are only two learners left and the one who has to say '10' is out and the winner is the one left. Introduce ordinal language. Talk about races. Ask learners where the winner comes (first). Where does the runner up come? (second). Continue until you have introduced the necessary vocabulary (up until seventh).</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Learners the theme related song 'Can You Kick A Soccer Ball' on page 80 of this Teacher's Guide. You can also use the LEAP audio lesson Term 4-08 Sing along.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. For this activity you need straws, modelling clay and a bucket. Learners sit around the bucket and try to throw the straws into the bucket. Let them add tiny clumps of modelling clay to their straws to see if it improves their accuracy.
 Story Time	Use the story from yesterday. Remind the learners what they said about the pictures. Then read the actual story to them.

FRIDAY

 Arrival 15-30 mins	<p>Greet learners individually. Remind them to take home their sports equipment today.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Play a memory game about the types of sports they play. The first learner says, 'I went to school and I played soccer.' The next learner must repeat what the first learner said and then add another sport, e.g. 'I went to school and I played soccer and tennis.' This continues until a learner makes a mistake. Start again and see how many sports can be remembered in the correct order.</p>
 Work Time Activities 30-35 mins	<p>Mathematics focus Learners complete page 40 in the Workbook. They look at the animal race and decide on first, second, third etc. place. They fill in the numbers for the animals and answer the questions at the bottom of the page.</p>
	<p>Mathematics focus Revise ordinal counting. Have learners stand in a line. Ask the first learner to begin. This learner says 'first', the second says 'second' and so until the seventh learner is reached. The learners shuffle their order and begin again.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Clap different rhythms. Learners copy. When they are good at this add some foot stamping to the clapping. Repeat with different but predictable rhythmic patterns. Keep it short.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Play long jump. On the ground use tape to mark a starting line. The learners take turns to do the long jump. They walk back a few feet from the line. On the word 'Go!' they run to the line and jump as far as they can. Mark where they land. You can use toilet paper lengths to record each learners jump length. Hand these up in the classroom. The winner is the one who jumps the furthest.</p>
 Story Time	<p>Learners choose a book from the book area. They sit on their own and 'read' the book. Walk around and ask questions about what they are 'reading'.</p>



Sport

TERM 4

WEEKS 37 AND 38

LITERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks, learners:

- listened to/read the Big Book 2 story 'Animal Sports Day' on page 13;
- demonstrated understanding of the above story;
- participated in a discussion about the events and characters in the story;
- identified the 'e' sound at the beginning of words;
- sang and recited songs;
- named various sports and the equipment used in these;
- read the sentence strips with the teacher and class;
- practised the letter formation of the letter 'e';
- divided multisyllabic words into syllables (by clapping the parts of the word);
- gave a description and asked others to make meaning (e.g. guess the animal described); and
- used language for learning.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

Part One

- Use the letter formation assessment wheel to assess this activity.
- Put the letter card 'e' on a table.
- Ask each learner to 'read' the letter 'e'.
- Now ask each learner to trace the letter 'e', saying what they are doing. Check that they start and end in the correct positions.
- Finally, ask learners if they know words that begin with the letter 'e'. Remember to say the sound and not the name, i.e. 'eh' not 'eee'.

Part Two

- Use the grade R kit Poster 19 called Sports for this task.
- Ask the learner to name each sport on the poster.
- Ask the learner to describe the clothing specific to each sport.
- Ask the learner to name the special equipment needed for each sport.
- Call out something specific from the sport pictures. (For example, the girl who is winning the race.) The learner must point to this on the poster.
- Let the learner label as many sports with the theme table flash cards.

Part Three

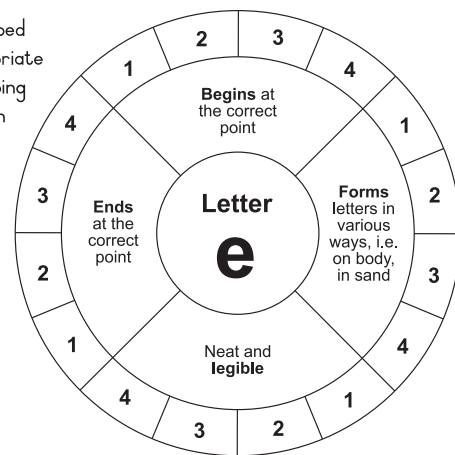
- Use separate copies of the sports pictures from pages 32 and 33 of Workbook 4 (or the poster).
- Use the sentence strip: 'I like...'
- Place the ending words and matching pictures on the table.
- Ask: 'What sport do you like?' The learner replies, 'I like...' and matches the word and the picture.
- Let the learner make the sentence. Have the learner read the sentence together with you, pointing to each word as you read.
- Ask learners if they can see the letter 'e' in any of the words.

ASSESSMENT WHEEL

Use this assessment wheel to assess Part One of the task above.

Key:

- 4 Well developed
- 3 Age appropriate
- 2 Still developing
- 1 Intervention needed



GRADE R: TERM 4							
Holistic rubric for Literacy Assessment Task Part Two and Three							
	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
ORAL							
1. Follow the instructions							
2. Answer questions							
3. Name each sport, its special clothing and equipment							

PHONICS									
4. Identify the 'e' sound at the beginning of words									
5. Identify 'e' sounds in the environment									
READING									
6. Read the names of the sports									
7. Point to the words as you read the sentence strip									
8. Match words and pictures									
9. Recognise the letter 'e' in print									

1+2 NUMERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks learners:

- counted to 10 in ones and twos;
- revised the numerals 1 to 8;
- solved addition and subtraction problems up to 10, using concrete apparatus;
- revised the concepts of light, lightest, heaviest, fastest, slowest, biggest, smallest;
- counted backwards from 9;
- created a pictograph of favourite sports;
- built puzzles (24-piece or more);
- demonstrates an understanding of ordinal numbers – first, second, third, fourth, fifth and sixth and last;
- copied and created simple patterns; and
- used ordinal language, first second, third and last.

Use the picture of the animal race on page 40 of Workbook 4.

- Ask the learner to point to the fastest/slowest/heaviest/lightest/biggest and smallest animals.
- Ask the learner to point to the first, second, third, fourth, fifth, sixth and last animal.

★ LIFE SKILLS ASSESSMENT

Over the last two weeks, learners engaged in various life skills activities that were linked to the theme of sport. They learnt about different sports and discussed the equipment used in each.

Show the learner Poster 19 and ask him/her to:

- Say what sport is their favourite;
- Say why sport is good for a person;
- Name three sports played with a ball;
- Name one sport played in water; and
- Say where different sports are played, e.g. tennis on a tennis court, swimming in a swimming pool, soccer on a soccer field.

See if learners are able to apply what they have learned over the past two weeks when looking at these pictures.

GRADE R: TERM 4		
Checklist for Numeracy Assessment Task		
Name:	Date:	
The learner is able to:	Yes	No
1. Identify between heaviest and lightest animals		
2. Identify between the fastest and slowest animals		
3. Identify the biggest and smallest animals		
4. Understand the concept of first		
5. Understand the concept of last		
6. Identify the ordinals first to second		
7. Identify the ordinals first to fourth		
8. Identify the ordinals first to sixth		

Copy this rubric. You will need one for each learner.

CAPS/MILESTONES:

LIFE SKILLS

Beginning Knowledge and Personal and Social Well-being

The child is able to: Describe weather in spring/Recognise the general characteristics of birds/Describe a favourite animal/Differentiate between domestic and farm animals/Describe a favourite sport and its simple rules.

Creative Arts

The child is able to: Make shapes with the body focusing on circles and squares/Draw and paint relevant pictures/Mime simple actions/Show special awareness through movement.

Physical Education

The child is able to: Walk in different directions according to instructions/Throw a ball to a target/Bounce and catch a ball/Twist, stretch, curl, and bend/Crawl through tunnels and friends' legs/Do rolling activities to the right and left/Walk on ropes and tyres.

MATHEMATICS

Numbers, Operations and Relationships

The child is able to: Route count and estimate up to ten/Complete number sentence from 1-10/Count in twos/Recognise numbers in the environment 1-10 and 0/Understand which number comes before or after/Understand concepts of many and few.

Patterns, Functions and Algebra

The child is able to: Copy, extend and create own patterns and is able to play hop scotch.

Space and Shape

The child is able to: Know the concept next to, between, middle, left and right/Able to do pegboard work/Understand the concept up and down, downwards and upwards/Build a 24-piece puzzle.

Measurement

The child is able to: Understand that objects can be measured using a measuring tape.

Data Handling

The child is able to: Collect, sort, draw, read and analyse according to an attribute.

HOME LANGUAGE

Listening and Speaking

The child is able to: Wait for her/her turn to speak/Sing and performs rhymes with confidence/Tell and retell other children's stories using own words/Identify and describe differences and similarities/Use language to develop concepts.

Phonics

The child is able to: Recognise some consonants and vowels/Recognises names and some letters of the alphabet/Reads high frequency names.

Reading and Viewing

The child is able to: Interpret pictures/Read big books or other enlarged materials to others/Interpret pictures to develop own stories/Match simple words to pictures.

Writing

The child is able to: Draw pictures to convey a message/Read own writing/Copy words and numbers from the environment and write them down/Write using familiar letters.

CONCEPTS

WEEK 39

Mathematics:

Revision of 1-9/one, two, three, four, five, six, seven, eight, nine. Introduce '10' and 'ten'.

Sentence Structure:

We like to... when we celebrate.

Wordplay:

balloons, birthday, cake, candles, cards, Celebrations, Christmas, Diwali, Easter, Easter bunny, eggs, Eid, family, food, giving, Hanukkah, meals, presents, receiving, Santa Claus.

Phonics:

Consonant 'r' (initial) – Alternatively, adapt this week's phonics activities to suit the sound in Week 39 of Workbook 4 for the language of instruction.

WEEK 40

Mathematics:

Revision of 1-9/one, two, three, four, five, six, seven, eight, nine. Reinforce 10 and ten.

Sentence Structure:

My family... (Something to do with celebrations).

Wordplay: balloons, birthday, cake, candles, cards, Celebrations, Christmas, Diwali, Easter, Easter bunny, eggs, Eid, family, food, giving, Hanukkah, meals, presents, receiving, Santa Claus.

Phonics:















Consonant 'r' (initial) – Alternatively, adapt this week's phonics activities to suit the sound in Week 40 of Workbook 4 for the language of instruction.

ADDITIONAL RESOURCES:

Poster:
Poster 20 Celebrations.















Big Book Story:
Celebrations.

MONDAY

<p> Arrival 15-30 mins</p>	<p>Welcome the learners. Ask them if they enjoyed the weekend. Let them tell you something that they did. (If they would like to.) Ask parents if they could join the class for the Wednesday music and movement ring. Ask if they could bring some music and teach the learners a dance.</p>	
<p>+ Health check</p>		
<p> Morning Circle 10-15 mins</p>	<p>Introduce the theme, 'Weather' which will be investigated over the next two weeks. Look at the Grade R kit Poster 9 called Weather and discuss the pictures with the learners.</p>	<p>(For help on using posters, refer to LSF, Using Posters).</p>  <p>Ask learners to talk about the different occasions they celebrate, e.g. birthdays, weddings, Eid, Diwali, Chanukah and Christmas. Let them say what they do at these celebrations and how celebrations make them feel.</p>
<p> Work Time Activities 45 mins</p>	<p>Mathematics focus Learners make a Menorah. They will need a paper plate, glitter, glue and orange tissue paper. The fold a paper plate in half, make seven candles and glue them to the top of the half circle of the plate.</p>	<p>Literacy focus Learners complete pages 42 and 43 in Workbook 4. Learners find the stickers and paste them in the correct place on these pages. Ask the questions on page 43.</p> 
<p> Small Group Time Activity 10-15 mins</p>	<p>Literacy focus Introduce the letter 'r'. Identify initial sounds (these are the sounds at the beginning of words). Be careful to say the letter's sound and not its name; for example, 'rr' not 'are'. The names of the letters are not taught at this stage. Learners will also sound out words into phonemes; for example, r-a-g. Ask learners to say words beginning with 'r'. Draw pictures on the board.</p> 	<p>Show the correct starting and ending points when writing the letter 'r'. Learners make the letter s on different textures with their fingers, e.g. the carpet, learners' backs, sandpaper.</p>  <p>(For tips on teaching phonics, refer LSF, Phonics).</p>
<p> Tidy-up time</p>		
<p> Hand washing</p>		
<p> Snack time</p>		
<p> Music and Movement Ring</p>	<p>Introduce the theme related song 'Jingle Bells' to the learners on page 80 of this Teacher's Guide. You can also use the LEAP audio lesson Term 4 - 09 Sing along. The song can be sung every day of the teaching week.</p>	
<p> Outdoor Play</p>	<p>Include the activity below as one of your daily outdoor activities. Play 'Find the Star for the Christmas Tree'. Before this activity, hide some stars around the play area. Learners sit in a circle. On the word "Go!" learners go and look for the stars. When they have found one, they return to the circle. Use skipping ropes or chalk to trace large letter 'Rs' on the outside paving. Indicate the starting and ending points for these. Learners walk the letter. They must note the dot is made last.</p>	
<p> Story Time</p>	<p>Read the Big Book 2 story 'Celebrations' on page 20. Begin by letting learners look at the pictures and saying what they see. Ask learners the following questions for each picture: Who can you see? Where is it happening? What time of year do you think it is? How can you tell? What are the children doing? How do they feel? Why do they feel like this? What do you think will happen next? In this way learners are building a story. (For help on using a Big Book, refer to LSF, Using The Big Book).</p>	













celebrations

TUESDAY

 Arrival 15-30 mins	Greet each learner individually. Ask parents send an ornament or object that is used in one of the celebrations to school.
 Health check	
 Morning Circle 10-15 mins	Talk about food at celebrations. Ask learners to say what they eat at Christmas, Chanukah, Eid, Diwali, birthdays and weddings. Ask them who prepares the food and whether any special blessings are said over the food. They can share the blessing with the class.
 Work Time Activities 45 mins	<p>Creative focus Learners pinch little lanterns from modelling clay or play dough as used in the Diwali celebrations. They can decorate them with beads.</p>  <p>Mathematics focus Learners complete pages 46 and 47 of Workbook 4.</p>  <p>Literacy focus Learners write their name in the placeholder at the top of page 46.</p> 
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Count to ten in 1s and in 2s. (For help on counting with learners, refer LSF, Counting). Revise all the flash cards for numerals 1-9 and their matching words. Introduce the number ten. Sing 'Ten Green Bottles' and have learners hold up each finger as they count. Learners use counters to solve problem sums. For example: My parents gave me two books for Christmas and my grandmother gave me another three books. How many books did I receive altogether?</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Play the 'Little Drummer Boy' Christmas carol on page 80 of this Teacher's Guide. You can also use the LEAP audio lesson Term 4-09 Sing along. Learners use their fingers to drum on their desks or the floor as the carol plays. They can also 'march' to the song.
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Provide beanbags and/or small balls for the learners. Learners practise aiming and throwing the beanbags/balls into a sack. Tell them to pretend that they are elves that work in Santa Claus' toy factory. He is in a rush so they must throw as quickly and as carefully as they can.
 Story Time	Learners re-tell the Big Book story in their own words.

















WEDNESDAY

 Arrival 15-30 mins	<p>Welcome each learner. Ask learners to place their decoration or object on the theme table. (For help on preparing a theme table, refer to LSF, The Theme Table).</p>
 Health check	
 Morning Circle 10-15 mins	<p>Talk about keeping safe at big celebrations. For instance they should be careful around fireworks, stay close to family and friends in big crowds and know their telephone number and address.</p>
 Work Time Activities 45 mins	<p>Literacy focus Learners complete page 44 in the Workbook. They stick in all the stickers and draw lines from the children to their celebration.</p>  <p>Creative focus Learners make Christmas baubles. Provide cut out circles, glitter, glue and ribbon. Learners decorate ten circles to hang on a Christmas tree. Each circle must have a numeral from 1-10.</p>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Revise the letter 'r'. Identify initial sounds (these are the sounds at the beginning of words). Remember to say the letter's sound and not its name; for example, 'rr' not 'are'. You can also use the LEAP audio lesson Term 4-09 Sound play. Ask learner to find items that begin with the letter 'r' in the classroom and to bring it to the carpet. Learners name their items saying the name slowly so the sound at the beginning can be heard. Place items on a sound table and label each one.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Parents join the class for this music and movement circle. They bring some music and teach the learners a dance.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Learners play 'Pin The Star On The Christmas Tree'. Draw a large Christmas tree on cardboard. Cut out a tail from cardboard. Prestik™ the tree to a wall and let learners take turns to be blindfolded and pin the star on the tree in the correct place. Place the tree quite high up so that learners have to stretch to place the star.</p>
 Story Time	<p>Select any theme appropriate story. When showing the pictures, look at clues about the weather. Discuss these clues and encourage learners to interpret the pictures on their own.</p>














celebrations

THURSDAY

 Arrival 15-30 mins	<p>Welcome each learner. Give each learner a card with either a happy face or a sad face on it. Ask them to bring their card to the Morning Circle.</p> 
 Health check	
 Morning Circle 10-15 mins	<p>Talk about how celebrations are happy times. Allow learners to speak about their best celebration memory. Learners put their happy or sad face face-down on the carpet. Mix up the faces. Learners have turns to pick up a card. If it is a happy face, they say, 'I feel happy when...'. If it is a sad face, they say, 'I feel sad when...'</p>
 Work Time Activities 45 mins	<p>Literacy activity Learners make the letter 'r' out of red modelling clay.</p> <p>Creative focus (Part 1) Learners make an Eid star and crescent. Provide a cardboard template of each,</p> <p>glue, glitter, gold paint, a punch, string and cardboard for them to use.</p> <p>Learners trace around the templates and cut out a star and moon. They paint both sides gold. They let it dry.</p> 
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners complete pages 46 and 47 in the Workbook. They write their name in the block. Learners find the correct stickers and talk about what is happening in the picture. They answer the questions on page 47.</p> 
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Sing the song 'If You're Happy And You Know It'. You can also use the LEAP Songs: If You're Happy and You Know It. Learners do the actions as they sing.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Provide skittles made from empty plastic containers half-filled with sand. On each one write a number from 1-10. Provide soft balls which the learners use to roll along the ground to knock down the skittles. See if learners can roll a 'strike', i.e. knock all ten skittles down at once.</p>
 Story Time	<p>Divide the learners into groups and give each group a different type of celebration to draw. Learners think of a sentence to be written underneath their picture. These pages will be made into a class weather book.</p>















FRIDAY

 Arrival 15-30 mins	Welcome each learner. Give each learner a balloon to tie to their chair.	
 Health check		
 Morning Circle 10-15 mins	Learners with the same coloured balloon get into a group. Each group will need a paper plate. They must draw a delicious meal on the plate that could be served at a Grade R end of year graduation party.	
 Work Time Activities 45 mins	Literacy focus Set out objects from the theme table on the carpet. Ask learners to name each object and to say the letter sound it begins with. Clap the name. They say which celebration each item is used for.	Creative focus (Part 2) Learners make an Eid star and crescent. Learners punch a hole at the top of the star and the crescent. They paint wood or craft glue onto the shapes and sprinkle glitter onto both sides. When the glue is dry they thread string through the holes.
 Small Group Time Activity 10-15 mins	Literacy focus Revise the sounds taught this year. Let learners read the pictures from top to bottom and left to right on page 45 of Workbook 4. When they have finished reading ask individuals to point to a word and read it and say its beginning sound. If they are able to ask them to say the sound that they hear at the end of the word.	
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Sing the theme related song 'Jingle Bells' on page 80 of this Teacher's Guide. You can also use the LEAP audio lesson Term 4-10 Sing along.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Learners hit their balloons up in the air and to each other. Encourage learners to stretch when they hit the balloons.	
 Story Time	Read the book that learners made yesterday.	
















celebrations

MONDAY

 Arrival 15-30 mins	Greet each learner and ask if they had a happy weekend. Ask if they celebrated anything over the weekend.	
 Health check		
 Morning Circle 10-15 mins	If possible have an old wedding dress and related items. Show these to the learners and ask them how they celebrate weddings in their culture. Talk about the ceremony, the clothing worn by the bride and groom, the food that is eaten and the gifts that are exchanged.	
 Work Time Activities 45 mins	<p>Literacy focus Let learners thread elastic bands on a cardboard toilet roll inner.</p> <p>Creative focus (Part I) Learners make a Christmas angel. Each learner will need a paper plate, crayons and cardboard. They trace two hands onto cardboard and cut them out. They draw a face and cut it out.</p>	 <p>Literacy focus: Learners make the letters they have learnt this year from modelling clay.</p>
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Learners take turns to count to ten. (For help on counting with learners, refer LSF, Counting).</p>	<p>Give each learner a number from 1-5. When everyone has a number, they must take that amount of counters from a pile of counters. Learners say how many counters they have. They find a partner who has the number of counters needed to equal ten when added together with their own. Guide learners where necessary.</p> <p>Let learners arrange toy animals from largest to smallest. Encourage mathematical language, e.g. largest, smallest, bigger, smaller.</p>
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Introduce the theme related song 'My Family' to the learners on page 71 of this Teacher's Guide. You can also use the LEAP audio lesson Term 2-05 Sing along. The song can be sung every day of the teaching week.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Provide props that are used in different celebrations, include items of clothing. Allow learners to dress up in clothes and play act different celebrations.	
 Story Time	Make a class book of Celebrations. Learners find pictures of celebrations and paste them on pieces of paper. Learners dictate a sentence for each page. Each learner can help to decorate the book. Read the book to the class. Keep the book in the reading centre for learners to access.	













TUESDAY

 Arrival 15-30 mins	Welcome each learner. Give each learner a coloured card. Ask them to put it into their locker and bring it to the Morning Circle.	
 Health check		
 Morning Circle 10-15 mins	If possible have a cardboard birthday cake or a wrapped up present. Light the candles on the cake and let learners sing Happy Birthday. Ask learners how they celebrate birthdays in their family. Discuss why this day is celebrated (what it means) and why gifts are exchanged.	
 Work Time Activities 45 mins	Mathematics focus Learners complete page 50 in the Workbook. They draw circles around the biggest and smallest animals in each row.	 Creative focus (Part 2) Learners make a Christmas angel. Learners colour in their paper plate and fold in the sides to form a 'v'. They glue the face and hands onto the plate.
 Small Group Time Activity 10-15 mins	Literacy focus The letter focus in this lesson is on the consonant 'r'. Be careful to say the letter's sound and not its name; for example, 'rr' not 'are'.	Ask learners to stand if they have an 'r' in their name. These learners will show their name tags to the other learners and point out the 'r'. Talk about the pictures of page 49 of Workbook 4. Learners read the pictures and labels from top to bottom and left to right. They can then trace the letters with their fingers and then a crayon. Learners find and circle the pictures that begin with 'r'.
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Sing the song 'Happy Birthday'. Have a box wrapped as a birthday present. Let learners pass the box around the circle and pretend to open it. Let them describe what they think they will find inside the present.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Lay large coloured shapes on the ground. One by one, learners follow an instruction, e.g. 'Throw your bean bag onto the red square'.	
 Story Time	Learners 'read' a book of their choice from the book area in the classroom. Ask them to choose a suitable place outside to sit and 'read' their book.	





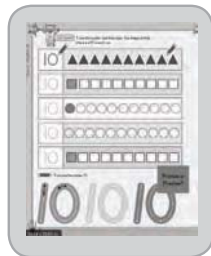










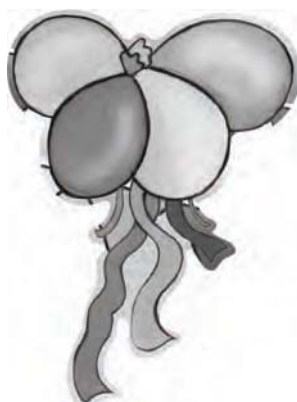
celebrations

WEDNESDAY

 Arrival 15-30 mins	<p>Welcome each learner. Ask them to walk around the classroom and see if there are any toys/other objects lying on the floor which may cause someone to get hurt. They should pick them up and put them where they belong.</p>		
 Health check			
 Morning Circle 10-15 mins	<p>Talk about all the different kinds of lights used in celebrations. Candles are used in weddings, birthdays and baptisms. Fairy lights are used at Christmas. Lanterns are used during Ramadan, Diwali and Chinese New Year. Fireworks are also used at celebrations. Discuss why they think light is important in celebrations.</p>		
 Work Time Activities 45 mins	<p>Creative focus Learners make Ramadan lanterns. They will need a sheet of paper marked with cutting lines and sticky stars to decorate it with.</p>	<p>They fold the paper in half horizontally and then cut along the dotted lines. They stick stars on the strips and glue the two open ends.</p>	<p>Literacy focus Prepare picture cards and labels. Learners must match the labels and words.</p>
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Give learners different items of different weights. Learners work with a partner and compare the weights of their objects. Learners switch pairs and repeat the activity. Learners complete page 51 in the Workbook. They talk about which object in each row is heavier. (For tips on measurement, refer LSF, Measurement).</p>		
 Tidy-up time			
 Hand washing			
 Snack time			
 Music and Movement Ring	<p>Begin the ring by singing a favourite song. Give each learner a card with a shape on it. Put on music and let the learners dance. When the music stops, they must find learners with the same shape and they sit down together. The last group to sit down are out of the game.</p>		
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Create an outdoor obstacle course using benches, ropes, tyres, boxes etc. Learners can have fun working their way through it.</p>		
 Story Time	<p>Select a story on any appropriate topic. Tell the learners that they are going to help you to add details to the story. Give the learners the details that you want them to add to the story. These details can be adding adjectives, like colours or size or feelings, etc. Guide the learners to add these details at appropriate points in the story.</p>		











THURSDAY

 Arrival 15-30 mins	Greet the learners individually.	
 Health check		
 Morning Circle 10-15 mins	Welcome learners with a smile. Ask them why they are looking forward to the holidays.	
 Work Time Activities 45 mins	<p>Mathematics focus Learners tick the heavier item in each row on page 52 of Workbook 4.</p> <p>Literacy focus Mark baskets with consonants taught so far. Let them sort toys according to their initial sound.</p>	
 Small Group Time Activity 10-15 mins	<p>Mathematics focus Revise number recognition with this game. Give some learners a picture of a birthday cake with a number on it. Give other learners different amounts of single cardboard candles.</p>	<p>On the word 'Go!' learners with the cakes try to find the learner with the right number of candles for their cake. When they have found each other, they sit together and place the candles on the cake picture. Learners can check each other.</p> 
 Tidy-up time		
 Hand washing		
 Snack time		
 Music and Movement Ring	Talk about how families celebrate together. Use the sentence frame 'My family...'. You can also use the LEAP audio lesson Term 4-10 Sentence play. Sing the theme related song 'My Family' on page 71 of this Teacher's Guide.	
 Outdoor Play	Include the activity below as one of your daily outdoor activities. Play Balance The Present. Prepare a small shoebox filled with newspaper and wrapped like a gift. Divide the learners into two teams. Learners have a relay race in their teams. The learners must walk while balancing the box on their heads, without using their hands.	
 Story Time	Learners read their books to the class.	



celebrations

FRIDAY

 Arrival 15-30 mins	<p>Welcome each learner. Remind the learners to take home the items that they brought for the theme and sound tables.</p>
 Health check	
 Morning Circle 10-15 mins	<p>Talk about New Year and how it is celebrated all over the world. Let learners practice a countdown from 10-1. Ask them how their families celebrate New Year. Talk about New Year fireworks. Talk about using fireworks safely. Also discuss how fireworks terrify animals and how to protect animals from them.</p>
 Work Time Activities 45 mins	<p>Mathematics focus Learners complete the sums on page 53 by counting the number of objects and then tracing the answer for each sum.</p> <p>Creative focus Learners need drinking straws, paint and paper. They drop paint onto the paper and then blow the paint to spread it so it looks like fireworks.</p>
 Small Group Time Activity 10-15 mins	<p>Literacy focus Ask learners to take an item from the sound table. They must name the item and use it in a sentence. They must then find the flash card that matches the item.</p>
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	<p>Play music or sing a song with the learners that they know well. Learners dance around. Call out a number. Learners get into groups of that number and sit down. The first learners to make their group and sit down, get a chance to choose a song that they would like to sing.</p>
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities. Use two skipping ropes or chalk to make a '9' on the paving. Let learners walk the numeral beginning and ending in the correct position.</p>
 Story Time	<p>Choose a story of your choice for the learners' enjoyment and relaxation. (For help on selecting stories, refer to LSF, Choosing Books For Storytime).</p>



celebrations

TERM 4

WEEKS 39 AND 40



LITERACY ASSESSMENT

This assessment task will assess whether learners can apply the skills taught and, in particular, how well they can listen to and respond appropriately to instructions.

Over the last two weeks learners:

- listened/read the Big Book 2 story 'Celebrations' on page 20;
- discussed the story;
- retold the story in their own words;
- predicted how a story would end;
- contributed to making a class book about celebrations;
- made a class book about celebrations;
- recognises aurally and visually some initial consonants and vowels especially at the beginning of common words;
- recounted personal experiences of celebration events with their family;
- identified the 'r' sound at the beginning of words
- recognised the symbol for 'r';
- identified words beginning with 'r';
- sang and recited songs;
- practised the letter formation of the letter 'r'; and
- used language for learning.

This assessment task may take several days to complete. Parts 1 and 2 are done with each learner on their own. Part 3 is done in pairs or in a small group. Before beginning any of these tasks, make sure that you explain very clearly what you want done. Do not speak fast and make sure you use simple language that the learners understand.

TASK

Part One

- This part of the task assesses the learner's ability to follow verbal instructions.
- Prepare the picture cards in advance, e.g. a Christmas tree, lantern, birthday cake, Easter egg, Menorah. You can draw the picture or cut them from magazines. Paste them onto cardboard.
- Place the cards in a pile on the table.
- Ask the learner to take three cards and put them in a row face-up onto the table.
- Now ask them to pick up four cards and place them in a row under the first row.
- Repeat this type of request, changing the number and position of the cards each time.
- When all the cards are packed out on the table, begin with Part Two.

Part Two

- Part Two of this task assesses the learner's ability to follow multiple instructions in a single command.
- Ask the learner to remove three of the cards, e.g. 'Please take away the candle, the Easter Egg and the fairy lights'.
- Repeat. If the learner is able to select three cards with ease, increase the number of cards that they must remove from the set.

Part Three

- Work with two or more learners.
- Show them the pictures of celebrations on pages 42 and 43 of Workbook 4. Ask them questions about these celebrations, for example:
 - 'What is this celebration called?'
 - 'Name one item that you can see in this picture?'
 - 'What are they celebrating?'
 - 'Which celebration involves a tree with a star on the top?'
 - 'Which celebration do you like best? Why?'
- Observe how the learners interact with each other.

GRADE R: TERM 4		
Checklist for Literacy Assessment Task		
Name:	Date:	
The learner is able to:	Yes	No
1. Listen and respond to a single instructions: Part One		
2. Listen and respond to multiple instructions: Part Two		
3. Listen to, understand and answer questions demonstrating an understanding of the theme		
4. Share their own experiences with confidence		

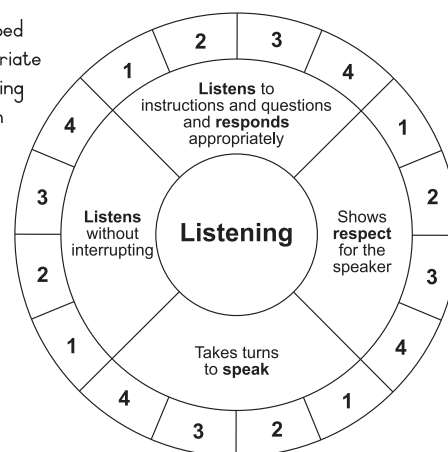
Copy this rubric. You will need one for each learner.

ASSESSMENT WHEEL

Use this assessment wheel to assess Part One of the task above.

Key:

- 4 Well developed
- 3 Age appropriate
- 2 Still developing
- 1 Intervention needed



1+2 NUMERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks learners:

- were introduced to the number 10 and the word ten;
- counted to 10 – in 1s and 2s;
- solved addition and subtraction problems, using counters;
- sorted objects into groups according to given criteria (shape, size, colour);
- recognised and identified the circle, triangle, square and rectangle;
- recognised the number names from zero to ten; and
- understood the concepts biggest, bigger, big, smallest, smaller, small, heavy, heavier and heaviest.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

Part One

- Place three cardboard inner tubes/rolls of different lengths (from paper towels, tin foil, toilet paper, etc.) on the table.
- Ask the learner to sort them from longest to shortest.
- Let them verbalise what they have done.
- Now ask them to point to the longest/shortest tube.

Part Two

- You will use pegboard patterns for this task.
- Cover half of the image with a sheet of white paper and ask the learner to build this half using their pegs and pegboards.
- Repeat with a few other pictures.

GRADE: TERM 4							
Holistic rubric for Numeracy Assessment Task Part One and Part Two							
	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
COUNTING							
1. Count in ones to ten							
2. Count in twos to ten							
3. Rote count to ten or more							
CONCEPT DEVELOPMENT							
4. Read numbers 1 to 10							
5. Form numerals 1 to 10							
6. Perform story sums using concrete apparatus which involves sharing, subtracting and adding							
7. Use mathematical language to describe calculations							
8. Identify heavy and light objects							
9. Identify small and large objects							
10. Identify fast and slow objects							
11. Use appropriate language to describe concepts related to measurement							

★ LIFE SKILLS ASSESSMENT

Over the last two weeks, learners talked about various celebrations and they shared personal experiences they have had. They discussed the meanings behind some celebrations and they learnt about traditional ways of celebrating these, including the items and the food involved.

Use the Celebration Poster to see if the learners are able apply what they have learnt over the past two weeks.

Ask the learner:

- Which celebrations they celebrate with their family;
- Which celebrations they do not celebrate;
- Choose a celebration and explain what they do to celebrate the occasion; and
- To name one Christian/Hindu/Muslim/Jewish celebration.

Record their ability to respond with understanding of the topic in your Observation Book.