

HOME LANGUAGE: ISIXHOSA

TRACKER

GRADE 2

TERM 3 2020

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Curriculum Coverage Term 3

During the term, keep track of every lesson that you teach on the Tracker that follows. Then, at the end of the term, count the number of lessons completed, and fill in this table. Discuss your curriculum coverage with your HoD to see how you can improve in Term 4 .

| ACTIVITY | NUMBER OF LESSONS IN LESSON PLAN | NUMBER OF LESSONS TAUGHT |
|--------------------------------|----------------------------------|--------------------------|
| Oral Activities | 24 | |
| Phonemic Awareness and Phonics | 32 | |
| Shared Reading | 32 | |
| Handwriting | 24 | |
| Writing | 16 | |
| Group Guided Reading | 40 | |

Please remember to:

1. Get learners who finish their work quickly to complete an Extension Activity from the DBE Workbook.
2. Encourage learners to do as much independent reading as possible.

GRADE 2 TERM 3 WEEKS 1 & 2

Theme: Sinemvakalelo

| WEEK 1 | | |
|---------|---|----------------|
| Day | CAPS content, concepts, skills | Date completed |
| Monday | Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: Uluntu, isithaka, ukuxhela • Rhyme / Song | |
| Monday | Activity 2: Handwriting <ul style="list-style-type: none"> • Revise sounds and words previously taught | |
| Monday | Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Isuphu yamatye kaMakhulu | |
| Monday | Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Bhala ngento onokuyenza ukunceda uluntu lwakho ze wenze nomhlaba indawo engcono. • Make a mind-map | |
| Monday | Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 1 | |
| Tuesday | Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /a/ | |
| Tuesday | Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • A, a | |
| Tuesday | Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Isuphu yamatye kaMakhulu | |
| Tuesday | Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 1 | |

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|-----------|-------------|---|--|
| Wednesday | Activity 1: | Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: Iplani, ukrelekrele, unamaqhinga • Rhyme / Song • Creative Storytelling | |
| Wednesday | Activity 2: | Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: // | |
| Wednesday | Activity 3: | Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • L, l | |
| Wednesday | Activity 4: | Writing: Draft <ul style="list-style-type: none"> • Bhala ngento onokuyenza ukunceda uluntu lwakho ze wenze nomhlaba indawo engcono. • Use the writing framework | |
| Wednesday | Activity 5: | Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 1 | |
| Thursday | Activity 1: | Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending | |
| Thursday | Activity 2: | Shared Reading: Second Read <ul style="list-style-type: none"> • Big Book: Isuphu yamatye kaMakhulu | |
| Thursday | Activity 3: | Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 1 | |
| Friday | Activity 1: | Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: Faka isandla, qokelela, isidlo • Rhyme / Song • Discussion of the shared reading text | |
| Friday | Activity 2: | Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Revise the sounds | |
| Friday | Activity 3: | Shared Reading: Post Read <ul style="list-style-type: none"> • Big Book: Isuphu yamatye kaMakhulu • Story dramatisation | |
| Friday | Activity 4: | Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 1 | |
| Friday | Activity 5: | End of week review | |

WEEK 2

| Day | CAPS content, concepts, skills | Date completed |
|-----------|--|----------------|
| Monday | Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: Intlekele, ityhefu, ukungcola, imeko • Rhyme / Song | |
| Monday | Activity 2: Handwriting <ul style="list-style-type: none"> • Revise sounds and words previously taught | |
| Monday | Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: UMari Copeny: Iqhawekazi lamanzi | |
| Monday | Activity 4: Writing: Edit <ul style="list-style-type: none"> • Bhala ngento onokuyenza ukunceda uluntu lwakho ze wenze nomhlaba indawo engcono. • Use the editing checklist | |
| Monday | Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 2 | |
| Tuesday | Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /e/ | |
| Tuesday | Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • E, e | |
| Tuesday | Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: UMari Copeny: Iqhawekazi lamanzi | |
| Tuesday | Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 2 | |
| Wednesday | Activity 1: Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: Umbono, ithemba, eyonakalisayo • Rhyme / Song • Creative Storytelling | |
| Wednesday | Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /m/ | |
| Wednesday | Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • M, m | |
| Wednesday | Activity 4: Writing: Publish and Present <ul style="list-style-type: none"> • Bhala ngento onokuyenza ukunceda uluntu lwakho ze wenze nomhlaba indawo engcono. • Use the writing framework | |
| Wednesday | Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 2 | |

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|----------|-------------|---|--|
| Thursday | Activity 1: | Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending | |
| Thursday | Activity 2: | Shared Reading: Second Read <ul style="list-style-type: none"> • Big Book: UMari Copeny: Iqhawekazi lamanzi | |
| Thursday | Activity 3: | Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 2 | |
| Friday | Activity 1: | Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: Amandla, ukuba namandla, inkokheli • Rhyme / Song • Discussion of the shared reading text | |
| Friday | Activity 2: | Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Word Find | |
| Friday | Activity 3: | Shared Reading: Post Read <ul style="list-style-type: none"> • Big Book: UMari Copeny: Iqhawekazi lamanzi • Oral or written summary of the story | |
| Friday | Activity 4: | Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 2 | |
| Friday | Activity 5: | End of week review | |

Theme Reflection: SINEMVAKALELO

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|---|--|
| What went well this cycle? | |
| What did not go well this cycle? How can you improve on this in the next cycle? | |

GRADE 2 TERM 3 WEEKS 3 & 4

Theme: Ubuchule bokucinga

| WEEK 3 | | |
|-----------|---|----------------|
| Day | CAPS content, concepts, skills | Date completed |
| Monday | Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: Ubuchule, ukuhlazeka, ukuphucula • Rhyme / Song | |
| Monday | Activity 2: Handwriting <ul style="list-style-type: none"> • Revise sounds and words previously taught | |
| Monday | Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: UZweli wenza ibhola. | |
| Monday | Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Bhala ibali ngomntu onesiphiwo sokuyila. Sebenzisa iingcinga zakho wakhe ibali. • Make a mind-map | |
| Monday | Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 3 | |
| Tuesday | Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /i/ | |
| Tuesday | Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • l, i | |
| Tuesday | Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: UZweli wenza ibhola. | |
| Tuesday | Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 3 | |
| Wednesday | Activity 1: Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: Inqaku, injongo, ukuzimisela • Rhyme / Song • Creative Storytelling | |
| Wednesday | Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /s/ | |
| Wednesday | Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • S, s | |
| Wednesday | Activity 4: Writing: Draft <ul style="list-style-type: none"> • Bhala ibali ngomntu onesiphiwo sokuyila. Sebenzisa iingcinga zakho wakhe ibali. • Use the writing framework | |
| Wednesday | Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 3 | |

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|----------|-------------|---|--|
| Thursday | Activity 1: | Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending | |
| Thursday | Activity 2: | Shared Reading: Second Read <ul style="list-style-type: none"> • Big Book: UZweli wenza ibhola. | |
| Thursday | Activity 3: | Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 3 | |
| Friday | Activity 1: | Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: Qhubekeka, umzamo, zilolonge • Rhyme / Song • Discussion of the shared reading text | |
| Friday | Activity 2: | Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Word find | |
| Friday | Activity 3: | Shared Reading: Post Read <ul style="list-style-type: none"> • Big Book: UZweli wenza ibhola. • Illustrate the text | |
| Friday | Activity 4: | Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 3 | |
| Friday | Activity 5: | End of week review | |

WEEK 4

| Day | CAPS content, concepts, skills | Date completed |
|--------|--|----------------|
| Monday | Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: Inkqubo, ukufundisa, ukuqonda • Rhyme / Song | |
| Monday | Activity 2: Handwriting <ul style="list-style-type: none"> • Revise sounds and words previously taught | |
| Monday | Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Umdanisi uDancegod Lloyd | |
| Monday | Activity 4: Writing: Edit <ul style="list-style-type: none"> • Bhala ibali ngomntu onesiphiwo sokuyila. Sebenzisa iingcinga zakho wakhe ibali. • Use the editing checklist | |
| Monday | Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 4 | |

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|-----------|-------------|--|--|
| Tuesday | Activity 1: | Phonemic Awareness & Phonics • Introduce new sounds and words: /o/ | |
| Tuesday | Activity 2: | Handwriting: Write new letter(s) / words / sentences • O, o | |
| Tuesday | Activity 3: | Shared Reading: First Read • Big Book: Umdanisi uDancegod Lloyd | |
| Tuesday | Activity 4: | Group Guided Reading • Groups _____ • Worksheet 4 | |
| Wednesday | Activity 1: | Oral Activities • Theme Vocabulary: Uphumelele, ingqalelo, isizukulwana • Rhyme / Song • Creative Storytelling | |
| Wednesday | Activity 2: | Phonemic Awareness & Phonics • Introduce new sounds and words: /b/ | |
| Wednesday | Activity 3: | Handwriting: Write new letter(s) / words / sentences • B, b | |
| Wednesday | Activity 4: | Writing: Publish and Present • Bhala ibali ngomntu onesiphiwo sokuyila. Sebenzisa iingcinga zakho wakhe ibali. • Use the writing framework | |
| Wednesday | Activity 5: | Group Guided Reading • Groups _____ • Worksheet 4 | |
| Thursday | Activity 1: | Phonemic Awareness & Phonics • Segmenting and blending | |
| Thursday | Activity 2: | Shared Reading: Second Read • Big Book: Umdanisi uDancegod Lloyd | |
| Thursday | Activity 3: | Group Guided Reading • Groups _____ • Worksheet 4 | |
| Friday | Activity 1: | Oral Activities • Theme Vocabulary: Ingcali, ubungcali, umasifundisane, isidanga • Rhyme / Song • Discussion of the shared reading text | |
| Friday | Activity 2: | Phonemic Awareness & Phonics • Word Find | |
| Friday | Activity 3: | Shared Reading: Post Read • Big Book: Umdanisi uDancegod Lloyd • Illustrate the text | |
| Friday | Activity 4: | Group Guided Reading • Groups _____ • Worksheet 4 | |
| Friday | Activity 5: | End of week review | |

Theme Reflection: UBUCHULE BOKUCINGA

What went well this cycle?

What did not go well this cycle? How can you improve on this in the next cycle?

GRADE 2 TERM 3 WEEKS 5 & 6

Theme: Ukutya ukutya okusempilweni

| WEEK 5 | | |
|---------|---|----------------|
| Day | CAPS content, concepts, skills | Date completed |
| Monday | Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: Okusempilweni, okungekho sempilweni, okunesondlo • Rhyme / Song | |
| Monday | Activity 2: Handwriting <ul style="list-style-type: none"> • Revise sounds and words previously taught | |
| Monday | Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Makanganikwa tshipshi uLomusa | |
| Monday | Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Bhala ngela xesha wawuzame ukutya ongakwaziyo, nokutya okutsha ofuna ukukuzama. • Make a list | |
| Monday | Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 5 | |
| Tuesday | Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /u/ | |
| Tuesday | Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • U, u | |
| Tuesday | Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Makanganikwa tshipshi uLomusa | |
| Tuesday | Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 5 | |

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| Wednesday | Activity 1: Oral Activities | |
| | <ul style="list-style-type: none"> • Theme Vocabulary: i protheni, amandla, ukugxila • Rhyme / Song • Creative Storytelling | |
| Wednesday | Activity 2: Phonemic Awareness & Phonics | |
| | <ul style="list-style-type: none"> • Introduce new sounds and words: /c/ | |
| Wednesday | Activity 3: Handwriting: Write new letter(s) / words / sentences | |
| | <ul style="list-style-type: none"> • C, c | |
| Wednesday | Activity 4: Writing: Draft | |
| | <ul style="list-style-type: none"> • Bhala ngela xesha wawuzame ukutya ongakwaziyo, nokutya okutsha ofuna ukukuzama. • Use the writing framework | |
| Wednesday | Activity 5: Group Guided Reading | |
| | <ul style="list-style-type: none"> • Groups _____ • Worksheet 5 | |
| Thursday | Activity 1: Phonemic Awareness & Phonics | |
| | <ul style="list-style-type: none"> • Segmenting and blending | |
| Thursday | Activity 2: Shared Reading: Second Read | |
| | <ul style="list-style-type: none"> • Big Book: Makanganikwa tshipshi uLomusa | |
| Thursday | Activity 3: Group Guided Reading | |
| | <ul style="list-style-type: none"> • Groups _____ • Worksheet 5 | |
| Friday | Activity 1: Oral Activities | |
| | <ul style="list-style-type: none"> • Theme Vocabulary: izinto ezimnandi, kumnandi, iswekile, ilekese • Rhyme / Song • Discussion of the shared reading text | |
| Friday | Activity 2: Phonemic Awareness & Phonics | |
| | <ul style="list-style-type: none"> • Word find | |
| Friday | Activity 3: Shared Reading: Post Read | |
| | <ul style="list-style-type: none"> • Big Book: Makanganikwa tshipshi uLomusa • Illustrate the text | |
| Friday | Activity 4: Group Guided Reading | |
| | <ul style="list-style-type: none"> • Groups _____ • Worksheet 5 | |
| Friday | Activity 5: End of week review | |

WEEK 6

| Day | CAPS content, concepts, skills | Date completed |
|-----------|---|----------------|
| Monday | Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: Thengisa, intengiso, phawu • Rhyme / Song | |
| Monday | Activity 2: Handwriting <ul style="list-style-type: none"> • Revise sounds and words previously taught | |
| Monday | Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Amaqanda amatsha ayathengiswa. | |
| Monday | Activity 4: Writing: Edit <ul style="list-style-type: none"> • Bhala ngela xesha wawuzame ukutya ongakwaziyo, nokutya okutsha ofuna ukukuzama. • Use the editing checklist | |
| Monday | Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 6 | |
| Tuesday | Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /d/ | |
| Tuesday | Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • D, d | |
| Tuesday | Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Amaqanda amatsha ayathengiswa. | |
| Tuesday | Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 6 | |
| Wednesday | Activity 1: Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: Intsha, uyilo, amaphetshana okusasaza iindaba • Rhyme / Song • Creative Storytelling | |
| Wednesday | Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /n/ | |
| Wednesday | Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • N, n | |
| Wednesday | Activity 4: Writing: Publish and Present <ul style="list-style-type: none"> • Bhala ngela xesha wawuzame ukutya ongakwaziyo, nokutya okutsha ofuna ukukuzama. • Use the writing framework | |
| Wednesday | Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 6 | |

| | | |
|----------|---|--|
| Thursday | Activity 1: Phonemic Awareness & Phonics | |
| | <ul style="list-style-type: none"> • Segmenting and blending | |
| Thursday | Activity 2: Shared Reading: Second Read | |
| | <ul style="list-style-type: none"> • Big Book: Amaqanda amatsha ayathengiswa. | |
| Thursday | Activity 3: Group Guided Reading | |
| | <ul style="list-style-type: none"> • Groups _____ • Worksheet 6 | |
| Friday | Activity 1: Oral Activities | |
| | <ul style="list-style-type: none"> • Theme Vocabulary: Usomashishini, ishishini, umthengi • Rhyme / Song • Discussion of the shared reading text | |
| Friday | Activity 2: Phonemic Awareness & Phonics | |
| | <ul style="list-style-type: none"> • Word Find | |
| Friday | Activity 3: Shared Reading: Post Read | |
| | <ul style="list-style-type: none"> • Big Book: Amaqanda amatsha ayathengiswa. • Oral or written summary of the story | |
| Friday | Activity 4: Group Guided Reading | |
| | <ul style="list-style-type: none"> • Groups _____ • Worksheet 6 | |
| Friday | Activity 5: End of week review | |

Theme Reflection: UKUTYA UKUTYA OKUSEMPILWENI

| | |
|---|--|
| What went well this cycle? | |
| What did not go well this cycle? How can you improve on this in the next cycle? | |

GRADE 2 TERM 3 WEEKS 7 & 8

Theme: Ukukhathazeka nokoyika

| WEEK 7 | | |
|-----------|--|----------------|
| Day | CAPS content, concepts, skills | Date completed |
| Monday | Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: Ukhathazekile, ukukhathazeka, ukoyika • Rhyme / Song | |
| Monday | Activity 2: Handwriting <ul style="list-style-type: none"> • Revise sounds and words previously taught | |
| Monday | Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: UZweli ukhathazekile | |
| Monday | Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Bhala ngela xesha apho wawuziva ukhathazekile okanye usoyika. • Make a list | |
| Monday | Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 7 | |
| Tuesday | Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /t/ | |
| Tuesday | Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • T, t | |
| Tuesday | Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: UZweli ukhathazekile | |
| Tuesday | Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 7 | |
| Wednesday | Activity 1: Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: Thuthuzela, themba, ukuva iindaba ebezingazi kuwe • Rhyme / Song • Creative Storytelling | |
| Wednesday | Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /k/ | |
| Wednesday | Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • K, k | |
| Wednesday | Activity 4: Writing: Draft <ul style="list-style-type: none"> • Bhala ngela xesha apho wawuziva ukhathazekile okanye usoyika. • Use the writing framework | |
| Wednesday | Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 7 | |

| | | | |
|----------|-------------|--|--|
| Thursday | Activity 1: | Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending | |
| Thursday | Activity 2: | Shared Reading: Second Read <ul style="list-style-type: none"> • Big Book: UZweli ukhathazekile | |
| Thursday | Activity 3: | Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 7 | |
| Friday | Activity 1: | Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: Ukuthula, ukukroba, ukuguquguquka • Rhyme / Song • Discussion of the shared reading text | |
| Friday | Activity 2: | Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Word find | |
| Friday | Activity 3: | Shared Reading: Post Read <ul style="list-style-type: none"> • Big Book: UZweli ukhathazekile • Illustrate the text | |
| Friday | Activity 4: | Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 7 | |
| Friday | Activity 5: | End of week review | |

WEEK 8

| Day | CAPS content, concepts, skills | Date completed |
|--------|---|----------------|
| Monday | Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: Imaski, intsholongwane, isifo esikho elizweni jikelele • Rhyme / Song | |
| Monday | Activity 2: Handwriting <ul style="list-style-type: none"> • Revise sounds and words previously taught | |
| Monday | Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Imaski entsha kaKhanani | |
| Monday | Activity 4: Writing: Edit <ul style="list-style-type: none"> • Bhala ngela xesha apho wawuziva ukhathazekile okanye usoyika. • Use the editing checklist | |
| Monday | Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 8 | |

| | | |
|-----------|--|--|
| Tuesday | Activity 1: Phonemic Awareness & Phonics | |
| | <ul style="list-style-type: none"> • Introduce new sound and words: /f/ | |
| Tuesday | Activity 2: Handwriting: Write new letter(s) / words / sentences: | |
| | <ul style="list-style-type: none"> • F, f | |
| Tuesday | Activity 3: Shared Reading: First Read | |
| | <ul style="list-style-type: none"> • Big Book: Imaski entsha kaKhanani | |
| Tuesday | Activity 4: Group Guided Reading | |
| | <ul style="list-style-type: none"> • Groups _____ • Worksheet 8 | |
| Wednesday | Activity 1: Oral Activities | |
| | <ul style="list-style-type: none"> • Theme Vocabulary: Isicoci sezandla, ukutshiza, qaphela, khusela • Rhyme / Song • Creative Storytelling | |
| Wednesday | Activity 2: Phonemic Awareness & Phonics | |
| | <ul style="list-style-type: none"> • Introduce new sound and words: /g/ | |
| Wednesday | Activity 3: Handwriting: Write new letter(s) / words / sentences: | |
| | <ul style="list-style-type: none"> • G, g | |
| Wednesday | Activity 4: Writing: Publish and Present | |
| | <ul style="list-style-type: none"> • Bhala ngela xesha apho wawuziva ukhathazekile okanye usoyika. • Use the writing framework | |
| Wednesday | Activity 5: Group Guided Reading | |
| | <ul style="list-style-type: none"> • Groups _____ • Worksheet 8 | |
| Thursday | Activity 1: Phonemic Awareness & Phonics | |
| | <ul style="list-style-type: none"> • Segmenting and blending | |
| Thursday | Activity 2: Shared Reading: Second Read | |
| | <ul style="list-style-type: none"> • Big Book: Imaski entsha kaKhanani | |
| Thursday | Activity 3: Group Guided Reading | |
| | <ul style="list-style-type: none"> • Groups _____ • Worksheet 8 | |

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| Friday | Activity 1: Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: Itshefu, umgama, isilumkiso • Rhyme / Song • Discussion of the shared reading text | |
| Friday | Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Word Find | |
| Friday | Activity 3: Shared Reading: Post Read <ul style="list-style-type: none"> • Big Book: Imaski entsha kaKhanani • Oral or written summary of the story | |
| Friday | Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 8 | |
| Friday | Activity 5: End of week review | |

Theme Reflection: UKUKHATHAZEKA NOKOYIKA

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| What went well this cycle? | |
| What did not go well this cycle? How can you improve on this in the next cycle? | |

GRADE 2 TERM 1 WEEKS 9 & 10

Theme: Ezinye iindawo

| WEEK 9 | | |
|---------|--|----------------|
| Day | CAPS content, concepts, skills | Date completed |
| Monday | Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: Ilizwe, ukukhenketha, ukundwendwela, iposikhadi • Rhyme / Song | |
| Monday | Activity 2: Handwriting <ul style="list-style-type: none"> • Revise sounds and words previously taught | |
| Monday | Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: liholide zobusika | |
| Monday | Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Zenzele umfanekiso ngqondweni undwendwele indawo ekude. Bhalela umntu omthandayo iposikhadi umbalisela ngale ndawo. • Make a list | |
| Monday | Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 9 | |
| Tuesday | Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sound and words: /j/ | |
| Tuesday | Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • J, j | |
| Tuesday | Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: liholide zobusika | |
| Tuesday | Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 9 | |

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|-----------|-------------|---|--|
| Wednesday | Activity 1: | Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: Iholide, ingxangxasi, elwandle, ulwandle • Rhyme / Song • Creative Storytelling | |
| Wednesday | Activity 2: | Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sound and words: /y/ | |
| Wednesday | Activity 3: | Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • Y, y | |
| Wednesday | Activity 4: | Writing: Draft <ul style="list-style-type: none"> • Zenzele umfanekiso ngqondweni undwendwele indawo ekude. Bhalela umntu omthandayo iposikhadi umbalisela ngale ndawo. • Use the writing framework | |
| Wednesday | Activity 5: | Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 9 | |
| Thursday | Activity 1: | Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending | |
| Thursday | Activity 2: | Shared Reading: Second Read <ul style="list-style-type: none"> • Big Book: liholide zobusika | |
| Thursday | Activity 3: | Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 9 | |
| Friday | Activity 1: | Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: Umona, ukukhumbul' ekhaya, eyexabiso • Rhyme / Song • Discussion of the shared reading text | |
| Friday | Activity 2: | Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Word find | |
| Friday | Activity 3: | Shared Reading: Post Read <ul style="list-style-type: none"> • Big Book: liholide zobusika • Oral or written summary of the story | |
| Friday | Activity 4: | Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 9 | |
| Friday | Activity 5: | End of week review | |

WEEK 10

| Day | CAPS content, concepts, skills | Date completed |
|-----------|---|----------------|
| Monday | Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: Ukucinga, esidala, ummangaliso • Rhyme / Song | |
| Monday | Activity 2: Handwriting <ul style="list-style-type: none"> • Revise sounds and words previously taught | |
| Monday | Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: UMashudu uyandwendwela | |
| Monday | Activity 4: Writing: Edit <ul style="list-style-type: none"> • Zenzele umfanekiso ngqondweni undwendwele indawo ekude. Bhalela umntu omthandayo iposikhadi umbalisela ngale ndawo. • Use the editing checklist | |
| Monday | Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 10 | |
| Tuesday | Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Revise sounds and words previously taught | |
| Tuesday | Activity 2: Handwriting <ul style="list-style-type: none"> • Revise letters and words previously taught | |
| Tuesday | Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: UMashudu uyandwendwela | |
| Tuesday | Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 10 | |
| Wednesday | Activity 1: Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: Inkcazo, tyhila, ubuhle obungaphaya • Rhyme / Song • Creative Storytelling | |
| Wednesday | Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Revise sounds and words previously taught | |
| Wednesday | Activity 3: Handwriting <ul style="list-style-type: none"> • Revise sounds and words previously taught | |
| Wednesday | Activity 4: Writing: Publish and Present <ul style="list-style-type: none"> • Zenzele umfanekiso ngqondweni undwendwele indawo ekude. Bhalela umntu omthandayo iposikhadi umbalisela ngale ndawo. • Use the writing framework | |
| Wednesday | Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 10 | |

| | | | |
|----------|-------------|--|--|
| Thursday | Activity 1: | Phonemic Awareness & Phonics <ul style="list-style-type: none"> Segmenting and blending | |
| Thursday | Activity 2: | Shared Reading: Second Read <ul style="list-style-type: none"> Big Book: UMashudu uyandwendwela | |
| Thursday | Activity 3: | Group Guided Reading <ul style="list-style-type: none"> Groups _____ Worksheet 10 | |
| Friday | Activity 1: | Oral Activities <ul style="list-style-type: none"> Theme Vocabulary: Umlawuli, utshaba, abantu ababesilwa nganakrele Rhyme / Song Discussion of the shared reading text | |
| Friday | Activity 2: | Phonemic Awareness & Phonics <ul style="list-style-type: none"> Word Find | |
| Friday | Activity 3: | Shared Reading: Post Read <ul style="list-style-type: none"> Big Book: UMashudu uyandwendwela Illustrate the text | |
| Friday | Activity 4: | Group Guided Reading <ul style="list-style-type: none"> Groups _____ Worksheet 10 | |
| Friday | Activity 5: | End of week review | |

Theme Reflection: EZINYE IINDAWO

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| <p>What went well this cycle?</p> | |
| <p>What did not go well this cycle? How can you improve on this in the next cycle?</p> | |

Tracker for Group Guided Reading

Please ensure that you do the following:

TERM 3 READING GROUPS

1. In the first two weeks of school, sort learners into group guided reading groups using the guidance given in the orientation programme.
2. Assign learners to same-ability groups and fill their names in on the table that follows.
3. Space has been allocated for 8 groups for teachers who have very large classes.
4. Ideally, try to have 5 groups, with no more than 8 learners per group.
5. There are 2 copies of table called TERM 3 READING GROUPS. This means that you can update your tables if you make many changes to your reading groups during the term.

TERM 3 GROUP GUIDED READING TRACKER

1. Please write the group names in this table.
2. In the first column, list all the texts that you have access to. This includes sound and word cards, the DBE Workbook stories, and any graded readers that you may have.
3. As each group starts a new text, write the start date in this table.
4. Allow groups to progress at their own pace.

Term 3 Reading Groups

| Date | | | | | | | | |
|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Group number and name | Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | Group 6 | Group 7 | Group 8 |
| Reading day | | | | | | | | |
| Group members' names | | | | | | | | |

| Date | | | | | | | | |
|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Group number and name | Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | Group 6 | Group 7 | Group 8 |
| Reading day | | | | | | | | |
| Group members' names | | | | | | | | |

