

**PSRIP
MANAGEMENT DOCUMENT
TERM 3 2021
GRADE 2**

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Introduction

Dear colleagues,

As we enter the second half of 2021, we acknowledge the impact that the Covid-19 Pandemic has had on education. Rotational teaching continues, with many Foundation Phase learners only attending school once or twice per week.

We would like to stress that whilst it is important to work through the language themes systematically, and to complete all components of language in an integrated manner, it is very important to ensure that our children learn to read. The **Revised Routine for Rotational Teaching** included in this document is designed to help teachers who only see their learners for one or two days per week. The emphasis in this revised routine is on phonics and reading.

Please do your best to ensure that your learners have as much practice with phonics and reading as possible. This may include sending home the **Reading Worksheets**, the **DBE Workbooks**, and/or any other **Reading Books** with instructions for learners to practice phonic decoding and reading of sentences and passages.

It is also critical to remember the social and economic impact that Covid has had on communities. We must remember that **stress affects our children's abilities to learn**. As much as possible, classrooms need to be safe spaces, where children can talk about their experiences and feelings, as a way of processing their stress and anxiety. Start or end every day by checking in with your learners, ask them how they are doing. Just by listening to your learners, you are offering valuable and important support.

We would also like to acknowledge the additional stress that Covid has put you, our educators under. Thank you for your bravery and commitment to your learners.

Wishing you a wonderful term ahead,

The PSRIP team

Grade 1-3 EFAL Revised Routine for Rotational Teaching

- This revised routine is designed for schools that have implemented rotational teaching due to Covid.
- The routine assumes that learners only have ONE HOUR of EFAL per week.
- The revised routine is not ideal, but aim to cover the main components required for the acquisition of literacy and language, as per CAPS.
- The homework activities must be clearly explained to learners and then closely monitored.

GRADE 1-3 EFAL REVISED ROUTINE

WEEK	Activity 1	Activity 2	Homework: Activity 3
WEEK 1	Oral Activities: 1.1 Teach vocabulary (week 1 words) 1.2 Sing the song 1.3 Do the week 1 questions of the day (x2)	Phonics: 2.1. Do the phonics activities using the sound and words for the week Decoding: 2.2. Paired reading with teacher support (Grades 2-3)	Learners must take their Reading Worksheet home. Reading (Gr 2-3): 3.1. Practice reading the worksheet aloud
WEEK	Activity 2	Activity 4	Homework: Activity 5
WEEK 2	Phonics: 2.1. Do the phonics activities using the sound and words for the week Decoding: 2.2. Paired reading with teacher support (Grades 2-3)	Shared Reading: 4.1. Pre-Read 4.2. First Read (Note: For Grade 1, only do the first story for the theme)	Writing: 5.1. Illustrate the big book story 5.2. Complete 1-2 sentences using a writing frame

Activity 1.1

Teach Vocabulary

1. Use the methodology 'PATS' to teach new vocabulary.
2. PATS is an acronym for Point, Act, Tell and Say.
3. It is not always possible to do all four actions for each theme word – just do what is appropriate.
 - a. P - POINT to a picture or real item, if possible.
 - b. A - ACT out the theme word, if possible.
 - c. T - TELL learners what the theme word means. This could either be code-switching, where you give the meaning of the word in the home language, or it could be a simple explanation of the word.
 - d. S - SAY the word in a sentence, and have the learners repeat the word after you.
4. Once you have taught the theme vocabulary for the week, display the words and illustrations on the display board.

Activity 1.2

Sing the Song or Rhyme

1. The specific song, rhyme or finger play which you are to do with the learners is listed in the lesson plan.
2. Teach learners the words, action and tune as follows:
 - a. Sing or say the song or rhyme, and then explain the meaning of it to learners, using code-switching if necessary.
 - b. Sing or say the first line, and then let learners repeat after you.
 - c. Sing or say the second line, and then let learners repeat after you.
 - d. Sing or say the first two lines together, and then let learners repeat after you.
 - e. Continue on in this manner until you have taught learners the whole song or rhyme.
3. Always include appropriate actions with the song or rhyme.

Activity 1.3

Question of the Day

- Prepare two 'questions of the day' for this activity – use the Monday and Wednesday questions from Week 1 of the theme.
- Divide the class into 4-6 groups. Give two groups a chance to answer a 'question of the day'.

Modelling:

1. Read the question out loud to the learners.
2. Point to and read the options from which learners may choose.
3. Explain which option you prefer.
4. Write your vote in the correct column by drawing an X.

Learners:

1. Give learners a few seconds to think about which option they will choose.
2. Call a group to come up to the chalkboard to write their answers onto the graph.
3. Learners line up at the chalkboard.
4. Learners draw their cross on the graph.
5. Once learners have added their response, they return quietly to their seats.
6. As learners answer on the graph, you should repeat their answers so that they hear their choices articulated, with the vocabulary words repeated many times. For example, encourage dialogue, such as:

*Teacher: Pretty, who do **you** have the most fun with?*

Pretty: I have the most fun with my teacher.

*Teacher: **She** has the most fun with her teacher.*

7. Once learners have added their response, they return quietly to their seats.

Discussing the question of the day:

1. Together with the learners count aloud the number of crosses in each column.
2. Write the total number at the bottom of each column.
3. Ask learners to identify which fruit was liked the most.
4. Ask individual learners the questions provided in the weekly lesson plans. You can help learners here by using modelling to answer the questions before you ask the learners. For example if the question is "Who do you have the most fun with?" You could say:
 - I have the most fun with my friends.

- I see that 6 learners have the most fun with their friends.
- If you have the most fun with your friends, raise your hand. (*Instruct learners to raise their hands*)
- Peter, who do you have the most fun with? (*Ask individual learners*)

Activity 2.1

Phonics

Teach the sound and words for the week by completing the following activities:

INTRODUCE THE SOUND AND WORDS

1. Say the sound and hold up the flashcard for learners to see. For example: **sh**
2. Say the sound and instruct learners to repeat the sound. Do this three times.
3. Say each word loudly and clearly as you show the flashcard. For example: **shop, ship, shed**
4. Ask learners to repeat each word after you.
5. Stick up the flashcards on the Phonics Display Board.

SEGMENTING AND BLENDING (I DO)

1. Say the word, for example: **ship**
2. Segment the word into the individual sounds: **/sh/ - /i/ - /p/**
3. Say the beginning sound of the word: **/sh/**
4. Say the middle sound of the word: **/i/**
5. Say the end sound of the word: **/p/**
6. Write the word on the board: **ship**
7. Model pointing and blending the sounds to make a word: **/sh/ - /i/ - /p/ = ship**
8. Remind learners that in English, when **s** and **h** are together in a word they must be read together as one sound: **/sh/**
9. Repeat this with the word **shut**

SEGMENTING AND BLENDING (WE DO)

1. Say the word **shell**
2. Ask learners: What is the first sound in the word? **/sh/**
3. Ask learners: What is the middle sound in the word? **/e/**
4. Ask learners: What is the last sound in the word? **/ll/**
5. Ask learners to segment the word into each individual sound: **/sh/ - /e/ - /ll/**
6. Write the word: **shell**
7. Instruct learners to blend the sounds in the word with you: **/sh/ - /e/ - /ll/ = shell**
8. Repeat this with the word **shock**

SEGMENTING AND BLENDING (YOU DO)

1. Instruct learners to take out their exercise books.
2. Instruct learners to write the heading: **sh- words**.
3. Instruct learners to write the numbers 1-8.
4. *Make sure the flashcard words are covered. Learners must **not** copy the words from the board.*
5. Say each of the following words. Instruct learners to write the word in their books.

ship	shop	shut	shed	shell	shack	shock	shall
------	------	------	------	-------	-------	-------	-------

6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.
7. Instruct learners to practise reading the phonic words for **homework**.

BEGINNING SOUND

1. Model isolating the beginning sound for learners. Say:
 - /c/ - ash (cash)
 - /f/ - ash (flash)
2. Say another two words that begin with different sounds, like: mash and bash.
3. Ask learners to identify the word that begin /b/ - (bash).
4. Repeat with different pairs of words.

LETTER SWAP

1. Say the word: rash
2. Identify the beginning sound. /r/ - ash. Ask what is left (-ash).
3. Swap the first sound and ask learners what word this makes. /tr/ -ash = trash
4. Do this orally and in writing.
5. Ask learners to think of other words that end the same (rhyme).

INFORMAL ASSESSMENT

1. Instruct learners to take out their exercise books.
2. Instruct learners to write the heading: **-ash words**.
3. Instruct learners to write numbers 1-4 and to write down the following words as you say them:

cash	flash	rash	trash
------	-------	------	-------

WORD FIND

Write the table from the lesson plan on the chalkboard. For example:

sh	i	p
o	d	a
-ck	e	m

MODEL

1. Remind learners of the sound of the week: **/sh/**
2. Review all of the sounds and blends on the chalkboard.
3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above.
4. Show learners how to make a word using the target sound, like: **/sh/ - /e/ - /d/**
5. Remind learners they can make a word using any of the sounds – they do not need to use **/sh/**.
6. Show learners how to make another word, like: **/p/ - /i/ - /ck/**
7. Remind learners they can make words using the target sound, like **shed**, or words without the target sound, like **pick**.
4. Tell learners to open their exercise books and write the heading: **sh words**.
5. Instruct learners to begin writing.
6. Give learners 3 minutes to find and build as many words as they can.
7. Allow learners to correct their own work. Show learners how to build these words (and others):

Activity 2.2

Paired Reading with Teacher Support (Grades 2-3)

1. Settle the class in mixed-ability pairs.
2. Every learner must have their exercise books and decodable Reading Worksheet.
3. **Icons remind the learners of what to do on each day:**
 - a. The mouth reminds learners to sound out words.
 - b. The eye reminds learners that they must read these words by sight.
 - c. The single child reminds learners to read on their own.
 - d. The two children remind learners to read with a partner.
 - e. The hand holding a pen reminds learners that they must draw or write.
4. Tell learners to support each other as they take turns to:
 - a. Sound out and read the phonic words
 - b. Sound out and read the sight words
 - c. Read the texts alone
 - d. Read the texts together
5. Explain that if one partner is 'stuck', the other partner must be patient. They must not just say the word, they must rather help their partner to sound out the word.
6. Briefly remind learners of the phonic sounds and words for the week.
7. Then, finally, read the sight words with learners, focussing on:
 - a. Saying all the sounds in the word
 - b. Blending the sounds together (and explaining if the sounds are pronounced in an irregular way)
 - c. Reading the word
 - d. Pointing out any significant sounds or sound patterns in the word
8. Tell the learners to work in pairs and to start reading.
9. As learners read, call different learners who need assistance to come and work with you. Work with these learners to build their decoding skills, by mastering sounds, blending and segmenting, and finally, oral reading fluency.

Activity 3.1

Homework: Practice reading the worksheet aloud (Grades 2-3)

1. Tell learners to take home their reading worksheets.
2. Remind learners to care for these worksheets properly.
3. Explain that they must practice sounding out and reading the words and texts aloud.
4. If possible, they must read to an adult or older sibling who can help them if they get stuck.
5. Tell learners that this is very important homework.
6. *In addition, send home any other reading materials that you have available, including the DBE Workbook.*

Activity 4.1

Shared Reading: Pre-Read

In the Pre-Read, we build comprehension skills by getting learners to think about the story before it is read.

1. Tell learners that today they will look at the pictures in the story, and think about the story.
2. Tell learners that, based on what they see, they will make predictions about the story. This means they will use the pictures to try and guess what the story is about.
3. Explain to learners that they must not think of each picture on its own. They must think about how the pictures relate to each other. They must connect all the pictures to each other to try and work out what the entire story is about.
4. Show learners the cover of the story and read the title aloud.
5. Ask learners: What do you think will happen in this story?
6. Next, look at each picture in the story, and as you look, ask learners:
 - a. What do you see in this picture?
 - b. What do you think is happening here?
 - c. What do you think might happen next?
7. If learners forget to connect the different pictures, prompt them to do this. For example: 'Can you remember what this boy was doing in the last picture? What is he doing now? What do you think is happening?'
8. When you get to the last picture, ask learners: How do you think this story will end (if appropriate)?

9. Thank learners for their predictions.

Activity 4.2

Shared Reading: First Read

In the First Read, we first build comprehension skills by reading and explaining the story to learners. We also model how to think about the story. Before reading, tell the class what you are going to do. Say something like: *'Class, it is time for Shared Reading. Remember, whenever we read or listen to a story, it is important to always think about the story. Today, I am going to show you how I think about the story. I am going to do this by (for example) visualising what happens in the story. This means that as I read, I will make a movie of the story in my mind.'*

1. Read each page of the story fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
2. Where necessary, stop and explain a word or phrase to learners.
3. At the same time, during the First Read, we also focus on modelling and teaching a comprehension strategy to learners.
4. At the end of each page you will see two coloured blocks, labelled First Read and Second Read.
5. Once you have read the page to learners, pause and show that you are thinking by saying what is in the block. By doing this, you are modelling how to *think about the story*. It is important that you understand what you are saying – if it does not make sense to you, it will not make sense to your learners.
6. On the last page of the story, there are a few questions in the First and Second Read blocks.
7. Ask different learners to answer the questions.
8. Show learners that there can be more than one correct answer to a question, and that learners may have different opinions.

Activity 5.1

Homework: Writing: Illustrate the Shared Reading Text

1. Explain to learners that whilst they are at home, they must also do some writing.
2. Explain that for the first activity, they must illustrate and label the shared reading text.
 - a. This means that they must draw a picture showing something that happened in the story.
 - b. Then, they must label 1-3 things in the picture.

Activity 5.2

Homework: Writing: Write Sentences

1. For the second writing task, learners must complete a number of sentences using a writing frame.
 - a. Use the writing frame in the lesson plan to give you ideas of what to do – you may have to adapt this.
 - b. Then, write the writing frame on the chalkboard for learners to copy down into their exercise books.
 - For Grade 1 learners, make them complete 1 short sentence.
 - For Grade 2 learners, make them complete 2 short sentences.
 - For Grade 3 learners, make them complete 3 sentences.
2. Remind learners of the writing strategies they can use to complete the sentences. For example: count the words in each sentence, and draw a line for each word.

Term 3 Learning Outcomes

This term, learners should achieve the following outcomes in EFAL:

LEARNING OUTCOMES					
LISTENING & SPEAKING					
Learners should be able to:					
1. Say or sing 10 new rhymes or songs					
2. Answer the question of the day					
3. Discuss the shared reading story					
4. Help to summarise the shared reading story					
5. Recount part of the shared reading story					
6. Dramatise the shared reading story					
7. Talk about their writing					
Vocabulary					
Learners should be able to understand and use some of the following theme vocabulary:					
town	city	village	community	place	school
church	shop	helpful	teacher	farmer	herder
soup	ingredient	slaughter	stir	trick	villagers
plan	thin	sneaky	clever	rich	poor
creative	idea	old	new	find	newspaper
handbag	packet	toy	make	search	practice
recycle	trash	bin	string	problem	solution
solve	determined	wear	necklace	music	instrument
healthy	unhealthy	snack	treat	protein	meat
eggs	peanuts	focus	strong	brain	body
kitchen	cabinet	delicious	disgusting	culture	embarrassed
point	respect	full	hungary	yard	field
afraid	scared	spider	snake	worry	worried
nervous	trust	hungry	pay	paid	fees
cry	shake	scream	shoulder	exam	meet
people	sports	comfort	kiss	money	buy
ocean	sea	beach	wave	visit	country
near	far	jealous	waterfall	city	travel

holiday	swim	mountain	climb	miss	homesick
boring	family	stay	leave	prefer	trip
READING & VIEWING					
Phonemic Awareness and Phonics					
Learners should be able to identify and say the following sounds:					
sh-	-sh	-y	ch-	-ch	-ed
-ing	fl	cl	sn		
Phonic Decoding					
Learners should be able to decode the following words:					
ship	shop	shut	shed	shell	shack
shock	shall	dish	fish	wish	bash
mash	rash	crash	trash	fishy	greedy
crusty	tricky	crabby	batty	grubby	spotty
chat	chin	chip	chop	chill	check
chest	chain	rich	such	much	chatted
chipped	chopped	chilled	checked	slash	slip
slap	sling	slashing	slipping	slapping	slinging
heard	voice	how	couldn't	paid	flash
flush	flock	flick	flashed	flushed	flocking
flicking	clap	clip	click	clock	clash
cling	clank	clashed	snap	snip	snob
snack	snail	sneer	sniff	snug	
Sight & High Frequency Word Recognition					
Learners should be able to read the following words by sight:					
spare	worried	quickly	village	delicious	famous
share	tasty	bowl	more	it's	friend
there	thinks	uses	wants	didn't	because
asked	was	auntie	better	dried	disgusting
other	ever	new	next	year	wondered
write	about	thought	anything	during	

Comprehension

Learners should be able to:

1. Make predictions about a text after doing a 'picture walk'
2. Monitor their own understanding of a text
3. Recall details from a text
4. Identify the main idea in a text
5. Sequence events from a story
6. Visualise, make connections, make inferences, make evaluations, and wonder about the text
7. Summarise and retell the text

WRITING

Learners should be able to:

1. Plan and draft their own writing
2. Be able to draw a relevant picture to show meaning
3. Use taught phonics and word recognition to write partial or complete words as labels
4. Use a writing frame to draft or complete short sentences

Term 3 2021 ATP / PSRIP alignment

Week	DBE ATP Theme	PSRIP Theme	PSRIP Big Book Story
1	Community	Community	Granny's Stone Soup
2			
3	Creative thinking	Creative thinking	Zweli makes a ball
4			
5	Healthy eating	Healthy eating	No chips for Lomusa
6			
7	Worried and afraid	Worried and afraid	Zweli is worried
8			
9	Other places	Other places	The winter holidays
10			

Term 3 Tracker

Week 1: Community		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /sh-/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 1 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Granny's Stone Soup 	
Tuesday	Activity 2: Writing <ul style="list-style-type: none"> • I like.... • I like it because.... 	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 1 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /sh-/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 1 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Granny's Stone Soup 	
Thursday	Activity 2: Writing <ul style="list-style-type: none"> • When I go there, I.... • I also.... 	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 1 • Group 4 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Beginning sound /sh-/ • Letter swap • Informal assessment 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 1 • Group 5 	

Week 2: Community		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /-sh/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 2 • Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Granny's Stone Soup 	
Tuesday	Activity 2: Writing I want to make stone soup with I would bring	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 2 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /-sh/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 2 • Group 3 	

Thursday	Activity 1: Shared Reading: Post-Read (Act out the story)	
	<ul style="list-style-type: none"> • Big Book: Granny's Stone Soup 	
Thursday	Activity 2: Writing	
	One time in my community....	
	I felt	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Worksheet 2 • Group 4 	
Friday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics	
	<ul style="list-style-type: none"> • Beginning sound /-sh/ • Letter swap • Informal assessment 	
Friday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Worksheet 2 • Group 5 	

Theme Reflection: Community

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Week 3: Creative thinking

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /-y/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 3 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Zweli makes a ball 	
Tuesday	Activity 2: Writing I want to make a First, I need	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 3 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /-y/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 3 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Zweli makes a ball 	
Thursday	Activity 2: Writing Next, I need I can't wait to	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 3 • Group 4 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Beginning sound /-y/ • Letter swap • Informal assessment 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 3 • Group 5 	

Week 4: Creative thinking		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /ch-/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Zweli makes a ball 	
Tuesday	Activity 2: Writing Zweli is creative because I liked when Zweli	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /ch-/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 3 	

Thursday	Activity 1: Shared Reading: Post-Read (Recount)	
	<ul style="list-style-type: none"> • Big Book: Zweli makes a ball 	
Thursday	Activity 2: Writing	
	I was creative like Zweli when / I.... I felt...	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Worksheet 4 • Group 4 	
Friday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics	
	<ul style="list-style-type: none"> • Beginning sound /ch-/ • Letter swap • Informal assessment 	
Friday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Worksheet 4 • Group 5 	

Theme Reflection: Creative thinking

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Week 5: Healthy eating

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /ch/ and /-ed/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 5 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: No chips for Lomusa 	
Tuesday	Activity 2: Writing Fruits and vegetables I like to eat <ol style="list-style-type: none"> 1. I like 2. I like 3. I like 	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 5 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /ch/ and /-ed/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 5 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: No chips for Lomusa 	
Thursday	Activity 2: Writing Proteins I like to eat <ol style="list-style-type: none"> 1. I like 2. I like 3. I like 	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 5 • Group 4 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Sound /ch/ and /-ed/ • Letter swap • Informal assessment 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 5 • Group 5 	

Week 6: Healthy eating		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sound and words /s/ and /-ing/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 6 • Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: No chips for Lomusa 	
Tuesday	Activity 2: Writing My favourite healthy food is I love this food because	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 6 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /s/ and /-ing/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 6 • Group 3 	

Thursday	Activity 1: Shared Reading: Post-Read (Summarise and illustrate)	
	<ul style="list-style-type: none"> • Big Book: No chips for Lomusa 	
Thursday	Activity 2: Writing	
	I want to try	
	I want to try because	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Worksheet 6 • Group 4 	
Friday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics	
	<ul style="list-style-type: none"> • Beginning sound /s/ and /-ing/ • Letter swap • Informal assessment 	
Friday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Worksheet 6 • Group 5 	

Theme Reflection: Healthy eating

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Week 7: Worried and afraid

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Revision of sounds and words previously taught 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 7 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Zweli is worried 	
Tuesday	Activity 2: Writing Dear _____, I felt afraid of When I felt afraid, you....	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 7 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Revision of sounds and words previously taught 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 7 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Zweli is worried 	
Thursday	Activity 2: Writing It was kind when you Thank you for Love, _____	
Thursday	Activity 3: Reading Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 7 • Group 4 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Formal or Informal assessment • Ask learners to build words 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 7 • Group 5 	

Week 8: Worried and afraid

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /fl/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Zweli is worried 	
Tuesday	Activity 2: Writing Zweli was worried about He also worried about	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /fl/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 3 	

Thursday	Activity 1: Shared Reading: Post-Read (Recount)	
	<ul style="list-style-type: none"> • Big Book: Zweli is worried 	
Thursday	Activity 2: Writing	
	I worried about	
	I also worried about	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Worksheet 8 • Group 4 	
Friday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics	
	<ul style="list-style-type: none"> • Beginning sound /fl/ • Letter swap • Informal assessment 	
Friday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Worksheet 8 • Group 5 	

Theme Reflection: Worried and afraid

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Week 9: Other places

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /cl/ short sound 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 9 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: The winter holidays 	
Tuesday	Activity 2: Writing One time I went to When I was there, I	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 9 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /cl/ short sound 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 9 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: The winter holidays 	
Thursday	Activity 2: Writing One thing I liked about this place was One thing I didn't like was	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 9 • Group 4 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Beginning sound /cl/ short sound • Letter swap • Informal assessment 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 9 • Group 5 	

Week 10: Other places		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /sn/ short sound 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 10 • Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: The winter holidays 	
Tuesday	Activity 2: Writing I want to go to I want to go there because	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 10 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /sn/ short sound 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 10 • Group 3 	

Thursday	Activity 1: Shared Reading: Post-Read (Recount the story)	
	<ul style="list-style-type: none"> • Big Book: The winter holidays 	
Thursday	Activity 2: Writing	
	I want to learn more about...	
	One thing I want to know is...	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Worksheet 10 • Group 4 	
Friday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics	
	<ul style="list-style-type: none"> • Beginning sound /sn/ short sound • Letter swap • Informal assessment 	
Friday	Activity 4: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Worksheet 10 • Group 5 	

Theme Reflection: Other places

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

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 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Group number and name								
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								

Term 3 Programme of Assessment

As per the 2021 ATP, please complete the following assessments for learning and of learning.

ASSESSMENT FOR LEARNING: CHECKLIST

Learners' Names	Listening & Speaking			Phonics				Reading	Writing	Comments
	Gives a simple recount	Answer simple literal questions about text/story	Demonstrates understanding of basic vocabulary	Build up and break down words	Group word families	Recognises words with – ed, ing ends	Consonant blends: sh-, ch-, th, at beginning and end of words			
1.								Word recognition: 40 – 50 sight words	Writes a sentence from dictation, punctuate the sentence	
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										

ASSESSMENT FOR LEARNING: CHECKLIST

Learners' Names	Listening & Speaking			Phonics				Reading	Writing	Comments
	Gives a simple recount	Answer simple literal questions about text/story	Demonstrates understanding of basic vocabulary	Build up and break down words	Group word families	Recognises words with – ed, ing ends	Consonant blends: sh-, ch-, th-, at beginning and end of words			
14.								Word recognition: 40 – 50 sight words	Writes a sentence from dictation, punctuate the sentence	
15.										
16.										
17.										
18.										
19.										
20.										
21.										
22.										
23.										
24.										
25.										
26.										
27.										
28.										

ASSESSMENT FOR LEARNING: CHECKLIST

Learners' Names	Listening & Speaking			Phonics				Reading	Writing	Comments
	Gives a simple recount	Answer simple literal questions about text/story	Demonstrates understanding of basic vocabulary	Build up and break down words	Group word families	Recognises words with – ed, ing ends	Consonant blends: sh-, ch-, th-, at beginning and end of words			
29.								Word recognition: 40 – 50 sight words	Writes a sentence from dictation, punctuate the sentence	
30.										
31.										
32.										
33.										
34.										
35.										
36.										
37.										
38.										
39.										
40.										
41.										
42.										
43.										

ASSESSMENT FOR LEARNING: CHECKLIST

Learners' Names	Listening & Speaking			Phonics				Reading	Writing	Comments
	Gives a simple recount	Answer simple literal questions about text/story	Demonstrates understanding of basic vocabulary	Build up and break down words	Group word families	Recognises words with – ed, ing ends	Consonant blends: sh-, ch-, th-, at beginning and end of words			
44.								Word recognition: 40 – 50 sight words	Writes a sentence from dictation, punctuate the sentence	
45.										
46.										
47.										
48.										
49.										
50.										
51.										
52.										
53.										
54.										
55.										
56.										
57.										

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking	Phonics	Reading	Writing	Comment
		Retells a story that is told or read (3 or 4 sentences)	Spelling: Word list of 10 words and 1-2 sentences dictation	Oral reading, 40-50 words	Writes and illustrates card	
Date						
Score		5	5	5	5	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking	Phonics	Reading	Writing	Comment
		Retells a story that is told or read (3 or 4 sentences)	Spelling: Word list of 10 words and 1-2 sentences dictation	Oral reading, 40-50 words	Writes and illustrates card	
Date						
Score		5	5	5	5	
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking	Phonics	Reading	Writing	Comment
		Retells a story that is told or read (3 or 4 sentences)	Spelling: Word list of 10 words and 1-2 sentences dictation	Oral reading, 40-50 words	Writes and illustrates card	
Date						
Score		5	5	5	5	
31.						
32.						
33.						
34.						
35.						
36.						
37.						
38.						
39.						
40.						
41.						
42.						
43.						
44.						
45.						

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking	Phonics	Reading	Writing	Comment
		Retells a story that is told or read (3 or 4 sentences)	Spelling: Word list of 10 words and 1-2 sentences dictation	Oral reading, 40-50 words	Writes and illustrates card	
Date						
Score		5	5	5	5	
46.						
47.						
48.						
49.						
50.						
51.						
52.						
53.						
54.						
55.						
56.						
57.						
58.						

Term 3 Assessment of Learning Tasks and Rubrics

LISTENING & SPEAKING RUBRIC				
OBJECTIVE	Retells a story that is told or read (at least 3 or 4 sentences)			
IMPLEMENTATION	Week 5 or 6 during group guided reading			
ACTIVITY	<ol style="list-style-type: none"> 1. Settle the class to complete an independent reading activity. 2. Remind learners of the latest big book story. 3. Call learners individually to retell the story in at least 3 or 4 sentences. 			
1	2	3	4	5
Can only retell one part of the story with prompting from the teacher	Can retell some of the story in one sentence	Is able to fluently retell some of the story in 2 sentences in FAL	Is able to give a simple recount in three sentences fluently in FAL	Is able to give a simple recount in more than three sentences fluently using correct vocabulary in FAL

PHONICS RUBRIC				
OBJECTIVE	Word list of 10 words and 1-2 sentences dictation			
IMPLEMENTATION	Week 7 or 8 whilst learners are busy with a written activity.			
ACTIVITY	<ol style="list-style-type: none"> 1. Settle the class and ask them to take out their books and a pen/pencil. 2. Ask the learners to list the 10 words as you call them out. 3. Next, ask the learners to write down 2 sentences as you say them. 4. Collect learners' books for marking. 			
1	2	3	4	5
Cannot keep up to write sentences as the teacher dictates	He/she needs assistance to write sentences from dictation	Writes sentences from dictation but mistakes still occur	Writes sentences well from dictation	Writes sentences neatly and confidently from dictation

READING RUBRIC				
OBJECTIVE	Oral reading text: 40-50 words			
IMPLEMENTATION	Week 7 or 8 during group guided reading			
ACTIVITY	<ol style="list-style-type: none"> 1. Settle the class to complete an independent reading activity. 2. Then, call individual learners from a reading group to your desk. 3. Find a suitable text with at least 40 words in an appropriate graded reader or the DBE Workbook. 4. Ask individual learners to read the text aloud. 5. Ask learners 3 recall questions. 			
1	2	3	4	5
Reads from own book a text of 1-19 words with support from the teacher.	Reads word by word a text of 20 – 29 words and responds correctly to 1-2 questions.	Reads aloud from own book a text of 30 - 39 words and responds correctly to 3 questions.	Reads fluently from own book a text of 40 - 49 words and responds correctly to 3 questions.	Reads fluently from own book a text of 50 or more words and responds correctly to 3 questions.

WRITING RUBRIC				
OBJECTIVE	Writes and illustrates a birthday card / a get well card			
IMPLEMENTATION	Week 7 during writing lessons.			
ACTIVITY	<ol style="list-style-type: none"> 1. Teach the writing lesson as usual (a card) 2. At the end of the week collect learners' books for assessment. 			
1	2	3	4	5
Does illustration for card with support	Writes and illustrates a card with a message of 3-4 words	Writes and illustrates a card with a message of 5-6 words	Writes and illustrates a card with a message of 7-8 words	Writes and illustrates a card with a message of 9-10 words

DBE EFAL ATP 2021 Grade 2 Term 3

2021 Annual Teaching Plan – Term 3: ENGLISH FIRST ADDITIONAL LANGUAGE: Grade 2

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10											
Suggested Theme	Traditions	Traditions	Community	Community	Creative thinking	Creative thinking	Healthy eating	Healthy eating	Worried and afraid	Worried and afraid											
CAPS Topic	<ul style="list-style-type: none"> Start with a greeting Song/rhyme An open-ended question (question with no wrong answer) Vocabulary of the day and sight words 																				
Core Concepts, Skills and Values	<p>Listening and Speaking</p>																				
Song/ Rhyme	<p>Greeting</p> <table border="1"> <tr> <td>Lyrics These are Grand-mother's glasses These are Grand-mother's glasses This is Grand-mother's cap This is the way she folds her hands And lays them in her lap</td> <td>Lyrics These are Grand-mother's glasses These are Grand-mother's glasses This is Grand-mother's cap This is the way she folds her hands And lays them in her lap</td> <td>Lyrics Stone soup Bubbling in the pot Stone soup, stone soup Getting nice and hot Let's each add a little water in the pot Then stir it altogether What a lot we've got!</td> <td>Lyrics Shimmy and shake to show water bubbling Rub hands together in anticipation Pretend to stir a pot Stone soup Bubbling in water Stone soup, stone soup Getting nice and hot</td> <td>Lyrics I will share my food with my brothers and my sisters I will share my food with love I will share my food with my brothers and my sisters In the name of God above</td> <td>Lyrics I use news-paper, paper, news-paper, paper I use news-paper to make a soccer ball I use a packet, a packet I use a packet to make a soccer ball I use a handbag, a handbag, a handbag</td> <td>Lyrics Let's get creative Let's make something new Then we can sit and play Together, me and you. Let's get creative Creativity is free Then we can sit and play Together you and me!</td> <td>Lyrics Don't eat lots of snacks Your body won't like that! Fruit and veg are good to eat. Healthy foods can be a treat!</td> <td>Lyrics Proteins make us smart and strong Too much sugar is so wrong! Fruit is healthy treat, And so are beans and eggs and meat!</td> <td>Lyrics Don't keep worries in your head Tell your teacher or mom instead Share your fears, yes you must Tell them to someone you trust!</td> <td>Lyrics When I'm not feeling fine keep this in my mind I can take a breath or two I take a deep breath let a slow breath out And again, in and out...</td> </tr> </table>										Lyrics These are Grand-mother's glasses These are Grand-mother's glasses This is Grand-mother's cap This is the way she folds her hands And lays them in her lap	Lyrics These are Grand-mother's glasses These are Grand-mother's glasses This is Grand-mother's cap This is the way she folds her hands And lays them in her lap	Lyrics Stone soup Bubbling in the pot Stone soup, stone soup Getting nice and hot Let's each add a little water in the pot Then stir it altogether What a lot we've got!	Lyrics Shimmy and shake to show water bubbling Rub hands together in anticipation Pretend to stir a pot Stone soup Bubbling in water Stone soup, stone soup Getting nice and hot	Lyrics I will share my food with my brothers and my sisters I will share my food with love I will share my food with my brothers and my sisters In the name of God above	Lyrics I use news-paper, paper, news-paper, paper I use news-paper to make a soccer ball I use a packet, a packet I use a packet to make a soccer ball I use a handbag, a handbag, a handbag	Lyrics Let's get creative Let's make something new Then we can sit and play Together, me and you. Let's get creative Creativity is free Then we can sit and play Together you and me!	Lyrics Don't eat lots of snacks Your body won't like that! Fruit and veg are good to eat. Healthy foods can be a treat!	Lyrics Proteins make us smart and strong Too much sugar is so wrong! Fruit is healthy treat, And so are beans and eggs and meat!	Lyrics Don't keep worries in your head Tell your teacher or mom instead Share your fears, yes you must Tell them to someone you trust!	Lyrics When I'm not feeling fine keep this in my mind I can take a breath or two I take a deep breath let a slow breath out And again, in and out...
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Term 3 52 days	Week 1	Week 2	Week 3	Week 4	<table border="1"> <tr> <td data-bbox="240 1133 373 1234">I use a handbag to make a soccer ball</td> <td data-bbox="373 1133 898 1234">Pretend to put the ball into a plastic bag and to close it</td> </tr> <tr> <td data-bbox="240 1043 373 1133">I use a plastic bag, plastic bag, plastic bag</td> <td data-bbox="373 1043 898 1133">I uses a plastic bag to make a soccer ball</td> </tr> <tr> <td data-bbox="240 954 373 1043">Now I plays soccer, soccer, soccer</td> <td data-bbox="373 954 898 1043">Now I plays soccer with his soccer ball!</td> </tr> </table>	I use a handbag to make a soccer ball	Pretend to put the ball into a plastic bag and to close it	I use a plastic bag, plastic bag, plastic bag	I uses a plastic bag to make a soccer ball	Now I plays soccer, soccer, soccer	Now I plays soccer with his soccer ball!	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
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<p>Question of the day</p>	<p>Adapt the question to be related to your theme and vocabulary taught for the week</p>	<p>Adapt the question to suit your theme; for example " Did you ever had an argument with your friend? "</p>	<p>Adapt the question to be related to your theme and vocabulary taught for the week</p>	<p>Adapt the question to be related to your theme and vocabulary taught for the week</p>	<p>Adapt the question to relate to your theme for example, Which animal do you like? A zebra with stripes or a leopard with spots?</p>	<p>Adapt the question to relate to your theme .</p>	<p>Adapt the question to relate to your theme .</p>	<p>Adapt the question to relate to your theme .</p>	<p>Adapt the question to be related to your theme and vocabulary taught for the week</p>	<p>Adapt the question to be related to your theme and vocabulary taught</p>							

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Suggested Vocabulary	slaughter, animal, celebration, tradition, song, dance, learn, culture, pot, clay, dry, design	church, mosque, religion, pray, carry on, scratch, shiny, inside, holidays, celebrate, clothing, jewellery	town, city, village, community, place, school, church, shop, helpful, teacher, farmer, herder	soup, ingredient, slaughter, stir, trick, villagers, plan, thin, sneaky, clever, rich, poor	creative, idea, old, new, find, newspaper, handbag, packet, toy, make, search, Practice	creative, idea, old, recycle, trash, bin, string, problem, solution, solve, determined, wear, necklace, music, instrument	healthy, unhealthy, snack, treat, protein, meat, eggs, peanuts, focus, strong, brain, body	kitchen, cabinet, delicious, disgusting, culture, embarrassed, point, respect, full, hungry, yard, field	afraid, scared, spider, snake, worry, worried, nervous, trust, hungry, pay, paid, fees	, cry, shake, scream, shoulder, exam, meet, people, sports, comfort, kiss, money, buy
Sight words	soil, mixed, own, round, night	rain, woke, ruined, dance, first	spare, worried, quickly, village, delicious	famous, share, tasty, bowl, more	it's, friend, there, thinks, uses	wants, didn't, because, asked, was	auntie, better, dried, disgusting, other	kitchen, boiled, strong, teased, ate	heard, voice, how, couldn't, paid	ever, new, next, year, wondered
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Continues to develop an oral (listening and speaking) vocabulary using themes or topics. Follows and gives a short sequence of instructions. Understands and responds to simple questions. Make simple requests and statements. Identifies an object from a simple oral description. Talks about objects in a picture in response to teacher's instruction. Listens to and gives a simple recount. Memorises and performs simple poems, action rhymes and songs. Plays language games. 									
Date completed										
CAPS Topic	READING – SHARED READING									
Core Concepts, Skills and Values	TUESDAYS AND THURSDAYS									
	Let learners make predictions (pre read) visualise, make inferences (make a good guess), make connections									
	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read Tuesday2- Second read Thursday2 – Post reading activity

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
GROUP GUIDED READING LISTEN TO ONE GROUP PER DAY										
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Revise your groups if needed Divide your class into 5 groups Give the rest of the class an activity to do while you are busy with the group for the day (worksheet, DBE workbook etc.) Select text appropriate to the reading ability of the group Revise sight words that will appear in the text Teach learners word attacking skills. 									
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Reads aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words) Reads with increasing fluency and expression Shows an understanding of punctuation when reading aloud Continues to build a sight vocabulary from the guided, shared and independent reading 									
Date completed										
PHONICS MONDAYS, WEDNESDAYS, FRIDAYS										
Core Concepts, Skills and Values	<p>Do revision of sounds taught in term 1 on the first two days</p> <p>sp spill, spell, spank, spunk, spit, spat, spin, spot</p> <p>Introduce the sound and words.</p> <p>Segmenting and blending</p> <p>Play a game like letter swap</p> <p>Learners write the words in their exercise books.</p>	<p>Do revision of sounds taught</p> <p>s sh- ship, shop, shut, shed, shell, shack, shock, shall</p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p> <p>Learners write the words in their exercise books.</p>	<p>Do revision of previous sounds and words.</p> <p>-sh wish, fish, cash, bush, push, wash, crash, trash</p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p> <p>Learners write the words in their exercise books.</p>	<p>Review past sounds</p> <p>th then, theft, they, think, thank, that, theft, the</p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p> <p>Learners write the words in their exercise books.</p>	<p>Review past sounds</p> <p>-ch chin, chop, check, chain, much, such, each</p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p> <p>Learners write the words in their exercise books.</p>	<p>Review past sounds</p> <p>th bath, cloth, with, mouth, maths, tooth, fifth, depth</p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p> <p>Learners write the words in their exercise books.</p>	<p>Review past sounds</p> <p>sl/ and /-ing/ slash/slashing; slip/slipping; sing/singing</p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p> <p>Learners write the words in their exercise books.</p>	<p>Review past sounds</p> <p>-oo- pool, fool, tool, drool, spoon, soon, moon, loon</p> <p>Introduce the sound and words.</p> <p>Segmenting and blending</p> <p>Play a game like letter swap.</p>	<p>Review past sounds</p> <p>ch/ and /-ed/ - rich, such, much, chatted, chipped, chopped, chilled, checked</p> <p>Introduce the sound and words.</p> <p>Segmenting and blending.</p> <p>Learners write the words in their exercise books.</p>	
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Builds up and breaks down simple words beginning with a single consonant into onset and rime (e.g. p-ig, h-en) Groups common words into word families (e.g. bin, pin, tin) Recognises common endings in words 'ing' and 'ed' Recognises common consonant digraphs (e.g. sh, ch, th) at the beginning and end of words. 									
Date completed										

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	WRITING (twice during the week) Remember to model the writing on the board first.....									
Core Concepts, Skills and Values	<p>Day 1 I want to learn how to...just like my... He / she is...</p> <p>Day 2: I am...</p>	<p>Day 1 In my family we... We do this because...</p> <p>Day 2 I like when... I also like...</p>	<p>Leamers write about a place in their community that they like.</p> <p>Day 1 I like... I like it because...</p> <p>Day 2 When I go there, I... I also...</p>	<p>Leamers write about persons in their community they admire.</p> <p>Day 1 I want to be like..... I think he/she is...</p> <p>Day 2 Write a message on a card to thank a person in your community.</p>	<p>Learners write about a toy they would love to make.</p> <p>Day 1 I want to make a... First, I need...</p> <p>Day 2 Next I need.... I can't wait</p>	<p>Leamers write about a future invention.</p> <p>Day 1 One day..... It will help with....</p> <p>Day 2 We will all be The world will be</p>	<p>Day 1 Fruits and vegetables I like to eat: 1. I like... 2. I like... 3. I like...</p> <p>Day 2 Proteins I like to eat: 1. I like... 2. I like... 3. I like...</p>	<p>Day 1 My favourite healthy food is..... I love this food because.....</p> <p>Day 2 I want to try..... I want to try because....</p>	<p>Day 1 Dear..... I felt afraid of... When I felt afraid, you... ..</p> <p>Day 2 It was kind when you... Thank you for... Love,</p>	<p>Day 1 I am worried about..... I am also worried about.....</p> <p>Day 2 I don't need to worry because..... I will tell.....</p>
Curriculum Coverage Tracking	<p>Writing skills:</p> <ul style="list-style-type: none"> • Uses handwriting skills taught in Home Language. • Writes a caption for a picture. • Completes sentences by filling in missing words. • Writes sentences using words containing the phonic sounds and common sight words already taught. • Writes sentences using a frame. • Writes some short, simple texts already taught in Home Language, e.g. message on a card. 									
Date completed										

Language structures:

- Uses some nouns and pronouns (I, you, he, she, it, etc.) when writing.
- Uses punctuation already taught in Home Language (capital letters and full stops)

Spelling:

- Writes familiar words and sentences from dictation.
- Spells words correctly from memory.
- Uses a children's dictionary where necessary.
- Builds own word bank and personal dictionary.

Extension activities	DBE Workbook 1 Pages 67,69 and 70 Draw your last birthday	DBE Workbook 1 Learners are familiar with the topic.	DBE Workbook 2 Pages 3 and 4 Draw a picture of your community.	DBE Workbook 3 pages 5,6 and 7 Learners write about the people and places in their community.	DBE Workbook 2 pages 8 and 9 Learners write about an idea they have.	DBE Workbook 2 pages 10,12, 13 Learners write about a time they were creative.	DBE Workbook 2 Pages 14,25,16,17. Learners draw food they would love to eat.	DBE Workbook 2 pages 18,19 and 20. Learners draw a picture of healthy food.	DBE Workbook 2 pages 21,22,23,24 Learners draw something they are scared of.	DBE workbook 2 pages 26,27,28 Learners draw a face that is frightened.
Requisite Pre-Knowledge	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.
Resources (other than textbook) to enhance learning	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1
Assessment for learning (Informal Assessment)	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. This must be done informally and ongoing. 									

ASSESSMENT

PROGRAMME OF ASSESSMENT:

Component	What skills will be assessed	Form of assessment	Assessment tool	Score (Suggestion)	Date to be completed	Date completed
Listening and Speaking	<ul style="list-style-type: none"> Gives a simple recount □ Answer simple literal questions about text/story □ Demonstrates understanding of basic vocabulary Retells a story that is told or read (at least 3 or 4 sentences) 	Observation/ practical and Oral	Checklist		By week 9	
			Rubric	10		
Teacher notes: Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. By week 9 you should be able to complete the checklist and score each learner on 2 skills according to the rubric. On SASAMS we enter 1 score for listening and speaking						
Phonics Oral	<ul style="list-style-type: none"> Build up and break down words □ Group word families □ Recognises words with – ed, -ing ends □ Consonant blends: sh-, ch-, th-, at beginning and end of words Spelling: Word list of 10 words and 1-2 sentences dictation 	Observation/ practical & Oral	Checklist	n/a	By week 9	
			Rubric	5+10		
Teacher notes: Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Oral Phonic skills will be observed and assessed during daily lessons activities. By week 9 you should be able to score each learner accordingly using the attached checklist and rubric. On SASAMS we enter 1 score for Phonics						
Reading Oral	<ul style="list-style-type: none"> Word recognition: Sight words: 40 - 50 words Group Guided Reading Sessions □ Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 40-50 words and ask questions about the text. 	Observation & Oral	Checklist	n/a	By week 9	
			Rubric	10		
Teacher notes: Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Learners will be observed and assessed on these reading skills during your daily class activities and by week 9 you should be able to score each child according to the rubric. On SASAMS we enter 1 score for listening and speaking						
Writing	<ul style="list-style-type: none"> Writes and illustrates birthday card /a get well card Writes a sentence from dictation, punctuate the sentence. 	Written	Rubric	5	By week 9	
			Classwork book			
Teacher notes: Writing skills should be observed during shared reading lessons and by Week 9 you should be able to complete the checklist based on your observations. There is no formal writing activity and n recording on SASAMS.						
TOTAL SCORE: Scores will be captured on SASAMS. The score will be converted to indicate level 1-7						

ASSESSMENT FOR LEARNING: CHECKLIST TO USE

	LISTENING AND SPEAKING			PHONICS			READING	WRITING	COMMENT
	Gives a simple recount	Answer simple literal questions about text/story	Demonstrates understanding of basic vocabulary	Build up and break down words	Build up and break down words	Group word families			
Mark with x or ✓									
Learner's names								Writes a sentence from dictation, punctuate the sentence	

ASSESSMENT OF LEARNING: SCORESHEET

DATE SCORE NAMES OF LEARNERS	Listening and Speaking		PHONICS	READING	WRITING	TOTAL	COMMENTS
	Retells a story that is told or read (3 or 4 sentences)	5	Spelling: Word list of 10 words and 1-2 sentences dictation	15	5	Writes and illustrates birthday card /a get well car	
						30	
1							
2							
3							
4							
5							

RUBRIC EXAMPLES:

GRADE 2 RUBRIC : Term 3				
LISTENING AND SPEAKING				
Activity	1	2	3	4
Retells a story that is told or read in 3 to 4 sentences	Can retell 1 sentence after much repetition with teacher	Can only retell the 1 sentence related to the beginning of a story	Is able to retell the beginning of a story in 2 sentences fluently using correct vocabulary in FAL	Is able to retell a story in 3 sentences fluently using correct vocabulary in FAL
Activity	1	2	3	5
Spelling: Word list of 10 words and 1-2 sentences dictation	Cannot keep up to write sentences as teacher dictates.	Has/She needs assistance to write sentences from dictation	Write sentences from dictation but mistakes still occur.	Excellent when he/she needs to capture sentences from dictation
READING				
Activity	1	2	3	4
Oral Reading: 40-50 words	Reads from own book a text of 1- 19 words with support from the teacher.	Reads word by word a text of 20-29 words and responds correctly to 1-2 questions	Reads aloud from own book a text of 30-39 words and responds correctly to 3 questions	Reads fluently from own book a text of 40-49 words and responds correctly to 3 questions
WRITING				
Activity	1	2	3	4
Writes and illustrates birthday card /a get well card	Does illustration for birthday card /a get well card with support	Writes and illustrates birthday card /a get well card with a message of 3-4 words	Writes and illustrates birthday card /a get well card with a message of 5-6 words	Writes and illustrates birthday card /a get well card with a message of 7-8 words
Activity	1	2	3	5
Writes and illustrates birthday card /a get well card	Does illustration for birthday card /a get well card with support	Writes and illustrates birthday card /a get well card with a message of 3-4 words	Writes and illustrates birthday card /a get well card with a message of 5-6 words	Writes and illustrates birthday card /a get well card with a message of 9-10 words