PARTICIPANT'S HANDOUT

2016 TRAINING WORKSHOP NO.7

ISIZULU HL & EFAL

FOUNDATION PHASE

PILO
IMPROVING LEARNER PERFORMANCE

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Foundation phase
Just-in-Time Training Workshop 7
August 2016

Participants' Handout

isiZulu Home Language
and
EFAL

Jika iMfundo
what I do matters

Endorsed by:

SADTU
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NTRODUCTION TO THE WORKSHOP

SESSION 1: EFAL: SONGS, RYHMES AND POEMS; ISIZULU AND EFAL GRAMMAR; EDITING

In these sessions the facilitator will:

- Discuss the methodology used in the EFAL lesson plans in relation to songs, rhymes and poems and you will practise this methodology
- Discuss how grammar is taught in the EFAL and isiZulu lesson plans, in which components it is taught and what grammatical structures are taught in Term 3 and 4
- Revise the editing skills that are used in the Writing lessons in HL and EFAL

These sessions are structured around input and a number of practical activities, as shown below.

- **Activity 1 (5 minutes)**

Participants think about why it is important to teach songs, rhymes and poems. Then a few of you will share your ideas with the group.

- **Activity 2 (20 minutes)**

Grade 1 teachers should get into groups of 3. Then use Grade 1 Term 4 Week 1 Day 3 Activity 1 in the Resources Section in the Participants' handout and follow the methodology in the activity description to teach each other the song "Me". Make sure that you follow the methodology and only repeat the lines the number of times that is stated in the lesson plan.

Grade 2 teachers should get into groups of 3. Then use Term 2 Grade 2 Week 9 Day 1 Activity 2 in the Resources Section in the Participants' Handout and follow the methodology in the activity description to teach each other the song "The wheels on the bus". Make sure that you follow the methodology and only repeat the lines the number of times that is stated in the lesson plan.

Grade 3 teachers should get into groups of 3. Then use Grade 3 Term 4 Week 8 Day 1 Activity in the Resources Section in the Participants' handout and follow the methodology in the activity description to teach each other the song "Old Mac Donald". Make sure that you follow the methodology and only repeat the lines the number of times that is stated in the lesson plan.

- **Activity 3 (6 minutes)**

Turn to the Resources Section under the heading Grammar in your handout and look at Term 3 Grade 1 Week 1 Day 5 Activity 2 L&S Poster Work. Discuss with the person next to you what grammatical/language structure is being taught here.

- **Activity 4 (6 minutes)**

Turn to the Resources Section in your handout for Grade 3 Term 3 Week 2 Day 4 Activity 3 Language Use. Follow as the facilitator reads the activity Description. Look at the Writing lesson for the same week where the learners have to fill in *a* or *the* in the sentences given (Day 5 Writing and GGR Activity 2).

- **Activity 5 (6 minutes)**

Turn to the Resources Section in your handout Term 3 Grade 1 Week 4 Day 3 Activity 5. (isiZulu). The activity description will be read to you by the facilitator. In this activity the past tense has been explained to the learners. Discuss with the person sitting next to you the way the past tense has been explained here and whether or not this explanation will help the learners to understand and use the past tense.

- **Activity 6 (6 minutes)**

Turn to the Resources Section in your handout Term 4 Grade 2 Week 1 Day 3 Activity 4 (isiZulu). The activity description will be read to you by the facilitator. In this activity the learners are expected to write in one tense. In previous terms the explanation of the different tenses were revised with the learners. Do you think it should be revised every time the learners are expected to write in a particular tense? Why or why not?

- **Activity 7 (6 minutes)**

Turn to the Resources Section in your handout Term 2 Grade 3 Week 1 Day 3 Activity 3 with the heading isiZulu Grammar. The activity description will be read by the facilitator. Discuss with the person sitting next to you the way the parts of speech have been explained here and whether or not this explantion will help the learners to understand the different parts of speech.

- **Activity 8 (5 minutes)**

Participants think about why it is important to teach editing skills. Then a few of you will share your ideas with the group.

- **Activity 9 (6 minutes)**

Turn to the Term 3 Grade 2 Week 3 Day 3 Activity 4 with the heading isiZulu Editing in the Resources Section. The activity description will be read to you. Discuss with the person sitting next to you the editing process and improve on it if you can without adding more things that the learners have to edit. Remember that the learners are just beginning to learn to check their work. We don't want to confuse them.

- **Activity 10 (6 minutes)**

Turn to the Term 3 Grade 3 Week 1 Day 5 Activity 3 with the heading isiZulu Editing in the Resources Section. Read the last two sentences in the bold section about checking to see if adjectives and adverbs have been used and adding them. Read the fourth square bullet that has to be written on the board. This bullet point did not form part of the editing skills for Grade 2. Why do you think it was not included in the editing process in Grade 2?

Activity 11 (6 minutes)

Turn to Term 3 Grade 3 Week 3 Day 5 Activity 2 (EFAL) in the Resources Section in your handouts. The Activity Description will be read to you. Answer the following questions: are these editing skills are the same as those used in isiZulu lesson plans? Why do you think it is important to use the same editing skills in both HL and EFAL?

SESSION 2: ASSESSMENT

In these sessions the facilitator will:

- Discuss why we assess learners
- Tools we use to measure performance
- Discuss the importance of feedback to learners
- Discuss different types of questions
- Discuss CAPS compliance

These sessions are structured around input and a number of practical activities, as shown below.

- **Activity 12 (30 minutes):** Turn to the Resource Section in your handout under the heading Assessment Term 4 Grade 2 Week 5 Day 2 Activity 2 (isiZulu) and read the Activity description in your group. After you have read it discuss what kinds of problems the learners may make and how you could give positive, constructive feedback that helps the learners to improve their handwriting after they have written this assessment. If you have brought a copy of a learner's handwriting use this to discuss the kinds of difficulties this learner has and what kind of constructive feedback could be given to him/her. After about 15 minutes feedback from a few groups will be taken.

- **Activity 13 (30 minutes**): Turn to the Resource Section in your handout under the heading Assessment and look at Term 3 Grade 3 Week 4 Day 2 Activity 4 and Week 7 GGR Comprehension questions (isiZulu). Read the questions in the Shared Reading and GGR Assessment Tasks and in your group discuss what types of questions they are (factual; understanding and applying; evaluation; critical; creative).

- **Activity 14 (30 minutes):** Turn to the Resources Section in your handout under the heading Assessment and look at Term 3 Grade 3 Week 6 Day 3 Activity 3 (isiZulu) and check it against the CAPS requirements for Term 3 Writing Formal Assessment Activity 2. The CAPS requirements are also in the Resources section.

  Then check the following assessment task for Term 4 Grade 1 Week 3 Day 1 Activity 1 against the CAPS requirements for L&S Formal Assessment Activity 1. The CAPS requirements are also in the Resources section.

  Finally check the last assessment task for EFAL Term 3 Grade 2 Week 5 Day 2 Activity 1 against the CAPS requirements for Phonics Formal assessment Activity 3.

SESSION 3: GGR

In these sessions the facilitator will:

- Discuss moving learners from one ability group to another
- Discuss how to help learners improve their reading and comprehension skills in the GGR sessions

These sessions are structured around input and a number of practical activities, as shown below.

Input and activity – Moving learners from one ability group to another (30 minutes)

- **Activity 15:** Take a few minutes on your own and to think about the learners in your GGR groups. Grade 2 and 3 teachers need to think about your HL and EFAL groups. Write down the names of the learners that you think could move from a weak group to an average group and those learners that could move from an average group to the stronger groups. Write down why you think the learner could move e.g. decoding skills are much better; fluency has improved and answered all comprehension questions correctly. You have 10 minutes to do this. Then share what you have written down with 2 other teachers sitting at your table for about 10 minutes. Feedback will be taken by the facilitator from a few groups.

Input and activity – How to help learners develop their reading skills in GGR groups (30 minutes)

- **Activity 16:** Take a few minutes on your own to think about how you have helped learners to improve their reading and comprehension skills in the GGR sessions – the strategies you have used to help learners to decode better, to learn their 'look and say' words, to read more fluently and to understand what they have read. Write down the names of the learners and next to these names the strategies you have used. You have about 10 minutes to do this. Then share what you have written down with 2 other teachers sitting at your table for about 10 minutes. Feedback will be taken by the facilitator from a few groups.

Closure

RESOURCES SECTION

RESOURCES FOR ACTIVITIES ON SONGS, RHYMES, POEMS

Activity 1: Grade 1 Term 4 Week 1 Day 3 Activity 1

ACTIVITY 1	**LISTENING AND SPEAKING**
TIME	15 minutes
CONTENT/CONCEPTS/ **SKILLS**	• Joins in action rhymes and songs, doing the actions • Sings simple songs and does actions
RESOURCES	• **Song**: **Me** (on the CD) Here are my fingers and here is my nose Here are my ears and here are my toes Here are my eyes that are open and wide Here is my mouth with my white teeth inside Here is my pink tongue that helps me to speak Here are my shoulders and here is each cheek Here are my hands that help me play Here are my feet that go walking each day
ACTIVITY DESCRIPTION	
• Explain to the learners that they are going to sing a song called *Me*. • Sing the song, using gestures to illustrate its meaning. Show your fingers when you say *here are my fingers* and point to your nose when you say *here is my nose* etc. • Tell the learners that you are going to sing 2 lines and then they must repeat them after you, copying your gestures. • Repeat the 2 lines with the learners. • Learners sing the 2 lines with the gestures on their own. • Follow the same procedure, singing two lines at a time and getting the learners to repeat them after you until you have sung the whole song. • Learners sing the verse twice on their own, with gestures. • Sing the whole song, using gestures to illustrate its meaning. • Sing the whole song with the learners. • Ask different groups of learners to sing the song. • Learners sing the song. • Reflect on the lesson.	

Activity 2: Grade 2 Term 2 Week 9 Day 1 Activity 2

ACTIVITY 2	*LISTENING AND SPEAKING*
TIME	15 minutes
CONTENT/CONCEPTS/SKILLS	• Memorises and performs simple poems, action rhymes and songs
RESOURCES	• **The wheels on the bus** The wheels on the bus go round and round round and round, round and round The wheels on the bus go round and round all day long.
• Prepare the learners. Their desks should be clear. • Sing the song to the learners, doing the actions as well. • Sing the first line and do actions. • Sing the first line with the learners. Repeat. • Follow the same procedure for line 2 • Follow the same procedure for line • Sing the first verse with the learners. • Practise 3 times. • Reflect on the lesson.	

Activity 2: Grade 3 Term 4 Week 8 Day 1 Activity 1

ACTIVITY 1	**LISTENING AND SPEAKING**
TIME	15 minutes
CONTENT/CONCEPTS/SKILLS	• Memorises and performs simple poems, action rhymes and songs
RESOURCES	• **Song: Old Macdonald (on CD)** Old Macdonald had a farm, E-I-E-I-O On his farm he had a cow, E-I-E-I-O With a 'moo-moo' here and a 'moo-moo' there Here a 'moo' there a 'moo' Everywhere a 'moo'-moo' Old Macdonald had a farm E-I-E-I-O Old Macdonald had a farm, E-I-E-I-O On his farm he had a pig, E-I-E-I-O With a 'snort' here and a 'snort' there Here a 'snort' there a 'snort' Everywhere a 'snort-snort' Old Macdonald had a farm, E-I-E-I-O Old Macdonald had a farm, E-I-E-I-O

	On his farm he had a horse, E-I-E-I-O With a 'neigh-neigh' here and a 'neigh-neigh' there Here a 'neigh' there a 'neigh' Everywhere a 'neigh-neigh' Old Macdonald had a farm E-I-E-I-O

ACTIVITY DESCRIPTION

- Settle the learners. Their desks should be clear.
- Explain to the learners that they are going to sing the song, *Old MacDonald*.
- Sing the three verses of the song, using gestures.
- If the learners don't know the song teach them the verses in the following way:
- Sing each verse on your own, using gestures to illustrate its meaning.
- Tell the learners that you are going to sing three lines and they must repeat them after you, copying your gestures.
- Repeat the three lines with the learners.
- Sing the next three lines with the gestures.
- Sing these three lines with the learners.
- Sing the whole verse with the learners.
- Learners sing the verse twice.
- Learners sing three verses.
- Reflect on the lesson.

RESOURCES FOR ACTIVITIES ON EFAL GRAMMAR

Activity 3: Grade 1 Term 3 Week 1 Day 5 Activity 2

ACTIVITY 2	***LISTENING AND SPEAKING***
TIME	27 minutes
CONTENT/CONCEPTS/ SKILLS	• Understands and begins to use some simple language structures in context • Responds to simple questions asked by the teacher • Begins to develop an oral (listening and speaking) vocabulary using themes or topics
RESOURCES	• Posters (*Zoo)*
ACTIVITY DESCRIPTION See Methodology Guidelines: Poster Work • *This can be used as an Informal Assessment Activity.* • Reflect on the lesson.	

Sentence	Question 1	Question 2
The buck eats its food.	What does the buck do? *The buck eats its food.*	What eats its food? *The buck eats its food.*
He feeds the buck.	What does he do? *He feeds the buck.*	Who feeds the buck? *He feeds the buck.*
She waves at the elephant.	What does she do? *She waves at the elephant.*	Who waves at the elephant? *She waves at the elephant.*
She carries her baby.	What does she do? *She carries her baby.*	Who carries her baby? *She carries her baby.*
He picks up the bucket.	What does he do? *He picks up the bucket.*	Who picks up the bucket? *He picks up the bucket.*
She takes a photo.	What does she do? *She takes a photo.*	Who takes a photo? *She takes a photo.*

Activity 4: Term 3 Grade 3 Week 2 Day 4 Activity 3

ACTIVITY 2	*LANGUAGE USE*
TIME	30 minutes
CONTENT/CONCEPTS/ SKILLS	• Understands and uses the articles 'a' and 'the' with nouns
RESOURCES	• Pictures or objects: pens, pencils, books, cups, stones, water, sugar, flour, sand, mealie meal
ACTIVITY DESCRIPTION	

- Prepare the learners for the lesson. They must all be facing the front of the class.
- Say: In English, before things we say 'a' or 'the'. Listen to these sentences.
    - Hold up a pen and say *a pen. H*old up a pen and say *the pen.*
    - Repeat these phrases.
    - Learners repeat them twice with you.
    - Hold up a pencil and say *a pencil. H*old up a pencil and say *the pencil.*
    - Repeat these actions and phrases.
    - Learners repeat them twice with you.
    - Follow the same procedure with book, cup, and stone.
    - Hold up a jug of water and say *the water. R*emind the learners that we can't count water so we always say *the water.*
    - Repeat this action and phrase.
    - Learner repeat them twice with her.
- Follow the same procedure with sugar, flour, sand, mealie meal.
- Reflect on the lesson.

ACTIVITY 2	*WRITING AND GROUP GUIDED READING*
TIME	35 minutes
CONTENT/CONCEPTS/ SKILLS	**Writing** • Understands and uses articles ‘a’ and ‘the’ with nouns **GGR** • Reads aloud from own book in guided reading group with the teacher • Uses the reading strategies taught in Home Language • Reads with increasing fluency and expression • Shows an understanding of punctuation when reading aloud • Continues to build a sight word vocabulary • Understands and uses the articles ‘a’ and ‘the’ with nouns
RESOURCES	• Writing books, pencils

ACTIVITY DESCRIPTION

Before the lesson write the following sentences on the board.

- Here is -----pen.
- Here is -----water.
- Here is -----sugar.
- Here is ----cup.
- Here is -----book.
- Here is -----flour.
- Here is ----stone.
- Here is ----sand.

a the

- Prepare the learners for the lesson. They need their Writing books and pencils.
- Read the sentences.
- Say: Copy the sentences into your books and fill in **a** (points to ‘a’) or **the** (points to ‘the’) where the line is.
- Complete the first sentence with the learners to demonstrate what they must do.
- Remind the learners to use punctuation.
- Reflect on the lesson.

RESOURCES FOR ACTIVITIES ON ISIZULU GRAMMAR

Activity 5: Term 3 Grade 1 Week 4 Day 3 Activity 5

ACTIVITY 5 / UMSEBENZI 5	***WRITING / UKUBHALA***
TIME / ISIKHATHI	Imizuzu eli-15
CONTENT **CONCEPTS** **SKILLS / OKUQUKETHWE ULWAZI** **AMAKHONO**	• Bhala okungenani imisho emabili yezindaba zakho usebenzise inkathi eyedlule. • Ngokusizwa sebenzisa kahle amabizo kanye nezabizwana uma ubhala. • Qala ukusebenzisa osonhlamvukazi nongqi, okubandakanya osonhlamvukazi bamagama abantu/izibongo/amadolobha. • Qala ukuzakhela inqolobane yakho yamagama nesichazamazwi. • Funda okubhalile nokubhalwe ngabanye abafundi.
RESOURCES / IZINSIZA-KUFUNDISA	• Izincwadi zokubhala

ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI

- Hlalisa kahle abafundi. Kufanele babe nezincwadi zokubhala zabo namapensela emadeskini abo.
- Yisho lokhu: Bhala imisho emi-3 mayelana nalokho ubukwenza ngempelasonto. Tshela abafundi ukuthi lokho ababekwenza ngempelasonto yinto esivele yenzekile, sekwedlulile. Lokhu kusho ukuthi imisho emi-3 kufanele ibe senkathini eyedlule. Isibonelo: bengidlala ngebhola lami hhayi ukuthi ngidlala ngebhola lami noma ngizodlala ngebhola lami. Uma kunelunga elikhethekile elibonisa ukuthi isenzo sisenkathini eyedlule siza ubhale okulandelayo emshweni. Uma sibhala enkathini eyedlule sisebenzisa be-. Isibonelo: bengenza umsebenzi wasekhaya.
- Khumbuza abafundi ukuba basebenzise osonhlamvukazi emagameni abantu/izibongo/ amadolobha.
- Abafundi bangaletha izichazamazwi zabo kuwe uma bengakwazi ukupela igama. Uma igama lingabizwa ngomsindo owufundise abafundi (bonke onhlamvumbili kh, bh) cela abafundi ukuba bazame ukwenza umsindo wegama, bese babhala igama ngaphambi kokuthi ubhale igama.
- Hamba phakathi kwabafundi futhi usize uma kunesidingo. Yisho noma yimaphi amaphutha obona abafundi bewenza, bese uchaza lokho okungalungile. Abafundi kufanele balungise amaphutha.
- Abafundi abaqede ngaphambi kokuba kuphele isikhathi sesifundo bangafundela abanye lokho abakubhalile.
- Thatha izincwadi bese uzimaka.
- Cabanga futhi ubhale ngokuthi lesi sifundo sihambe kanjani.

Activity 6: Term 4 Grade 2 Week 1 Day 3 Activity 4

ACTIVITY 4 ***UMSEBENZI 4***	***WRITING*** ***UKUBHALA***
TIME / **ISIKHATHI**	Imizuzu engama-30
CONTENT **CONCEPTS** **SKILLS** **OKUQUKETHWE ULWAZI** **AMAKHONO**	• Bhala okungenani izigatshana ezimbili (imisho eyi-10) ngezinto ezikwenzakalele. • Landelanisa indaba usebenzisa amagama afana no: 'ekuqaleni', 'kwalandela' futhi 'ekugcineni'. • Sebenzisa izimpawu zokubhala ngendlela efanele. • Pela amagama ajwayelekile ngendlela efanele uzame ukupela amagama amasha usebenzisa ulwazi lwemisindo. • Sebenzisa inkathi yamanje, eyedlule nezayo ngendlela efanele • Yakha inqolobane yakho yamagama nesichazamazwi. • Sebenzisa isichazamazwi ukubheka incazelo nesipelingi samagama.
RESOURCES **IZINSIZA-KUFUNDISA**	• Iphosta: *Ukuhlanza indawo* • Izincwadi zokubhala, amapensela

ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI

Ngaphambi kwesifundo bhala okulandelayo ebhodini:
Isihloko
Isiqalo, umzimba kanye nesiphetho
Izigaba ezi-3
Izimpawu zokubhala
Isipelingi
Inkathi eyodwa
Okokuqala, okulandelayo, ekugcineni

- Hlalisa kahle abafundi. Kufanele babe nezincwadi zokubhala nezokubhala ngesandla kanye namapensela emadeskini abo. Kufanele bonke bakwazi ukubona iphosta.
- Tshela abafund ukuthi namuhla bazobhala indaba ngephosta ethi, *Ukuhlanza indawo*. Kufanele benze sengathi bangomunye wabantwana abakuyiphosta bese bebhala ngokuhlangenwe nakho kwalowo mntwana ekuhlanzeni isikole. Bangabheka iphosta ukuze bathola imibono noma bangasebenzisa eyabo imibono.
- Khumbuza abafundi ngezinto ezimqoka okufanele bazikhumbule ngesikhathi bebhala. Njengoba wenza lokhu bonisa ohlwini olwenze ebhodini futhi ufunde iphuzu elihlobene nalokho okushoyo: nikeza indaba yakho isihloko; indaba kufanele ibe nesiqalo, umzimba kanye nesiphetho; bhala izigatshana ezi-3. Khumbuza abafundi ukuthi isigatshana sinomqondo oyinhloko kanye nemisho ehlobene omunye nomunye. Umqondo oyinhloko esigabeni ngasinye kufanele wehluke, kodwa kufanele ube mayelana nendaba.
- Khumbuza abafundi ngezimpawu zokubhala nokuthi kufanele bazame ukupela igama ngaphambi kokuza kuwe bezocela usizo. Izindaba zabo kufanele zibhalwe zibe nenkathi eyodwa, okungaba yinkathi yamanje noma ezayo. Akufanele bahlanganise izinkathi ezindabeni zabo.

- Chazela abafundi ukuthi ufuna basebenzise amagama amathathu *okokuqala, okulandelayo*, kanye nase*kugcineni* ezindabeni zabo. Batshele lokhu: '**Okokuqala' angasetshenziswa ekuqaleni kwesigaba ukusho into oqale ngayo ukuyenza, ekuqaleni. Uzosebenzisa 'okulandelayo' lapho ubhala nganoma yini oyenzile ngemva kwalokhu futhi uzosebenzisa 'ekugcineni' ekuphetheni indaba ukuze ubonise into yokugcina oyenzile.**
- Hamba phakathi kwabo futhi usize lapho kudingeka khona. Phinda uchazele noma yimuphi umfundi ongazange aqonde noma yiliphi kula maphuzu.
- Cabanga futhi ubhale ngokuthi lesi sifundo sihambe kanjani.

Activity 7: Term 2 Grade 3 Week 1 Day 3 Activity 3

ACTIVITY 3 ***UMSEBENZI 3***	***WRITING / UKUBHALA***
TIME / **ISIKHATHI**	imizuzu engama-30
CONTENT **CONCEPTS** **SKILLS** **OKUQUKETHWE ULWAZI** **AMAKHONO**	• Khomba usebenzise amabizo, izichasiso, izenzo kanye nezandiso, ngokuyikho.
	• Incwadi yokubhala nokuqondisisa

ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI

- Hlalisa abafundi balungele ukufunda; kube nezincwadi zokubhala nokuqondisisa ematafuleni abo. Kufanele bakwazi ukubona iphosta.
- Ithi: **Namhlanje sizofunda ukusebenzisa amabizo, izenzo, izichasiso kanye nezandiso emishweni. Nihlala nizisebenzisa emishweni ngaphandle kokwazi ukuthi zibizwa ngokuthi ziyini.**
- Bhala lo musho olandelayo ebhodini: **ibizo igama elijwayelekile lento, lomuntu noma lendawo. Singakwazi ukuzibona nokuzithinta. Izibonelo zamabizo; umfana, intombazane, ipensela, isikole, inja, idolobha, imoto.**
- Yithi: **Bhekani lapha egumbini lokufundela bese ninginikeza izibonelo zamabizo. Khumbulani ukuthi zisizungeze yonke indawo.**
- Cela abafundi abambalwa bakunike isibonelo zamabizo.
- Cela abafundi ukuthi bacabange ngamabizo angekho eklasini. Isib: izimoto, amatekisi, izinkomo. njll.
- Bhala ezinye zezibonelo ebhodini.
- Bhala lokhu okulandelayo ebhodini: **isenzo igama elisitshela ngokwenziwayo; Izibonelo zezenzo: gijima, uhambile, uyakhala, uyabhala.**
- Cela abafundi bakunikeze izibonelo zezenzo, amagama asho ukwenza. Wabhale ebhodini.
- Bhala lokhu okulandelayo ebhodini: **isichasiso igama elisitshela kabanzi ngebizo; lichaza**

ibizo. Izibonelo zezichasiso; oluhlaza, encane, unkulu.

- Yithi: **Isibhakabhaka esiluhlaza, inja encane nebhubesi elikhulu. 'Esiluhlaza' kuchaza isibhakabhaka, 'encane' kuchaza inja, 'elikhulu' kuchaza ibhubesi.**
- Cela abafundi bakunikeze izichasiso ezichaza amabizo abhalwe ebhodini. Zibhale ebhodini.
- Bhala lokhu okulandelayo ebhodini: I**sandiso sisitshela kabanzi ngesenzo, sichaza isenzo. Izibonelo zesandiso: kancane ngokushesha ngesizotha.**
- Yithi: **Indoda yahamba kancane. Umfana wagijima ngkushesha, owesimame wakhuluma ngokuzotha. Isandiso sisitshela ukuthi isenzo senziwe kanjani.**
- Cela abafundi bakunikeze izandiso ezisitshela kabanzi ngezenzo ezibhalwe ebhodini.
- Tshela abafundi ukuthi sisebenzisa amabizo, izichasiso, izenzo, nezandiso uma sibhala. Izichasiso nezandiso zenza umbhalo wethu ukuba uthokozise, ngakho-ke kufanele nikhumbule ukuzisebenzisa uma nibhala izindaba.
- Abafundi kufanele bakopishe izincazelo zamabizo, zezichasiso, zezenzo, nezezandiso ezincwadini zabo zokubhala. Futhi babhale izibonelo ezimbili.
- Cabanga futhi ubhale ngokuthi lesi sifundo sihambe kanjani.

RESOURCES FOR ACTIVITIES ON EDITING

ISIZULU

Activity 9: Term 3 Grade 2 Week 3 Day 3 Activity 4

ACTIVITY 4 / UMSEBENZI 4	*WRITING / UKUBHALA*
TIME / ISIKHATHI	imizuzu engama-30
CONTENT. CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	• Zimbandakanye engxoxweni lapho kukhethwa khona isihloko okuzobhalwa ngaso. • Bhala 1-2 izigatshana (okungenani ezinemisho eyisishiyagalombili) ngezehlakalo zempilo yakho noma isigameko. • Sebenzisa izimpawu zokubhala ngendlela efanele. • Hlela, ubhale futhi ushicilele indaba yakho eyimisho okungenani eyi-6. • Sebenzisa inkathi eyedlule ngendlela efanele. • Bona futhi usebenzise amabizo kanye nezenzo ngokufanele. • Bona futhi usebenzise izabizwana ngokuyikho. • Pela amagama ajwayelekile ngendlela efanele, uzame ukupela amagama amasha usebenzisa ulwazi lwemisindo • Yakha inqolobane yakho yamagama nesichazamazwi
RESOURCES / IZINSIZA-KUFUNDISA	• Izincwadi zokubhala nezokubhala ngesandla

ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI

Ngaphambi kwalesi fundo bhala ebhodini amachashazi amaphuzu ayisi-5 angezansi okuhlela umbhalo ukuze abafundi bakwazi ukubhekisela kuwo.

- Hlalisa kahle abafundi. Kufanele bavule izincwadi zabo zokubhala noKubhala Kahle Ngesandla lapho babhale khona indaba yabo yasekhishini.
- Tshela abafundi ukuthi banemizuzu eyi-10 yokuqeda izindaba zabo uma bengaziqedanga esifundweni esedlule. Uma bonke abafundi beqedile qhubeka nenqubo yokuhlela umbhalo.
- Ngemva kwemizuzu eyi-10 yisho lokhu: **Manje ngizohlola noma nizohlela umbhalo wendaba yenu. Lokhu kusho ukuthi nizobhala indaba yenu futhi nibheke nanoma yimaphi amaphutha bese nezama ukuwalungisa. Bhalani noma yikuphi ukulungisa ngenhla kwegama elingalungile, noma nengeze noma yiziphi izimpawu zokubhala ezingekho. Kufanele nihlole okulandelayo:**
    - **yonke imisho kufanele yenze umqondo; omunye umuntu kufanele akwazi ukuqonda lokho okubhalile**
    - **umusho ngamunye kufanele uqale ngosonhlamvukazi futhi ugcine ngongqi, isibabazo noma uphawu lombuzo.**
    - **igama lomuntu, idolobha noma izwe kufanele kuqale ngosonhlamvukazi**
    - **indaba kufanele ibhalwe ibe senkathini eyedlule**
    - **isipelingi sibe kahle**
- Nikeza amafundi imizuzu eyi-10 yokwenza lokhu. Hamba phakathi kwabo unikeze usizo

lapho kudingeka khona.

- Ngemva kwemizuzu eyi-10 yisho lokhu: **Kopisha umbhalo olungisiwe wendaba yakho ngezansi kombhalo wokuqala wendaba.**
- Uma kungenzeka, thatha izincwadi ukuze uyohlola ngokungahleliwe lapho abafundi kungenzeka badinage khona usizo lokubhala kanye nokuhlela umbhalo.
- Cabanga futhi ubhale ngokuthi lesi sifundo sihambe kanjani.

Activity 10: Term 3 Grade 3 Week 1 Day 5 Activity 3

ACTIVITY 3 / UMSEBENZI 3	***WRITING / UKUBHALA***
TIME / ISIKHATHI	imizuzu engama-30
CONTENT **CONCEPTS** **SKILLS / OKUQUKETHWE ULWAZI** **AMAKHONO**	• Bhala imibhalo yakho ngezindlela ezahlukene: bhala umbhalo wedayari, incwadi, chaza. • Sebenzisa izinhlobo ezahlukene zemisho njengezitatimende, imibuzo, imiyalelo. • Sebenzisa izimpawu zokubhala ngendlela efanele: osonhlamvukazi, ongqi, amakhefu, imibuzo, izibabazo, nabacaphuni. • Bona futhi usebenzise amabizo, izabizwana, izenzo, izibaluli kanye nondaweni ngokufanele. • Hlanganisa imisho ngokusebenzisa izihlanganiso ezifana nonjengoba kanye nokodwa. • Sebenzisa ulwazimagama olunhlobonhlobo ukwenza umbhalo uthakazelise kakhudlwana. • Sebenzisa ulwazi lwemisindo nemithetho yokupela ukubhala amagama anzima. • Fundela iklasiklasi imibhalo yakho. • Yakha inqolobane yakho yamagama nesichazamazwi.
	• Incwadi yokubhala • Izincwadi ze-DBE ikhasi 18

ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI

Ngaphambi kwalesi fundo bhala iphethini ekahle yencwadi: ikheli ngasohlangothini olungakwesokudla; *Mpho Othandekayo* ngenhla kwesobunxele; ngezansi kwesobunxele Umngane wakho Busi. Kwenziwe kahle ekhasini 18 lezincwadi ze-DBE.

- Hlalisa kahle abafundi. Kufanele bavule izincwadi zabo zokubhala ohlamvini abalubhalile engxenyeni yokubhala eyedlule. Kufanele babe nepeni noma ikhrayoni yombala owehlukile abazobhala ngayo ukulungisa kwabo. Ungabavumeli ukuba bacime amaphutha.
- Yisho lokhu: **Namuhla uzohlela okubhalile, okuwukuthi uthole noma yimaphi amaphutha bese uwalungisa. Okokuqala kufanele ufunde incwadi yakho ukuze ubone ukuthi iyawenza yini umqondo. Funda ngokufana ncamashi nalokho okubhalile igama ngalinye. Uma umusho ungenzi umqondo okahle wulungise ngokuthi usebenzise umbala owehlukile. Qiniseka ukuthi uwubeke kahle. Kufanele uwubeke kahle ufane nale ncwadi ebhalwe ebhodini. Okulandelayo bheka igama ngalinye bese uqiniseka ukuthi lipelwe**

kahle. Bhala isipelingi esikahle segama ngenhla kwegama. Uma ungaqiniseki kahle woza futhi uzobuza kimi kodwa kufanele uqale uzame ukuzilungisela wena igama. Manje lungisa izimpawu zokubhala – ongqi, osonhlamvukazi, amakhefu kanye nezibabazo. Hlola ukuze ubone uma usebenzise iziphawulo, izibaluli kanye nezenzo ezikahle. Uma kungenjalo zama ukwengeza iziphawulo nezibaluli futhi ushintshe amagama enjengokuthi uhambile, usebenzise amagama angcono.

- Bhala okulandelayo ebhodini ukusiza abafundi bakhumbule lokho okufanele bakwenze:
    - Imisho kufanele yenze umqondo.
    - Isipelingi
    - Izimpawu zokubhala – osonhlamvukazi, ongqi, amakhefu, nezibabazo
    - Iziphawulo, izibaluli kanye nezenzo ezingcono
- Hamba phakathi kwabafundi futhi usize lapho kudingeka khona. Uma ubona iphutha umfundi angalibonanga, mazise, bese umtshela ukuba alilungise.
- Abafundi kufanele babhale kabusha kahle izincwadi zabo.
- Lapho sebeqedile bangafundela omunye umfundi izincwadi zabo.
- Thatha izincwadi bese uhlola izincwadi.
- Cabanga futhi ubhale ngokuthi lesi sifundo sihambe kanjani.

EFAL

Activity 11: EFAL Term 3 Grade 3 Week 3 Day 5 Activity 2

ACTIVITY 2	*WRITING AND GROUP GUIDED READING*
TIME	35 minutes
CONTENT/CONCEPTS/ SKILLS	**Writing** • With guidance, writes a personal recount of experiences • Uses punctuation already taught in HL • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Builds own word bank and personal dictionary • Uses the writing process **GGR** • Reads aloud from own book in guided reading group with the teacher • Uses the reading strategies taught in Home Language • Reads with increasing fluency and expression • Shows an understanding of punctuation when reading aloud • Continues to build a sight word vocabulary
RESOURCES	• Writing books, pencils • Reader *Grandpa's Glasses*
ACTIVITY DESCRIPTION	
• Settle the learners. They should have their Writing books open to their recount about visiting to the zoo. o Say: **Today you are going to edit your work i.e. find any mistakes and correct them. First you must read your zoo visit to see if it makes sense. Read exactly what you have**	

written word for word. If a sentence does not make sense correct it using a different colour. Next look at each word and make sure it has been spelt correctly. Write the correct spelling of the word above the word. If you are not sure come and ask me but you must try to correct the word first yourself. Then correct punctuation – full stops, capital letters, commas and exclamation marks.

- Write the following on the board to help the learners remember what to do:
    - Sentences must make sense.
    - Spelling
    - Punctuation – capital letters, full stops, commas, exclamation marks

- Reflect on the lesson.

RESOURCES FOR ACTIVITIES ON ASSESSMENT

Activity 12: Term 4 Grade 2 Week 5 Day 2 Activity 2

ACTIVITY 2 ***UMSEBENZI 2***	***HANDWRITING FORMAL ASSESSMENT TASK 1 PART 1*** ***UKUBHALA NGESANDLA UKUHLOLA OKUHLELIWE UMSEBENZI 1 INGXENYE 1***
TIME / ISIKHATHI	Imizuzu eyi-15
CONTENT **CONCEPTS** **SKILLS** **OKUQUKETHWE ULWAZI** **AMAKHONO**	• Kopisha futhi ubhale okungenani izinhlamvu ezimbili ngokuhlanganisa ngesonto, ziqede zonke izinhlamvu ekupheleni kwethemu • Kopisha futhi ubhale amagama amafushane ngokuhlanganisa • Kopisha futhi ubhale osonhlamvukazi abajwayelekile usebenzisa ukubhala ngokuhlanganisa • Kopisha futhi ubhale imisho emifushane ngokuhlanganisa
RESOURCES **IZINSIZA-KUFUNDISA**	• Izincwadi zokuhlolwa

ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI

Ngaphambi kwalesi sifundo bhala ebhodini amagama kanye nomusho olandelayo (hhayi amamaki anikeziwe) ngokuhlanganisa:

- iyasindwa, phezulu, liqala (amamaki ama-2 egama ngalinye; izinhlamvu kufanele zenziwe kahle. (**Isamba: amamaki ayi-6)**
- Namhlanje omzala basivakashele. (amamaki ama-2 egama ngalinye, imaki eli-1 longqi; izinhlamvu kufanele zenziwe kahle. (**Isamba: amamaki ayi-7**)

    - Hlalisa kahle abafundi bonke ukuze bakunake futhi bakulalele. Kufanele babe nezincwadi zabo zokuhlolwa emadeskini abo.
    - Tshela abafundi ukuba bakopishele amagama kanye nomusho ezincwadini zabo.
    - Thatha izincwadi futhi umake umsebenzi usebenzise imigomo yamamaki enikeziwe ngamagama kanye nangemisho engenhla.
    - **Ingxenye 1 Isamba samamaki: 13**
    - Abafundi bazokwenza ingxenye 2 yokuhlolwa esifundweni esilandelayo sokubhala ngesandla.
    - Amamaki engxenye 1 kanye nengxenye 2 azohlanganiswa ndawonye ukuze enze isamba sama-**21** (13+8)
    - Rekhoda amamaki.
    - Cabanga futhi ubhale ngokuthi lesi sifundo sihambe kanjani.

Activity 13: Term 3 Grade 3 Week 4 Day 2 Activity 4 and Week 7 GGR

ACTIVITY 4 / UMSEBENZI 4	***SHARED READING FORMAL ASSESSMENT TASK 1 GROUP 3 / UKUFUNDA NGOKUHLANGANYELA UKUHLOLA OKUHLELIWE UMSEBENZI 1 IQEMBU 3***
TIME / ISIKHATHI	imizuzu eli-15
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	• Funda incwadi nabafundi bonke kanye nothisha bese uchaza ingqikithi yendaba, abalingiswa kanye nokwenzekayo. • Veza ukuthi indaba uyithandile kanti ungakuvumela lokho ngokuphendula isib. “Ngiyayithanda le ndaba ngoba ingikhumbuza…
RESOURCES / IZINSIZA-KUFUNDISA	• Ukufunda Ngokuhlanganyela: Incwadi ye-DBE ikhasi 22 • Abafundi bonke: Incwadi ye-DBE ikhasi 21

ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI

Ukuphawula okubhekiswe kuthisha: Lokhu okwesithathu kwezikhathi eziyisishiyagalombili. Kulesi sifundo, uzohlola Iqembu 3.

- Hlalisa kahle abafundi. Kufanele bavule ikhasi 22 ezincwadini zabo ze-DBE.
- Fundela abafundi indaba.
- Ngesikhathi abafundi bonke beqedela isiphicaphicwano samagama ezisezansi ekhasini 21 ezincwadini ze-DBE, biza umfundi ngamunye ukuba eze edeskini lakho bese umbuza imibuzo elandelayo:
    1. Iyini ingqikithi yale ndaba? (imayelana nomtapo wezincwadi noma ngalokho ongakwenza emtatsheni wezincwadi noma ngalokho abantwana abakwenzayo emtatsheni wezincwadi) amamaki ama-2
    2. Obani abalingiswa ku le ndaba? (abantwana, uthisha, uPhumi, uBusi) 4 amamaki
    3. Kuyini okwenzekakule ndaba? (Abantwana bathanda ukuya emtatsheni wezincwadi; baya khona njalo ngesonto ngemva kwesikole; uthisha uyabafundela; uPhumi kanye noBusi basiza emtatsheni wezincwadi futhi basebenzisa ikhompiyutha, bathatha izincwadi baye nazo ekhaya.) amamaki ama-5
    4. Ingabe uyithandile indaba? Kungani kunjalo? Kungani kungenjalo? amamaki ama-3 (isitatimende esicacile sombono, isizathu esinengqondo, esifanelana kahle nombhalo.)
    - **Isamba samamaki**: **14**
    - Rekhoda amamaki.
    - Cabanga futhi ubhale ngokuthi lesi sifundo sihambe kanjani.

GROUP GUIDED READING: FORMAL ASSESSMENT
UKUFUNDA NGAMAQEMBU OKULAWULWAYO: UKUHLOLA OKUHLELIWE

- Lalela umfundi ngamunye efunda ingxenye noma ikhasi eli-1 kuye ngobude bekhasi encwadini yokufunda-B1: *"Siyabhaka nogogo" amakhasi 2-5*
- Buza imibuzo emi-2 k ingxenye noma ekhasini eli-1 elifundiwe. Umfundi ngamunye uzophendula imibuzo emi-2.

Ikhasi 2:	Lingubani izinga lokushisa ogo abeka kulo uhhavini? (amadigri ayi-180 eCentigrade) Kungani kudingeka ube kuleli zinga lokushisa? (ukuze abhake ikhekhe)
Ikhasi 3:	Yini enuka kamnandi? (yi-*vanilla essence*) Kungani kudingeka uthele ubisi ngokucophelela uma wenza ikhekhe?
Ikhasi 4:	Yini enamathela esipunini sakhe? (inhlama) Yini enye ongayisebenzisa ukuze uhlanganise inhlama yekhekhe uma ungenawo umshini wokuhlanganisa osebenza ngogesi? (imfologo)
Ikhasi 5:	Kungani bethela kuphela ingxenye wepani? (ukuze inhlama ibe nesikhalo sokukhukhumala) Kungani bezama ukufaka inhlama elinganayo enkomishini ngayinye? (ukuze amakhekhe azokuba nobukhulu obulinganayo)

- Hlola abafundi usebenzisa imigomo yokuhlola engezansi

Activity 14: Term 3 Grade 3 Week 6 Day 3 Activity 3

ACTIVITY 3 / UMSEBENZI 3	*WRITING FORMAL ASSESSMENT TASK 2 WHOLE CLASS / UKUBHALA UKUHLOLA OKUHLELIWE UMSEBENZI 2 ABAFUNDI BONKE*
TIME / ISIKHATHI	imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	• Qala ukubhala, ubhale, uhlele okubhaliwe futhi ushicilele indaba yakho okungenani eyizigatshana ezi-2 (imisho eyi-10) enesihloko. • Sebenzisa izimpawu zokubhala ngendlela efanele: osonhlamvukazi, ongqi, amakhefu, imibuzo, izibabazo, nabacaphuni / okhulumile. • Sebenzisa ulwazi lwemisindo nemithetho yokupela ukubhala amagama anzima.
RESOURCES / IZINSIZA-KUFUNDISA	• Izincwadi zokuhlolwa • Iphosta: *Izinkonzo Zezimo Eziphuthumayo*

ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI

- Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo Zokuhlolwa kanye namapensela emadeskini abo. Kufanele bakwazi ukubona iphosta.
- Tshela abafundi ukuba babhale ngokuthile okwenzekayo kuphosta. Kufanele babhale izigatshana ezi-3 futhi banikeze indaba yabo isihloko. Sekukonke, kufanele kube okungenani imisho eyi-10.

Bakhumbuze lokhu:

1. ukubhala isiqalo, umzimba kanye nesiphetho.
2. ukusebenzisa iziphawulo, izenzo ezikahle kanye nezibaluli ukwenza indaba yabo ithakazelise kakhudlwana.
3. ukuhlela umsebenzi wabo

- Thatha izincwadi futhi uzimake usebenzise imigomo yokuhlolwa ebekwe ngezansi.
- Cabanga futhi ubhale ngokuthi lesi sifundo sihambe kanjani.

IMIGOMO YOKUHLOLA: Irubriki	
1 – 2	Indaba inesigatshana esi-1, kodwa ingqikithi yendaba iyacaca, futhi imisho yonke axhumani kahle. Indaba ayinaso isiqalo esibonakalako, umzimba noma isiphetho. Iziphawulo kanye nezibaluli azisetshenziswanga. Kunemisho engaphansi kweyi-10. Isakhiwo somusho silula kakhulu. Kunamaphutha amaningi. Isipelingi, izimpawu zokubhala kanye nohlelo lolimi akuhleliwe. Indaba ayinaso isihloko.
amamaki ama-3	Indaba inezigatshana ezi-2 noma ezintathu. Okungenani isigatshana esisodwa sinengqikithi yendaba ecacile, futhi imisho ekuso ixhumana kahle naleli phuzu. Kunomqondo othile wesiqalo, umzimba kanye nesiphetho, kodwa lokhu akucacile. Indaba ayithakazelisi. Kuncane ukucabanga. Kunemisho okungenani eyisi-9. Isakhiwo somusho silula kakhulu. – futhi imisho mifushane kakhulu, noma mide futhi iyajikeleza. Zincane kakhulu iziphawulo nezibaluli ezisetshenziswe, azizihle ngaso sonke isikhathi. Kunamaphutha angaphezu kwayi-10 ohlelo lolimi nesipelingi, futhi ku-1 noma ku-2 ukuhlelwa kombhalo okwenziwe. Indaba inesihloko, kodwa ayixhumani kahle nomongo wendaba.

4 - amamaki ama-5	Indaba inezigatshana ezi-3. Okungenani zi-2 izigatshana ezinengqikithi ecacile, ezinemisho enokuxhumana kahle kuyo. Inesiqalo, umzimba kanye nesiphetho esicacile kodwa ayithakazelisi kakhulu. Iziphawulo nezibaluli ezithile zisetshenzisiwe. Okungenani kunemisho eyi-10, futhi lena yakhiwe kahle, futhi icace kahle. Kunamaphutha ayisi-5-10 ohlelo lolimi, izimpawu zokubhala kanye nawesipelingu futhi okungenani ama-3 awo ahlelwe kahle. Kunesihloko esivumelana kahle nomongo wendaba.
6 – amamaki ayi-7	Indaba inezigatshana ezi-3 ezakhiwe kahle. Kunesiqalo, umzimba kanye nesiphetho esicacile, futhi indaba iyathandeka. Ukusetshenziswa kweziphawulo nezibaluli, kubonisa ukuthi umfundi uyaqonda ukuthi zisetshenziswa kahle nangempulela. Kunamaphutha angaphansi kwesi-5 ohlelo lolimi, izimpawu zokubhala kanye nawesipelingi futhi angaphezu kwama-2 asele ngemva kokuhlela umbhalo. Kunesihloko esivusa isithakazelo, esibamba umongo wendaba kahle.

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Umsebenzi wokuhlola okuhleliwe kwesi- 2:
Ukubhala:
• Ukubhala kokuqala,ukubhala, ukuhlela okubhaliwe nokukwethula okubhaliwe okungenani izigaba ezimbili
ezinesihloko(enemisho eyi -10 kuya phezulu),
• Sebenzisa umthetho wolwazi lwemisindo nesibizelo ukubhala amagama angajwayelekile,
• Sebenzisa izimpawu zenkulumo: osonhlamvukazi, ukhefana, uphawu lokubuza, isibabazo nokhulumayo
Formal Assessment Activity 2:
Writing
 Drafts, writes, edits and presents own story of at least two paragraphs of ten or more sentences, with a title
 Uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas
 Uses phonics knowledge and spelling rules to write unfamiliar words

Activity 14: Term 4 Grade 1 Week 3 Day 1 Activity 1

ACTIVITY 1 ***UMSEBENZI 1***	***LISTENING AND SPEAKING FORMAL ASSESSMENT TASK 1 PART 1 GROUPS 1 AND 2*** ***UKULALELA NOKUKHULUMA UKUHLOLA OKUHLELIWE UMSEBENZI 1 INGXENYE 1 AMAQEMBU 1 NO-2***
TIME / ISIKHATHI	Imizuzu engama-30: imizuzu emi-5 yomsebenzi wokukhuluma wasekuseni; imizuzu engama-25: umsebenzi
CONTENT **CONCEPTS** **SKILLS** **OKUQUKETHWE ULWAZI** **AMAKHONO**	• Khuluma ngezehlakalo zempilo yakho bese uveza imizwa yakho (xoxa izindaba). • Lalela iziyalezo kanye nezaziso futhi wenze ngendlela efanele. • Xoxa indaba enesiqalo, umzimba kanye nesiphetho ngezwi elihambisana nokusendabeni. • Phendula imibuzo esezingeni eliphezulu ebhekiswe esiqeshini esifundiwe.
RESOURCES IZINSIZA-KUFUNDISA	• Incwadi ye-DBE ikhasi 68, 69

ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI

Qaphela: Abafundi kumele bahlolwe ngamunye. Ngenxa yalesi sizathu umsebenzi owodwa wokuhlola uphindwa yizikhathi ezi-3. Kufanele abafundi bahlukaniswe babe amaqembu ama-5 futhi uhlole abafundi eqenjini elilodwa noma kwamabili kuye ngobude besikhathi sesifundo. Kulesi sifundo uzohlola abafundi bamaqembu amabili (Amaqembu 1 no-2).

- Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo ze-DBE kanye namapensela emadeskini abo
- Tshela abafundi ukuba balalelisise kahle indaba ozoyifunda ngoba uzobabuza imibuzo ngayo. Fundela abafundi ikhasi 68.
- Yibe usucela abafundi ukuba bavule ekhasini 69 ezincwadini ze-DBE futhi badwebe isithombe esibonisa esikhathi ababegula ngaso bese bebhala imisho emi-3 emayelana nesithombe sabo.
- Ngesikhathi abafundi beqedela isivivinyo se-DBE biza umfundi ngamunye ukuba eze edeskini lakho ngezikhathi ezingafani bese:
    - Ucela umfundi ngamunye ukuba akuxoxele indaba emayelana nesikhathi ayegula ngaso. Bakhumbuze ukuthi indaba kufanele ibe nesiqalo, umzimba kanye nesiphetho futhi kufanele izwi kanye nephimbo labo lingafani.
    - Amamaki anikezwa indaba enesiqalo, umzimba kanye nesiphetho (amamaki ama-3); ukungafani kwezwi kanye nephimbo (amamaki ama-2). Indaba ejabulisayo exoxwe kahle (amamaki ama-2) **amamaki ayi-7**
    - Buza umfundi ngamunye imibuzo elandelayo:
        1) Umama kaMimi wamyisa kuphi? (emtholampilo)
        2) Yini udokotela atshela uMimi ukuba ayiphuze? (amaphilisi)
        3) Kungani uMimi kufanele angayi esikoleni?
- I imaki lempendulo ngayinye elungile (amamaki ama-3)
- **Isamba samamaki engxenye 1: 10** (7+3)
- Rekhoda amamaki.
- La mamaki ayi-10 azohlanganiswa namamaki ama-4 asengxenyeni 2 yalokhu kuhlola

okuwumsebenzi wonke wabafundi.
- Cabanga futhi ubhale ngokuthi lesi sifundo sihambe kanjani.

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- Khuluma ngezehlakalo zempilo yakho bese uveza imizwa yakho (xoxa izindaba).
- Lalela iziyalezo kanye nezaziso futhi wenze ngendlela efanele.
- Xoxa indaba enesiqalo, umzimba kanye nesiphetho ngezwi elihambisana nokusendabeni.
- Phendula imibuzo esezingeni eliphezulu ebhekiswe esiqeshini esifundiwe.

Formal Assessment Activity 1:
Listening and Speaking (oral and/ or practical)
• Talks about personal experiences and feelings (e.g. tells news)
• Listens to instructions and announcements and responds appropriately
• Tells a familiar story which has a beginning, middle and end, varying tone and volume of voice
• Answers closed and open-ended questions

Activity 14: Term 3 Grade 2 Week 5 Day 2 Activity 1

ACTIVITY 1	*PHONICS FORMAL ASSESSMENT TASK 3 WHOLE CLASS*
TIME	30 minutes
CONTENT/CONCEPTS/SKILLS	• Builds up and breaks down simple words beginning with a single consonant into onset and rime • Groups common words into word families • Recognises common endings in words 'ed' and 'ing'
RESOURCES	• Assessment books, pencils
ACTIVITY DESCRIPTION	

- Prepare the learners. They must have their Assessment books and pencils on their desks.
- Write the date and numbers 1 – 7 next to the margin on the board.
- Learners copy this.
- Write the following words on the board next to the numbers:
    - **1 mat, get, cat, pot, rat, sat**
    - **2 fed, pit, red, bed, lot**
    - **3 big, pat, dig, jet, wig**
  - Tell the learners to write the rhyming words together, the words that belong to a family.
  - 1 mark for each correct family: 3 marks
- Write the following words on the board next to the numbers:
    - **4 sit, hit**
    - **5 hot, rot**
- Tell the learners to write the two letters that are the same in each word separately from the beginning/first letter.
- 1 mark for each correct answer: 2 marks
- Write the following sentence on the board next to the number:
    - **6 The man looked.**
  - Tell the learners to copy the sentence and colour the **ed** red.
  - 1 mark
- Write the following sentence on the board next to the number:
    - **7 The boy is washing.**
  - Tell the learners to copy the sentence and colour the **ing** red**.**
  - 1 mark
- **Total mark: 7** (3+2+2)
- Reflect on the lesson.

ASSESSMENT
Suggested Formal Assessment Task 3 from CAPS p 71:
Phonics: (oral and/or practical and/or written)
 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'