

FORMAL ASSESSMENT TASK	LO's and AS'S	ACTIVITIES
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LESSON PLAN

LEARNING PROGRAMME: LITERACY (HL)

GRADE: 3





CONTENT IN CONTEXT

SAFETY - fire, home, school and surroundings

DURATION:

4 Weeks

Selected LO's and AS's	Learning Activities	Resources
<p><b>LO 1: LISTENING</b></p> <p><b>AS 1:</b> Listens attentively and responds to an extended sequence of instruction to the learners' level</p> <p><b>AS 2:</b> Demonstrates appropriate listening behaviour showing respect to the speaker, taking turns to speak, asking questions for clarification and summarising commenting on what has been heard.</p> <p><b>AS 3:</b> Recognises and shows respect for different varieties of language</p> <p><b>AS 4:</b> Listens with enjoyment to stories, poems,</p>	<p><b>ORAL WORK:</b></p> <p>The "morning message" is <b>Read daily.</b></p>  <p><b>LISTENING AND SPEAKING</b></p> <p><b>ACTIVITIES:</b></p> <p>Listens to stories, poems and other oral texts.</p> <p><b>*Class discussions</b></p> <ol style="list-style-type: none"> <li>Learners talk/predict about what they think the story is about. Give reasons and read the story:</li> </ol>	<p>Pictures</p> <p>Storybooks</p> <p>Poems</p> <p>Dictionaries</p> <p>Newspaper</p> <p>Magazines</p>

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<p>songs and other oral texts and shows understanding</p> <p>AS4.1 Listens for the topic or main idea</p> <p>AS 4.2 Listens for detail</p> <p>AS4.3 Predicts what will happen</p> <p>AS 4.4 Communicates back a sequence of events or ideas</p> <p>AS 4.5 Answers questions about oral text</p> <p>AS 4.6 Expresses feelings about the text, giving reasons</p> <p>AS 4.7 Works out cause and effect in the oral text</p> <p>AS 5 Listens and responds appropriately to riddles and jokes</p> <p><b>LO 2: SPEAKING:</b></p> <p>AS 1: Recounts personal experiences, and more general news events, and expresses feelings and opinions about it</p>	<p>Once upon a time a group of people lived in a beautiful valley. One year, the summer was very hot. The grass got brown and dry and the stream dried up. A fire came roaring over the hill. It burnt the brown, dry grass. It jumped from tree to tree. The wind blew the fire on to the roof of Ms Stone's house. It started to burn.</p> <p>Ms Stone ran out. "Help!" she cried. She tried to pull the furniture out of her house, but it was much too heavy. Suddenly, there were people all around. Some carried furniture. Some sprayed water. Somebody phoned the fire brigade. Everybody worked together.</p> <div style="text-align: center;">  </div> <p>At last the fire was put out. But Ms Stone's house was gone.</p>	<p>Newsprint</p> <p>Textbooks</p> <p>Readers</p> <p>Crayons</p> <p>Pencils</p> <p>Colouring pencils</p> <p>Wall charts</p> <p>Flashcards</p> <p>Telephone</p> <p>Glue</p>

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<p>AS 2: Use languages imaginatively for fun and fantasy(eg. Telling jokes, creating own poems and code language)</p> <p>AS 3: Creates and tell stories with a beginning, middle, ending which use descriptive language, avoid repetition and have elements of plot and characterisation</p> <p>AS 4: Uses different expressions and gestures when telling a story</p> <p>AS 5: Contributes to group and class discussions</p> <p>AS 5.1 Initiates topics in group discussion</p> <p>AS 5.2 Take turns and ask relevant questions</p> <p>AS 5.4 Shows sensitivity to the rights and feelings of others</p> <p>AS 6: Interview people for particular purpose</p> <p><b>LO 3: READING AND VIEWING</b></p> <p>AS 1: Uses visual cues to make meaning:</p>	<p>“Never mind,” said the neighbours. “We will help you. We will look after your things while you build a new house.”</p> <p>“We were lucky that our houses didn’t burn too.”</p> <ol style="list-style-type: none"> <li>2. About how you think you would feel if your house burnt down. What would you miss the most. Give story a title.</li> <li>3. Fire-fighters think this fire started because someone threw a burning cigarette on the ground. Groups talk about ways we can be careful not to start fires when we go camping or for a picnic.</li> <li>4. Discussion on safety/fire/home/surroundings</li> <li>5. Learner tells about news (read in newspaper, seen on TV)</li> <li>6. Learners creates own poems on theme.</li> <li>7. Mimes, dramatises own poems</li> <li>8. Interviews with fire-men (teacher gives guidelines for interview)</li> <li>9. Give oral presentations on interviews.</li> </ol>	<p>Scissors</p> <p>Posters</p> <p>Concrete aids:</p> <p>Matches</p> <p>Wood</p> <p>Paraffin</p> <p>Coal</p> <p>DVD</p> <p>Television</p> <p>Video Recorder</p>
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<p><b>AS 1.1: reads graphical text such as photographs, maps, flow diagrams, charts, and:</b></p> <p><b>AS 1.1.1 Explains orally or in writing the meaning and purpose</b></p> <p><b>AS 1.1.2 uses the information in appropriate ways</b></p> <p><b>AS 1.1.3 evaluates the image for design features and effectiveness</b></p> <p><b>AS 2 Makes meaning of written text</b></p> <p><b>AS 2.1 Comments on a story or poem the learner has read and demonstrates understanding by answering questions:</b></p> <p><b>AS 2.1.1 Main idea</b></p> <p><b>AS2.1.2 key details such as main characters, sequence of events, setting cultural values</b></p> <p><b>AS 2.1.3 Cause and effect relations</b></p> <p><b>As 2.1.4 Conclusions (eg. What does the story/fable teach us)</b></p> <p><b>AS 2.2 Reads instructions to related to real life interests and needs</b></p>	<p><b>SHARED READING</b></p> <p><b>*Read story above as a shared text focus on main idea.</b></p> <p><b>Reading for enjoyment.</b></p> <p><b>**"DROP ALL AND READ" - Daily</b></p> <p><b>*Group/paired reading (mixed ability, simple text)</b></p> <p><b>*Guided reading with all reading groups</b></p> <div data-bbox="1010 792 1329 1057" data-label="Image"> </div> <p><b>*High frequency words recorded in spelling books</b></p> <p><b>Vocabulary words recorded in Personal Dictionaries</b></p> <p><b>Comprehension based on shared text</b></p> <p><b>Punctuate sentences from shared text</b></p> <p><b>Spelling test</b></p>	
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<p><b>AS 2.3</b> Reads a variety of fairly complex text, such as fiction and non-fiction books, tables of content and indexes</p> <p><b>AS 3;</b> Reads texts alone, and uses a variety of strategies to make meaning:</p> <p><b>AS 3.1</b> Reads a printed text fluently and with understanding</p> <p><b>AS 3.1.1</b> Pronounces words with accuracy when reading aloud</p> <p><b>AS 3.1.2</b> Reads aloud with expression, using appropriate stress, pausing and intonation</p> <p><b>AS 3.1.3</b> Uses word recognition and comprehension skills to read unfamiliar text (Eg. Phonics, contextual cues, predicting)</p> <p><b>AS 3.1.4</b> Uses a range of automatic monitoring and self-correcting methods when reading such as re-reading, reading on, pausing, and practising the word before saying it aloud</p>	 <p><b>WRITING</b></p> <p>*Design a poster that encourages people to be careful</p> <p>*Copy and match sentences correctly</p> <p>1. The fire started _____ because her neighbours helped _____ her.</p> <p>2. The grass burnt quickly _____ because the wind blew it.</p> <p>3. The fire spread across _____ because her house burnt down. _____ the valley</p> <p>4. Ms Stone was sad _____ because it was dry.</p> <p>5. Ms Stone was glad _____ because somebody threw away a cigarette.</p> 	
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<p><b>LO 4: WRITING</b></p> <p><b>AS 1: Use pre-writing strategies</b></p> <p><b>AS 1.1: Uses pre-writing strategies to gather information and choose a topic (eg. Brainstorming, free writing, talking with friends, visual images)</b></p> <p><b>AS 1.2: Begins to plan writing</b></p> <p><b>AS 2: Dafts a piece of writing for different purposes</b></p> <p><b>AS 2.1 Selects to suit the purpose and audience (eg. Diary entry to feelings about an event)</b></p> <p><b>As 2.2 Writes a selection of short texts for different purposes (eg. One- two paragraph stories, simple book reviews, recipes, letters, dialogues, instructions)</b></p> <p><b>AS 2.3 Where appropriate, writes the title that reflects the content</b></p> <p><b>AS 3: Revises own writing</b></p>	<p><b>*Writes 6 – 8 own sentences on safety at school/surrounding/home/fire</b></p> <p><b>*Revise and edits own writing, check verb tense.</b></p> <p><b>*Link sentences to form paragraph.</b></p> <p><b>*Write a letter to the fire-men to say thank you</b></p> <p><b>*Design an envelope.</b></p> <p><b>*In groups make a booklet using their own sentences/draw pictures. Display in reading corner.</b></p> <p><b>*Uses appropriate punctuation i.e. apostrophe eg. Ms Stone's house exclamation mark eg. "Help!" she cried.</b></p> <div data-bbox="865 1143 1014 1235" data-label="Image"> </div> <p><b>HANDWRITING</b></p>	
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FORMAL ASSESSMENT TASK	LO's and AS'S	ACTIVITIES
<p>AS 3.1 Discusses own and others' writing to get or give feedback</p> <p>AS 3.2 Edits own writing (eg. deleting or adding words to clarify meaning, re-ordering sentences, checking and correcting spelling and punctuation)</p> <p>AS 3.3 Revises own writing after getting feedback from others.</p> <p>AS 4: Publishes own writing</p> <p>AS 4.1 shares work with others by reading it aloud and /or displaying it in the classroom</p> <p>AS 4.2 : Shares writing with intended audience, such as family or friends (eg. Letters, messages, instructions)</p> <p>AS 4.3 Makes own books and contributes to class anthologies</p>	<p>*Cursive writing: pattern and letters. Emphasis on correct formation.</p>	
<p><b>LO 5: THINKING AND REASONING</b></p>	<p><b>THINKING AND REASONING</b></p>	


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<p>AS 1: Uses language to develop concepts  AS 1.1: understands and uses the conceptual language of different learning areas necessary at this level and in preparation for the next level  AS 2: Uses language to think and reason  AS 2.1: Understands and uses language for logic and reasoning ( eg. Cause and effect, drawing conclusions).  2.3 Uses language to describe similarities and differences and to analyse, contrast information  AS 3: Uses language to investigate and explore  As 3.1 Ask questions for clarification, searches for explanation, suggest alternative (eg “If I do this, then .....” “What about .....?” “ We could try .....”)  As 3.4 Uses simple strategies for getting information.  As 3.4.1 Ask relevant questions</p>	<p>*Uses simple strategies for getting information.  Makes mind maps on cause and effect on topic</p>	



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<p><b>LO 6: LANGUAGE STRUCTURE AND USE</b></p> <p><b>AS 1: Relates sounds to letters and words</b></p> <p><b>AS 1.1: uses phonics to read and spell more difficult words</b></p> <p><b>AS 2: Works with words</b></p> <p><b>AS 2.1: uses some spelling rules to spell correctly</b></p> <p><b>AS 2.2: uses a variety of sources to check spelling</b></p> <p><b>AS 2.4: identifies and uses more synonyms and antonyms</b></p> <p><b>AS 3 groups</b></p> <p><b>AS 3 Work with sentences</b></p> <p><b>AS 3.1: Identifies subject, verb and object in a sentence.</b></p> <p><b>AS 3.2: uses subject-verb agreement correctly.</b></p>	<p><b>LANGUAGE STRUCTURE AND USE</b></p> <p><b>*Learners should know appropriate spelling rules</b></p> <p>Uses prefixes and suffixes eg. neighbour – neighbourly, quick – quickly</p> <p><b>*Present Perfect tense eg. It started to burn</b></p> <p style="padding-left: 100px;">It <u>has</u> started to burn</p> <p><b>*Prepositions eg. The people lived <u>in</u> a beautiful valley.</b></p> <p><b>*Simile, antonyms and synonyms</b></p>	
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<p><b>AS 3.3: uses connecting words to express cause and effect (eg I don't like her because she is rude)</b></p> <p><b>AS 3.4: uses more complex tenses (eg. Present, perfect, progressive in English – “I have been learning Xhosa for three years”)</b></p> <p><b>AS 3.5: Uses a variety of sentence types (questions, statements and commands)</b></p> <p><b>AS 3.6: Identifies correctly uses nouns, pronouns (me, her, him,etc) adjectives, verbs, adverbs and prepositions</b></p> <p><b>AS 3.7: Uses punctuation correctly (exclamation marks, apostrophes in contractions in Eng –eg I'm, can't</b></p> <p><b>AS 4: Works with texts :</b></p> <p><b>AS 4.1: Links sentences to form paragraphs, maintaining consistency in use of tenses</b></p> <p><b>AS 5: Develop critical language awareness</b></p> <p><b>AS 5.1: explores the way class uses slang, with whom and for what purposes</b></p>		
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<b>DETAILS OF ASSESSMENT: Self, Group, Peer, Teacher Observation</b>
<b>BARRIERS TO LEARNING:</b>
<b>REFLECTIONS:</b>

**LESSON PLAN**

**LEARNING PROGRAMME: LITERACY (HL)**



**GRADE: 3**

**CONTENT IN CONTEXT**

**WATER AND SANITATION**

**Water - Pollution**

**DURATION: 5 WEEKS**

<b>Selected LO's and AS's</b>	<b>Learning Activities</b>	<b>Resources</b>
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<p><b>LO 1: LISTENING</b></p> <p><b>AS 1:</b> Listens attentively and responds to an extended sequence of instruction to the learners' level</p> <p><b>AS 2:</b> Demonstrates appropriate listening behaviour showing respect to the speaker, taking turns to speak, asking questions for clarification and summarising commenting on what has been heard.</p> <p><b>AS 3:</b> Recognises and shows respect for different varieties of language</p> <p><b>AS 4:</b> Listens with enjoyment to stories, poems, songs and other oral texts and shows understanding</p> <p><b>AS4.1</b> Listens for the topic or main idea</p> <p><b>AS 4.2</b> Listens for detail</p> <p><b>AS4.3</b> Predicts what will happen</p> <p><b>AS 4.4</b> Communicates back a sequence of events or ideas</p>	<p><b>ORAL WORK:</b></p> <p>The “morning message” is <b>Read daily.</b></p> <p><b>Learners follow instructions</b></p> <p><b>LISTENING AND SPEAKING</b></p> <p><b>ACTIVITIES:</b></p> <p>Listens to stories, poems and other oral texts.</p> <p>*Class discussions</p> <p>Learners talk/predict about what they think the story is about. Give reasons and read the story:</p> <p>There was no rain in Venda for many years. The children in the villages did not know the rain. They were hungry and thirsty.</p> <p>The children shouted for joy. Everyone ran out into the rain and started singing and dancing.</p> <p>The next day, a strange and beautiful woman came to Venda. Her voice was like a mountain stream. She looked up at the clouds and ordered them to fill up with water.</p>	<p>Pictures</p> <p>Storybooks</p> <p>Poems</p> <p>Dictionaries</p> <p>Newspaper</p> <p>Magazines</p> <p>Newsprint</p> <p>Textbooks</p> <p>Readers</p> <p>Crayons</p>
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<p>AS 4.5 Answers questions about oral text</p> <p>AS 4.6 Expresses feelings about the text, giving reasons</p> <p>AS 4.7 Works out cause and effect in the oral text</p> <p>AS 5 Listens and responds appropriately to riddles and jokes</p> <p><b>LO 2: SPEAKING:</b></p> <p>AS 1: Recounts personal experiences, and more general news events, and expresses feelings and opinions about it</p> <p>AS 2: Use languages imaginatively for fun and fantasy(eg. Telling jokes, creating own poems and code language)</p> <p>AS 3: Creates and tell stories with a beginning, middle, ending which use descriptive language, avoid repetition and have elements of plot and characterisation</p>	<p>The old people looked at their children. They were hungry and thirsty. So the old people began to pray. They prayed to the gods to fill the rivers.</p> <p>Suddenly the clouds rose up. They became black and heavy. The clouds burst open and big, fat raindrops began to fall.</p> <p>The people turned to the beautiful woman and wanted to know who she was. She said: "I am Modjadji. I come from the land of the sun. My father, the Sun God heard your prayers. He gave me magic beads and showed me the secret ways of making rain. Then he sent me to Venda to be your Rain Queen."</p> <p>The paragraphs are not in the right order. Let each person in your group read one paragraph out loud. Write down words that you do not know in your dictionary.</p>	<p>Pencils</p> <p>Colouring pencils</p> <p>Wall charts</p> <p>Flashcards</p> <p>Glue</p> <p>Scissors</p> <p>Posters</p> <p>Concrete aids:</p> <p>Rice</p> <p>Pots</p> <p>Water</p>
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<p>AS 4: Uses different expressions and gestures when telling a story</p> <p>AS 5: Contributes to group and class discussions</p> <p>AS 5.1 Initiates topics in group discussion</p> <p>AS 5.2 Take turns and ask relevant questions</p> <p>AS 5.4 Shows sensitivity to the rights and feelings of others</p> <p>AS 6: Interview people for particular purpose</p>	<p>*In your groups, read the paragraphs again but this time read them in the correct order.</p> <p>*Learners talk about what they think the story is about. Give reasons and read the story. Give the story a title.</p> <p>*In your groups, act out the story. Make up your own rain dance for the story!</p> <p>*In small groups, talk about where you use water. Investigate what other ways do people get the water they need?</p>	<p>Cooldrink bottles</p> <p>Sand</p> <p>Stones</p> <p>Gravel</p> <p>Glass</p> <p>Straw</p> <p>Plastic bottle with wide mouth</p>
<p><b>LO 3: READING AND VIEWING</b></p>		
<p>AS 1: Uses visual cues to make meaning:</p> <p>AS 1.1: reads graphical text such as photographs, maps, flow diagrams, charts, and:</p> <p>AS 1.1.1 Explains orally or in writing the meaning and purpose</p> <p>AS 1.1.2 uses the information in appropriate ways</p> <p>AS 1.1.3 evaluates the image for design features and effectiveness</p>	<p>*Brainstorm the different things we use water for. (All creatures on earth need water to stay alive eg. watering plant, bath, washing cars, cooking food, swimming, transport, fishing, dams etc)</p> <p>*learner tells about news (read in newspaper and seen on TV) on theme</p> <p>*Learners create own stories</p> <p>*Dramatise stories</p> <p>*Recites poems</p> <p>*Talk about what happens to the water as it moves from</p>	<p>DVD</p> <p>Television</p> <p>Video Recorder</p>

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<p><b>AS 2 Makes meaning of written text</b></p> <p><b>AS 2.1</b> comments on a story or poem the learner has read and demonstrates understanding by answering questions:</p> <p><b>AS 2.1.1</b> Main idea</p> <p><b>AS2.1.2</b> key details such as main characters, sequence of events, setting cultural values</p> <p><b>AS 2.1.3</b> Cause and effect relations</p> <p><b>As 2.1.4</b> Conclusions (eg. What does the story/fable teach us)</p> <p><b>AS 2.2</b> Reads instructions to related to real life interests and needs</p> <p><b>AS 2.3</b> Reads a variety of fairly complex text, such as fiction and non-fiction books, tables of content and indexes</p> <p><b>AS 3;</b> Reads texts alone, and uses a variety of strategies to make meaning:</p> <p><b>AS 3.1</b> Reads a printed text fluently and with understanding</p>	<p><b>rivers and streams to houses. (Use pictures)</b></p> <p><b>*Discussions – where does what come from?</b></p> <p><b>In the first place water comes from the sky – water cycle, river, lake, underground,)</b></p> <p><b>*Make a water table.</b></p> <ol style="list-style-type: none"> <li><b>1. Find a glass or plastic bottle with a wide mouth. Place stones at the bottom.</b></li> <li><b>2. Carefully place a drinking straw upright so that the bottom is just above the bottom of the bottle. Don't let it slip down.</b></li> <li><b>3. Now put in a layer of pebbles, and then a layer of gravel . Last of all, fill up the bottle with sand.</b></li> <li><b>4. Pour in enough water to half fill the bottle. Mark the level of the water-table on the side of the bottle.</b></li> <li><b>5. Suck water up through the straw. After a few hours, see if the water-table has dropped.</b></li> </ol> <p style="text-align: center;"><b>OR/AND</b></p> <p><b>*Make your own filter.</b></p> <ol style="list-style-type: none"> <li><b>1. Cut a plastic cooldrink bottle in half.</b></li> </ol>	

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<p>AS 3.1.1 Pronounces words with accuracy when reading aloud</p> <p>AS 3.1.2 Reads aloud with expression, using appropriate stress, pausing and intonation</p> <p>AS 3.1.3 Uses word recognition and comprehension skills to read unfamiliar text (Eg. Phonics, contextual cues, predicting)</p> <p>AS 3.1.4 Uses a range of automatic monitoring and self-correcting methods when reading such as re-reading, reading on, pausing, and practising the word before saying it aloud</p> <p><b>LO 4: WRITING</b></p> <p>AS 1: Use pre-writing strategies</p> <p>AS 1.1: Uses pre-writing strategies to gather information and choose a topic (eg. Brainstorming, free writing, talking with friends, visual images)</p>	<ol style="list-style-type: none"> <li>2. Put a big stone at the bottom and then washed river stones.</li> <li>3. On top put washed river gravel and last of all washed sand.</li> <li>4. Put a glass below the neck of the bottle. Now pour the dirty water in at the top.</li> <li>5. What happens to the water.</li> </ol> <p><b>WRITING</b></p> <p></p> <ul style="list-style-type: none"> <li>*Design a poster that encourages people to use water sparingly</li> <li>*Writes 6 – 8 own sentences on water</li> <li>*Revise and edits own writing, check verb tenses.</li> <li>*Links sentences to form paragraphs.</li> <li>*Write a letter to the Department of Water Affairs, about water pollution and sanitation.</li> <li>*Learners make own booklets on sanitation and/or water pollution. Display in reading corner.</li> </ul>	
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<p><b>AS 1.2: Begins to plan writing</b></p> <p><b>AS 2: Drafts a piece of writing for different purposes</b></p> <p><b>AS 2.1 Selects to suit the purpose and audience (eg. Diary entry to feelings about an event)</b></p> <p><b>AS 2.2 Writes a selection of short texts for different purposes (eg. One- two paragraph stories, simple book reviews, recipes, letters, dialogues, instructions)</b></p> <p><b>AS 2.3 Where appropriate, writes the title that reflects the content</b></p> <p><b>AS 3: Revises own writing</b></p> <p><b>AS 3.1 Discusses own and others' writing to get or give feedback</b></p> <p><b>AS 3.2 Edits own writing (eg. deleting or adding words to clarify meaning, re-ordering sentences, checking and correcting spelling and punctuation)</b></p> <p><b>AS 3.3 Revises own writing after getting feedback from others.</b></p>	<p><b>SHARED READING AND WRITING</b></p> <p><b>*Reads story as above as a shared text focus on main idea</b></p> <p><b>*Reading for enjoyment.</b></p> <p><b>**"Drop all and Read"</b></p> <div data-bbox="1234 716 1556 987" data-label="Image"> </div> <p><b>*Group/paired reading (mixed ability, simple text)</b></p> <p><b>*Guided reading with all reading groups</b></p> <p><b>*High frequency words recorded in spelling books.</b></p> <p><b>*Vocabulary words recorded in Personal Dictionaries</b></p> <p><b>*Comprehension based on shared text.</b></p>	
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<p><b>AS 4: Publishes own writing</b></p> <p><b>AS 4.1</b> shares work with others by reading it aloud and /or displaying it in the classroom</p> <p><b>AS 4.2 :</b> Shares writing with intended audience, such as family or friends (eg. Letters, messages, instructions)</p> <p><b>AS 4.3</b> Makes own books and contributes to class anthologies</p> <p><b>LO 5: THINKING AND REASONING</b></p> <p><b>AS 1: Uses language to develop concepts</b></p> <p><b>AS 1.1:</b> understands and uses the conceptual language of different learning areas necessary at this level and in preparation for the next level</p> <p><b>AS 2: Uses language to think and reason</b></p> <p><b>AS 2.1:</b> Understands and uses language for logic and reasoning ( eg. Cause and effect, drawing conclusions).</p>	<p><b>*Spelling test</b></p> <p><b>*Write three paragraph about the different things people use water for. Use these headings for your paragraphs:</b></p> <ol style="list-style-type: none"> <li><b>1. All people use water in their homes</b></li> <li><b>2. Some people use water to grow things</b></li> <li><b>3. Some people use water to make things</b></li> </ol>  <p><b>*Copy these sentences in the correct order so that you write a paragraph. Compare your paragraph with a partner and discuss any differences.</b></p> <ol style="list-style-type: none"> <li><b>1. Water has to be cleaned before people drink it.</b></li> <li><b>2. Most of the water we use comes from rain.</b></li> <li><b>3. It picks up bits of rock, germs and chemicals.</b></li> </ol>	
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FORMAL ASSESSMENT TASK	LO's and AS'S	ACTIVITIES
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<p><b>2.3 Uses language to describe similarities and differences and to analyse, contrast information</b></p> <p><b>AS 3: Uses language to investigate and explore</b></p> <p><b>As 3.1 Ask questions for clarification, searches for explanation, suggest alternative (eg “If I do this, then .....” “What about .....?” “ We could try .....”)</b></p> <p><b>As 3.4 Uses simple strategies for getting information.</b></p> <p><b>As 3.4.1 Ask relevant questions</b></p>	<p><b>4. Dirty water causes diseases like typhoid and cholera.</b></p> <p><b>5. When rain hits the ground, it flows into streams and rivers or it sinks into the ground.</b></p> <p><b>6. Tap water has been treated to get rid of the dirt and the germs that make you sick.</b></p>  <p><b>HANDWRITING</b></p> <p><b>*Practise cursive patterns and letter formation with the emphasis on correct formation and posture.</b></p>	
<p><b>LO 6: LANGUAGE STRUCTURE AND USE</b></p> <p><b>AS 1: Relates sounds to letters and words</b></p> <p><b>AS 1.1: uses phonics to read and spell more difficult words</b></p> <p><b>AS 2: Works with words</b></p> <p><b>AS 2.1: uses some spelling rules to spell</b></p>	<p><b>THINKING AND REASONING</b></p> <p><b>*Uses simple strategies for getting information</b></p> <p><b>Makes a mind map on cause and effect of theme</b></p> <p><b>LANGUAGE STRUCTURE AND USE</b></p> <p><b>Read the story below:</b></p> <p><b>Sipho’s schools has a big garden. It is a vegetable garden.</b></p>	

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<p>correctly</p> <p><b>AS 2.2:</b> uses a variety of sources to check spelling</p> <p><b>AS 2.4:</b> identifies and uses more synonyms and antonyms</p> <p><b>AS 3 Work with sentences</b></p> <p><b>AS 3.1:</b> Identifies subject, verb and object in a sentence.</p> <p><b>AS 3.2:</b> uses subject-verb agreement correctly.</p> <p><b>AS 3.3:</b> uses connecting words to express cause and effect (eg I don't like her because she is rude)</p> <p><b>AS 3.4:</b> uses more complex tenses (eg. Present, perfect, progressive in English – "I have been learning Xhosa for three years")</p> <p><b>AS 3.5:</b> Uses a variety of sentence types (questions, statements and commands)</p> <p><b>AS 3.6:</b> Identifies correctly uses nouns, pronouns (me, her, him,etc) adjectives, verbs, adverbs and prepositions</p>	<p><b>The children grow mealies, onions, beans and cabbages.</b></p> <p><b>They eat the beans and cabbages, but they sell the mealies and onions.</b></p> <p><b>It is hard work to look after the garden well. The children water it and weed it. They also dig in the garden and plant seeds.</b></p> <p><b>Some learners are watering the garden. It is early in the morning, so the sun is not hot. In the afternoon, when it is too hot, they don't water the garden.</b></p> <p><b>The teachers help the children in the garden. Sometimes they all work together in the garden.</b></p> <p><b>Everybody at school is proud of the garden.</b></p> <p><b>TRUE or FALSE</b></p> <ol style="list-style-type: none"> <li><b>1. There is a garden at Siphos school.</b></li> <li><b>2. In this picture, the teachers are working in the</b></li> </ol>	

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<p>AS 3.7: Uses punctuation correctly (exclamation marks, apostrophes in contractions in Eng –eg I'm, can't</p> <p>AS 4: Works with texts :</p> <p>AS 4.1: Links sentences to form paragraphs, maintaining consistency in use of tenses</p> <p>AS 5: Develop critical language awareness</p> <p>AS 5.1: explores the way class uses slang, with whom and for what purposes</p>	<p>garden.</p> <ol style="list-style-type: none"> <li>3. The children grow onions and mealies.</li> <li>4. The children never water the garden.</li> <li>5. The children dig in the garden at night.</li> <li>6. The children water the garden in the early morning.</li> </ol> <p>*How do we cook mealie meal? What do we do first?</p> <p>What do new do next? Teacher writes recipe on the writing board.</p> <p>*Here is Thandi's recipe for cooking rice. But it is in the wrong order! Learners need to put it in the right order.</p> <ol style="list-style-type: none"> <li>1. Next, add the rice to the boiling water.</li> <li>2. Cook for thirty minutes.</li> <li>3. Stir the rice after ten minutes.</li> <li>4. Add one teaspoon of salt to the rice and boiling water.</li> <li>5. First, boil four cups of water.</li> <li>6. Then wash two cups of rice.</li> </ol> <p>*Learners should know appropriate spelling rules</p> <p>Uses prefixes and suffixes</p>	

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	<ul style="list-style-type: none"> <li>*Present Perfect tense</li> <li>*Prepositions</li> <li>*Simile, antonyms and synonyms</li> <li>*Exclamation marks</li> </ul>	
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**DETAILS OF ASSESSMENT:**

Self, Group, Teacher observation, Peer

**BARRIERS TO LEARNING:**

**REFLECTIONS:**

FORMAL ASSESSMENT TASK	LO's and AS'S	ACTIVITIES
FAT 1	LO 1: AS 3 LO 2: AS 3, AS 4 LO 3: AS 2 LO 5: AS 3	<p>Stories on themes – Oral (checklist).</p> <p>Give details of the story .</p> <p>Answer 6 – 8 questions.</p> <p>Communicate 6 – 8 events or ideas in text – oral response (checklist).</p> <p>Use facial and body expressions when telling a story with voice intonation – oral (rubric).</p> <p>Give topic, setting and characters and learners tell story – oral (rubric).</p> <p>Initiate topic and elaborate on ideas. Summaries. Give reasons for answers. Give feedback. Take turns. Show sensitivity to rights and feelings of others – oral (design and make) (checklist)</p>
FAT 2	LO 3: AS 3, AS 4, AS 5 LO 4: AS 2, AS 3, AS 6, AS 7 LO 6: AS 2, AS 3, AS 4	<p>Read text alone fluently and with understanding by pronouncing words with accuracy when reading aloud, making use of phonics to read unfamiliar text (unprepared reading) and also include methods of re-reading practising the word before saying it out loud – written task (rubric)</p> <p>Use visual cues to make meaning from flow diagrams – oral</p>

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		<p>and written (rubric)</p> <p>Learners use word recognition and comprehension skills to read unfamiliar texts.</p> <p>Captions of news events by using phonics/contextual cues.</p> <p>Re-reading, reading on and pausing when reading – oral and written (rubric – reading: rating scale – spelling)</p> <p>Learner comments on story/poem by answering questions on the main idea, key details, main characters, sequence of events and conclusions. Read a wide variety of fiction and non-fiction books – oral and written response (rubric – reading: rating scale – spelling)</p> <p>Reads aloud with expression, pausing and intonation</p> <p>Write letter with three paragraphs – written task (rubric)</p> <p>Discuss their writing with a peer to identify beginning and ending sentences in each paragraph. Revise and edit own writing - written task (rubric)</p>



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FAT 3	LO 1: AS 4 LO 2: AS 5, AS 6, AS 7	<p>Draw picture and write 6 – 8 sentences in own words – oral (checklist).</p> <p>Interview: eg. fire men</p> <p>Give oral presentation on given topics. Develop guidelines for a good presentation, use visual aids and basic strategies – oral response (rubric).</p>
FAT 4	LO 3: AS 2, AS 3, AS 5 LO 4: AS 2, AS 3 LO 5: AS 3 LO 6: AS 2, AS 4, AS 6	<p>Use visual cues to make meaning from flow diagrams – oral and written (rubric)</p> <p>Learners use word recognition and comprehension skills to read unfamiliar texts.</p> <p>Captions of news events by using phonics/contextual cues.</p> <p>Re-reading, reading on and pausing when reading – oral and written (rubric – reading: rating scale – spelling)</p> <p>Learner comments on story/poem by answering questions on the main idea, key details, main characters, sequence of events and conclusions. Read a wide variety of fiction, tables of content and indexes – oral and written response (rubric – reading: rating scale – spelling)</p> <p>Recognises vowels with two sounds: eg. air-ear roar- oral and</p>

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		<p>written task (rubric and rating scale)</p> <p>Write letter with three paragraphs – written task (rubric)</p> <p>Discuss their writing with a peer to identify beginning and ending sentences in each paragraph. Revise and edit own writing - written task (rubric)</p>