





**GRADE 1**

# **isiZulu**

## **Home Language**

Teacher Toolkit:  
CAPS Planner, Tracker and  
Assessment Resources

**TERM 2**

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# A. ABOUT THE PLANNER AND TRACKER

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The curriculum and assessment planner and tracker is a tool to support you as a teacher.

It provides a plan of what should be taught each day of the term. The plan for isiZulu in the Foundation Phase is linked to the daily lesson plans. By following the programme in the tracker and the lesson plans, you will be sure to cover the curriculum in the allocated time, and to complete the required assessment programme. By noting the date when each lesson is completed you can see whether or not you are *on track* and if you are not, you can strategise with your HOD and peers as to how best to make up time to ensure that all the work for the term is completed.

In addition, the tracker encourages you to reflect on what in your lessons is effective, and where your work could be strengthened. These reflections can be shared with colleagues. In this way, the tracker encourages continuous improvement in practice.

This document also contains support for assessment<sup>1</sup> (in Section C), as shown below:

- The DBE programme of assessment for Term 2 for HL – as distributed in October 2017.
- The DBE rubrics and checklists for the specified assessment activities.
- The assessment programme in the lesson plans: This shows you in which week/s and on which day/s you can conduct assessments using the rubric or checklist provided.
- Assessment exemplars: These are activities for each component that can be assessed this term using the rubric provided. You may use these, set your own assessments, or use exemplars provided by the DBE (national or provincial). All assessments take place in the usual time scheduled for the component being assessed.
- A set of sight words to use for the required reading assessment.
- Assessment record sheet: This sheet has columns for you to record marks for each of the activities which are assessed using a rubric (the activity exemplars provided in Section C, or your own). The record sheet is found at the end of the tracker. You can copy this sheet and add your learners' names to the left-hand column. The record sheet should help you when you have to enter marks into SA-SAMS.

This book will not be redistributed each year. You should therefore file it for future use at the end of the term. As you are likely to have recorded dates and your reflection in it, we have provided separate tools for tracking and reflecting at the end of this book. One is for conventional and the other for multigrade classrooms. Please use whichever is appropriate for your context. You will need to copy one for each week that you teach.

**Note:** The lesson plans to which this tracker is linked are designed for a second term that is 10 weeks long. If you are using them in a term which is shorter or longer than this, you should adjust the pace at which you work accordingly. It is important that you check the term length at the start of the term.

The following components are provided in the columns of the tracker table:

1. Day of the week
2. CAPS language component – such as Listening and Speaking
3. Lesson page number
4. DBE workbook page to be used in the lesson
5. Resources needed
6. Date completed.

## Weekly reflection

The tracker gives you space to reflect on your isiZulu Home Language lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lesson. Together with your HOD you can think of ways of improving on the daily work that the learners in your class are doing. When you reflect you could think about things such as:

- Was your preparation for the lesson adequate? For instance, did you have all the necessary resources? Had you thought through the content so that you understood it fully and so could teach it effectively?
- Did the purpose of the lesson succeed? For instance, did the learners reach a good understanding of the key concepts for the day? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the day? For instance, did they finish the classwork? Was their classwork done adequately? Did you assign the homework?

Briefly jot down your reflection weekly, following the prompts in the tracker.

- *What went well?*
- *What did not go well?*
- *What did the learners find difficult or easy to understand/do?*
- *What will you do to support or extend learners?*
- *Did you complete all the work set for the week? If not, what will you do to get back on track?*
- *What would you change for next time? Why?*

The reflection should be based on the daily lessons you have taught each week. It will provide you with a record for the next time you implement the same lesson again, and also forms the basis for collegial conversations with your head of department, and your peers.

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<sup>1</sup> The DBE makes changes to the assessment requirements from time to time. In such instances, you might need to change the assessment programme and other resources provided in this book to comply with the revised requirements.

# B. PLANNER AND TRACKER

Isonto 1					
Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	1. Ukulalela nokukhuluma	7		Azikho ezidingekayo	
	2. Imisindo	8		<ul style="list-style-type: none"> <li>Ilfeshi-khadi: <b>I</b></li> <li>Amagama afundwayo: iloli; ulele; lila; lula; lola</li> <li>Izincwadi zomsebenzi wasekhaya</li> </ul>	
	3. Ukubhala ngesandla	9		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> <li>Incwadi yesibonelo sokubhala ngesandla yohlamvu oluncane: <b>I</b></li> </ul>	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	10		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Baleka</i></li> <li>Amagama amafleshi-khadi: qaphela; zivikele; baleka; yima; ukudubula</li> <li>Incwadi yokufunda ngababili/ngokuzimela, Incwadi yokufunda ngokuhlanganyela noma incwadi yokufunda ngamaqembu okulawulwayo esifundiwe noma incwadi yezindaba zase-Afrika</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo	11	66, 67	<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Baleka</i></li> <li>Izincwadi ze-DBE</li> </ul>	
	3. Ukufunda ngokuhlanganyela	12		<ul style="list-style-type: none"> <li>Incwadi enkulu: <i>Izinambuzane</i></li> </ul>	
3	1. Imisindo	13		<ul style="list-style-type: none"> <li>Ilfeshi-khadi: <b>j</b></li> <li>Amagama akhiwe ngomsindo: ujamu, ijuba, ejele, jabula, jiba</li> <li>Izincwadi zomsebenzi wasekhaya</li> </ul>	
	2. Ukubhala ngesandla	14		<ul style="list-style-type: none"> <li>Incwadi yemisindo kanye nokubhala ngesandla</li> <li>Incwadi yesibonelo sokubhala ngesandla yohlamvu: <b>j</b></li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	14		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Baleka</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
4	1. Ukulalela nokukhuluma	15		Azikho ezidingekayo	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	16		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Baleka</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukufunda ngokuhlanganyela	16		<ul style="list-style-type: none"> <li>Incwadi enkulu: <i>Izinambuzane</i></li> </ul>	

### Isonto 1

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
5	1. Imisindo	17		<ul style="list-style-type: none"> <li>• Incwadi yemisindo kanye nokubhala ngesandla</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo	18	70, 71	<ul style="list-style-type: none"> <li>• Incwadi yokufunda ngamaqembu okulawulwayo</li> <li>• Izincwadi ze-DBE</li> </ul>	
	3. Ukubhala	18		<ul style="list-style-type: none"> <li>• Izincwadi zokubhala, amakhrayoni</li> <li>• Amapensela</li> <li>• Iphosta: <i>Indawo Yokudlala</i></li> </ul>	

**Cabanga futhi ubhale ngalokhu:** Yikuphi okuhambe kahle? Yikuphi okungahambanga kahle? Yikuphi abafundi abakuthole kunzima noma kulula? Uzokwenzani ukuxhasa abafundi noma ukubasiza? Wena nabafundi ngabe nikwazile ukuqeda umsebenzi obekelwe leli sonto?

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

**Umphathi Womnyango:**

**Usuku:**



## Isonto 2

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	1. Ukulalela nokukhuluma	19		<ul style="list-style-type: none"> <li>Izincwadi zokubhala</li> <li>Amakhrayoni</li> </ul>	
	2. Imisindo	20		<ul style="list-style-type: none"> <li>Ilfleshi-khadi: <b>h</b></li> <li>Amagama afundwayo – ihaba; hola; ihele; hubha; heha; uhele</li> </ul>	
	3. Ukubhala ngesandla	20		<ul style="list-style-type: none"> <li>Incwadi yemisindo kanye nokubhala ngesandla</li> <li>Iphapha lesibonelo sokubhala uhlamvu: h kanye nosonhlamvukazi U</li> </ul>	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	22		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Lalela</i></li> <li>Amafleshi-khadi: Ngifuna; ayeke; bayeke; Balaleleni; Asifuni</li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nomsebenzi wolimi	23	74, 75	<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Lalela</i></li> <li>Incwadi ye-DBE</li> </ul>	
	3. Ukufunda ngokuhlanganyela	23		<ul style="list-style-type: none"> <li>Incwadi enkulu: <i>Izinambuzane</i></li> </ul>	
3	1. Imisindo	24		<ul style="list-style-type: none"> <li>Ilfleshi-khadi: <b>g</b></li> <li>Amagama afundwayo – igula; gona; ogobile; gega; giba; geja</li> <li>Izincwadi zomsebenzi wasekhaya</li> </ul>	
	2. Ukubhala ngesandla	24		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> <li>Iphapha lesibonelo sokubhala uhlamvu: <b>g</b></li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	26		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Lalela</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
4	1. Ukulalela nokukhuluma	26		<ul style="list-style-type: none"> <li>Azikho ezidingekayo</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	27		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Lalela</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukufunda ngokuhlanganyela	28		<ul style="list-style-type: none"> <li>Incwadi enkulu: <i>Izinambuzane</i></li> </ul>	
5	1. Imisindo	28		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo	29	78	<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Lalela</i></li> <li>Izincwadi ze-DBE</li> </ul>	
	3. Ukubhala	30		<ul style="list-style-type: none"> <li>Izincwadi zokubhala</li> <li>Izincwadi zomsebenzi wasekhaya</li> </ul>	

## Isonto 2

**Cabanga futhi ubhale ngalokhu:** Yikuphi okuhambe kahle? Yikuphi okungahambanga kahle? Yikuphi abafundi abakuthole kunzima noma kulula? Uzokwenzani ukuxhasa abafundi noma ukubasiza? Wena nabafundi ngabe nikwazile ukuqeda umsebenzi obekelwe leli sonto?

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

**Umpathi Womnyango:**

**Usuku:**

### Isonto 3

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	1. Ukulalela nokukhuluma	32		<ul style="list-style-type: none"> <li>Izinto ezindala nezintsha (izicathulo, ijezi, inkomishi)</li> </ul>	
	2. Imisindo	33		<ul style="list-style-type: none"> <li>Ilfeshi-khadi: <b>d</b></li> <li>Amagama afundwayo – idada; edamini; duda; dedela; duba; deda; doba, unodoli, umgodli; dubula</li> <li>Izincwadi zomsebenzi wasekhaya</li> </ul>	
	3. Ukubhala ngesandla	34		<ul style="list-style-type: none"> <li>Iincwadi yemisindo neyokubhala ngesandla</li> <li>Iphapha lesibonelo sokubhala uhlamvu: d kanye nosonhlamvukazi M</li> </ul>	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	35		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Baleka</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	36		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Baleka</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukufunda ngokuhlanganyela	36		<ul style="list-style-type: none"> <li>Incwadi enkulu: <i>NginguMangi</i></li> </ul>	
3	1. Imisindo	37		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	2. Ukubhala ngesandla	38		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	39		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Baleka</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
4	1. Ukulalela nokukhuluma	39	91	<ul style="list-style-type: none"> <li>Incwadi ye-DBE, ikhasi 91 noma ikhophi yekhasi</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	40		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Baleka</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukufunda ngokuhlanganyela	40		<ul style="list-style-type: none"> <li>Incwadi enkulu: <i>NginguMangi</i></li> </ul>	
5	1. Imisindo	41		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	42		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Baleka</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukubhala	43		<ul style="list-style-type: none"> <li>Izincwadi zokubhala</li> <li>Iphosta: <i>Isimangaliso Sosuku Lokuzalwa</i></li> </ul>	

### Isonto 3

**Cabanga futhi ubhale ngalokhu:** Yikuphi okuhambe kahle? Yikuphi okungahambanga kahle? Yikuphi abafundi abakuthole kunzima noma kulula? Uzokwenzani ukuxhasa abafundi noma ukubasiza? Wena nabafundi ngabe nikwazile ukuqeda umsebenzi obekelwe leli sonto?

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

**Umpathi Womnyango:**

**Usuku:**

### Isonto 4

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	1. Ukulalela nokukhuluma	44		<ul style="list-style-type: none"> <li>Izinto ezahlukene (izicathulo, izincwadi, amajezi, izinkomishi, amapuleti, amathoyizi)</li> </ul>	
	2. Imisindo	45		<ul style="list-style-type: none"> <li>Ilfleshi-khadi: <b>t</b></li> <li>Amagama afundwayo: totoba; toboza; teta; teba; tuba</li> <li>Izincwadi zomsebenzi wasekhaya</li> </ul>	
	3. Ukubhala ngesandla	46		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> <li>Iphepha lesibonelo sokubhala uhlamvu: <b>t</b></li> </ul>	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	47		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Bala</i></li> <li>Amafleshi-khadi amagama – ucezu; nocezu; Wabuye; wabala; cezu; maluze; kimi</li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	48		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Bala</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukufunda ngokuhlanganyela	48		<ul style="list-style-type: none"> <li>Incwadi enkulu: <i>NginguMangi</i></li> </ul>	
3	1. Imisindo	49		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	2. Ukubhala ngesandla	50		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	50		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Bala</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
4	1. Ukulalela nokukhuluma	51		<ul style="list-style-type: none"> <li>Izinto ezahlukene (izicathulo, izincwadi, amajezi, izinkomishi, amapuleti, amathoyizi)</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	52		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Bala</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukufunda ngokuhlanganyela	52		<ul style="list-style-type: none"> <li>Incwadi enkulu: <i>NginguMangi</i></li> </ul>	
5	1. Imisindo	53		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	54		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Bala</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukubhala	54		<ul style="list-style-type: none"> <li>Izincwadi zokuhlolwa</li> </ul>	

## Isonto 4

**Cabanga futhi ubhale ngalokhu:** Yikuphi okuhambe kahle? Yikuphi okungahambanga kahle? Yikuphi abafundi abakuthole kunzima noma kulula? Uzokwenzani ukuxhasa abafundi noma ukubasiza? Wena nabafundi ngabe nikwazile ukuqeda umsebenzi obekelwe leli sonto?

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

**Umpathi Womnyango:**

**Usuku:**

## Isonto 5

\*= irubhrikhi yomsebenzi wokuhlola

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	1. Ukulalela nokukhuluma	55		<ul style="list-style-type: none"> <li>Izinto ezahlukene (izincwadi, izingubo, amapuleti, amathoyizi, amapeni, amapensela)</li> </ul>	
	2. Imisindo	56		<ul style="list-style-type: none"> <li>Ilfeshi-khadi: <b>w</b></li> <li>Umsindo wamagama – bhala amagama ama-5</li> <li>Izincwadi zomsebenzi wasekhaya</li> </ul>	
	3. Ukubhala ngesandla	56		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> <li>Iphapha lesibonelo sokubhala uhlamvu: w kanye nosonhlamvukazi L</li> </ul>	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	58		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Lalela</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo	58	92	<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Lalela</i></li> <li>Incwadi ye-DBE</li> </ul>	
	3. Ukufunda ngokuhlanganyela	59		<ul style="list-style-type: none"> <li>Incwadi enkulu: <i>NginguMangi</i></li> </ul>	
3	1. Imisindo	60		<ul style="list-style-type: none"> <li>Ilfeshi-khadi: <b>k</b></li> <li>Umsindo wamagama – bhala amagama ama-5</li> <li>Izincwadi zomsebenzi wasekhaya</li> </ul>	
	2. Ukubhala ngesandla	60		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> <li>Incwadi yesibonelo sokubhala ngesandla yohlamvu k</li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	62		<ul style="list-style-type: none"> <li>Incwadi: <i>Lalela</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
4	*1. Ukulalela nokukhuluma ukuhlola iqembu 1 ( <i>uhhafu</i> )	62	68	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE ikhasi 68</li> <li>Izinto ezahlukene (izicathulo, izingubo, amapeni, amapensela, izincwadi, amathoyizi)</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	63		<ul style="list-style-type: none"> <li>Incwadi: <i>Lalela</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukufunda ngokuhlanganyela	64		–	
5	1. Imisindo	64		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	2. Ngamaqembu okulawulwayo	65	96	<ul style="list-style-type: none"> <li>Incwadi: yokufunda ngamaqembu okulawulwayo: <i>Lalela</i></li> <li>Incwadi ye-DBE</li> </ul>	
	3. Ukubhala	65		<ul style="list-style-type: none"> <li>Izincwadi zokubhala</li> <li>Iphosta: <i>Isimangaliso Sosuku Lokuzalwa</i></li> </ul>	

## Isonto 5

**Cabanga futhi ubhale ngalokhu:** Yikuphi okuhambe kahle? Yikuphi okungahambanga kahle? Yikuphi abafundi abakuthole kunzima noma kulula? Uzokwenzani ukuxhasa abafundi noma ukubasiza? Wena nabafundi ngabe nikwazile ukuqeda umsebenzi obekelwe leli sonto?

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

**Umpathi Womnyango:**

**Usuku:**



## Isonto 6

\*= irubhrikhi yomsebenzi wokuhlola

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	*1. Ukulalela nokukhuluma ukuhlola iqembu 2	66	77	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE</li> <li>Izinto ezahlukene (izicathulo, izingubo, amapeni, amapensela, izincwadi, amathoyizi)</li> </ul>	
	*2. Imisindo ukuhlola abafundi bonke	66		<ul style="list-style-type: none"> <li>Izincwadi zokuhlolwa</li> </ul>	
	*3. Ukubhala ngesandla ukuhlola abafundi bonke	66		<ul style="list-style-type: none"> <li>Izincwadi zokuhlolwa</li> </ul>	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	66		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: Qoqa</li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo	68	100	<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: Qoqa</li> <li>Incwadi ye-DBE</li> </ul>	
	3. Ukufunda ngokuhlanganyela	68		<ul style="list-style-type: none"> <li>Incwadi enkulu: <i>NginguMangi</i></li> </ul>	
3	1. Imisindo	69		<ul style="list-style-type: none"> <li>Ifleshi-khadi: <b>s</b></li> <li>Amagama afundwayo: isisu; saba; ise; isela; susa</li> <li>Izincwadi zomsebenzi wasekhaya</li> </ul>	
	2. Ukubhala ngesandla	70		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> <li>Iphepha lesibonelo sokubhala uhlamvu: s kanye nosonhlamvukazi H</li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	71		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: Qoqa</li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
4	*1. Ukulalela nokukhuluma ukuhlola okuhleliwe iqembu 1 (uhhafu)	71	69	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE</li> <li>Izinto ezahlukene (izicathulo, izingubo, amapeni, amapensela, izincwadi, amathoyizi)</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	72		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: Qoqa</li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukufunda ngokuhlanganyela	72		<ul style="list-style-type: none"> <li>Incwadi enkulu: <i>Uyahlekisa Umkhulu</i></li> </ul>	
5	1. Imisindo	73		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo	74	101	<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: Qoqa</li> <li>Incwadi ye-DBE</li> </ul>	
	3. Ukubhala	74	67	<ul style="list-style-type: none"> <li>Incwadi yokubhala</li> <li>Incwadi ye-DBE</li> </ul>	

## Isonto 6

**Cabanga futhi ubhale ngalokhu:** Yikuphi okuhambe kahle? Yikuphi okungahambanga kahle? Yikuphi abafundi abakuthole kunzima noma kulula? Uzokwenzani ukuxhasa abafundi noma ukubasiza? Wena nabafundi ngabe nikwazile ukuqeda umsebenzi obekelwe leli sonto?

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

**Umpathi Womnyango:**

**Usuku:**

## Isonto 7

\*= irubhrikhi yomsebenzi wokuhlola

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	*1. Ukulalela nokukhuluma ukuhlola iqembu 3	75	73	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE</li> <li>Izinto ezahlukene (izicathulo, izingubo, amapeni, amapensela, izincwadi, amathoyizi)</li> </ul>	
	2. Imisindo	75		<ul style="list-style-type: none"> <li>Ifleshi-khadi: <b>q</b></li> <li>Amagama afundwayo: iqaqa; iqolo; iqegeba; qoba; iqili</li> </ul>	
	3. Ukubhala ngesandla	76		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> <li>Iphepha lesibonelo sokubhala uhlamvu: q kanye nosonhlamvukazi O</li> </ul>	
2	*1. Ukufunda: ukufunda ngamaqembu okulawulwayo: ukuhlola (iqembu 1)	77	105	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE</li> <li>Amapensela</li> <li>Uhlu lokuhlola lwamagama abonwayo angama-30–40</li> <li>Isikhathi sokubheka abafundi imizuzu 1–2</li> <li>Incwadi efundwayo: <i>Bala kanye nethi Qoqa</i></li> </ul>	
	*2. Ukufunda: ukufunda ngamaqembu okulawulwayo: ukuhlola (iqembu 2)	77	108	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE</li> <li>Amapensela</li> <li>Uhlu lokuhlola lwamagama abonwayo angama-30–40</li> <li>Isikhathi sokubheka abafundi imizuzu 1–2</li> <li>Incwadi efundwayo: <i>Bala kanye nethi Qoqa</i></li> </ul>	
	3. Ukufunda ngokuhlanganyela	77		<ul style="list-style-type: none"> <li>Incwadi enkulu: <i>Uyahlekisa Umkhulu</i></li> </ul>	
3	1. Imisindo	78		<ul style="list-style-type: none"> <li>Ifleshi-khadi: <b>v</b></li> <li>Amagama afundwayo – ivovo; vula; vela; isivalo; ukuviva</li> <li>Izincwadi zomsebenzi wasekhaya</li> </ul>	
	2. Ukubhala ngesandla	78		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> <li>Iphepha lesibonelo sokubhala uhlamvu: <b>v</b></li> </ul>	
	*3. Ukufunda: ukufunda ngamaqembu okulawulwayo: ukuhlola (iqembu 3)	79	112	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE</li> <li>Amapensela</li> <li>Uhlu lokuhlola lwamagama abonwayo angama-30–40</li> <li>Isikhathi sokubheka abafundi imizuzu 1–2</li> <li>Incwadi efundwayo: <i>Bala kanye nethi Qoqa</i></li> </ul>	

## Isonto 7

\*= irubhrikhi yomsebenzi wokuhlola

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
4	*1. Ukulalela nokukhuluma ukuhlola iqembu 4 (uhhafu)	80	81	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE</li> <li>Izinto ezahlukene (izicathulo, izingubo, amapeni, amapensela, izincwadi, amathoyizi)</li> </ul>	
	*2. Ukufunda: ukufunda ngamaqembu okulawulwayo: ukuhlola (iqembu 4)	80	99, 106	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE</li> <li>Amapensela</li> <li>Uhlu lokuhlola lwamagama abonwayo angama-30–40</li> <li>Isikhathi sokubheka abafundi imizuzu 1–2</li> <li>Incwadi efundwayo: <i>Bala kanye nethi Qoqa</i></li> </ul>	
	3. Ukufunda ngokuhlanganyela	80		<ul style="list-style-type: none"> <li>Incwadi enkulu: <i>Uyahlekisa Umkhulu</i></li> </ul>	
5	1. Imisindo	81		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	*2. Ukufunda: ukufunda ngamaqembu okulawulwayo: ukuhlola (iqembu 5)	81	107	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE</li> <li>Amapensela</li> <li>Uhlu lokuhlola lwamagama abonwayo angama-30–40</li> <li>Isikhathi sokubheka abafundi imizuzu 1–2</li> <li>Incwadi efundwayo: <i>Bala kanye nethi Qoqa</i></li> </ul>	
	*3. Ukuhlolwa okubhalwayo kwabafundi bonke	81		<ul style="list-style-type: none"> <li>Izincwadi zokuhlolwa</li> <li>Amapensela</li> </ul>	
<p><b>Cabanga futhi ubhale ngalokhu:</b> Yikuphi okuhambe kahle? Yikuphi okungahambanga kahle? Yikuphi abafundi abakuthole kunzima noma kulula? Uzokwenzani ukuxhasa abafundi noma ukubasiza? Wena nabafundi ngabe nikwazile ukuqeda umsebenzi obekelwe leli sonto?</p>				<p>Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?</p>	
				<b>Umphathi Womnyango:</b>	<b>Usuku:</b>

## Isonto 8

\*= irubhrikhi yomsebenzi wokuhlola

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	*1. Ukulalela nokukhuluma <i>ukuhlola iqembu 5</i>	82	74	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE</li> <li>Izinto ezahlukene (izicathulo, izingubo, amapeni, amapensela, izincwadi, amathoyizi)</li> </ul>	
	2. Imisindo	82		<ul style="list-style-type: none"> <li>Ifleshi-khadi: <b>z</b></li> <li>Amagama afundwayo – amazolo; zula; zabalaza; zumeke; ziba</li> <li>Izincwadi zomsebenzi wasekhaya</li> </ul>	
	3. Ukubhala ngesandla	83		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> <li>Iphepha lesibonelo sokubhala uhlamvu: z kanye nosonhlamvukazi E</li> </ul>	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	84		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Baleka</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo	84	116	<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Baleka</i></li> <li>Incwadi ye-DBE</li> </ul>	
	3. Ukufunda ngokuhlanganyela	85		<ul style="list-style-type: none"> <li>Incadi enkulu: <i>Uyahlekisa Umkhulu</i></li> </ul>	
3	1. Imisindo	86		<ul style="list-style-type: none"> <li>Ifleshi-khadi: <b>r</b></li> <li>Amagama afundwayo: irondo; irandi; irama; irabha, irula</li> <li>Izincwadi zomsebenzi wasekhaya</li> </ul>	
	2. Ukubhala ngesandla	86		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> <li>Iphepha lesibonelo sokubhala uhlamvu: <b>r</b></li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	88		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Baleka</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
4	*1. Ukulalela nokukhuluma <i>ukuhlola iqembu 4 (uhhafu)</i>	88	109	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE</li> <li>Izinto ezahlukene (izicathulo, izingubo, amapeni, amapensela, izincwadi, amathoyizi)</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	89		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Baleka</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukufunda ngokuhlanganyela	90		<ul style="list-style-type: none"> <li>Incwadi enkulu: <i>Uyahlekisa Umkhulu</i></li> </ul>	
5	1. Imisindo	90		<ul style="list-style-type: none"> <li>Izincwadi zokuhlolwa</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo	91		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Baleka</i></li> <li>Incwadi yokubhala</li> </ul>	
	3. Ukubhala	91		<ul style="list-style-type: none"> <li>Izincwadi zokuhlolwa</li> </ul>	

## Isonto 8

**Cabanga futhi ubhale ngalokhu:** Yikuphi okuhambe kahle? Yikuphi okungahambanga kahle? Yikuphi abafundi abakuthole kunzima noma kulula? Uzokwenzani ukuxhasa abafundi noma ukubasiza? Wena nabafundi ngabe nikwazile ukuqeda umsebenzi obekelwe leli sonto?

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

**Umpathi Womnyango:**

**Usuku:**

## Isonto 9

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	1. Ukulalela nokukhuluma	92		<ul style="list-style-type: none"> <li>Incwadi enkulu: <i>Izinambuzane</i></li> </ul>	
	2. Imisindo	93		<ul style="list-style-type: none"> <li>Ilfleshi-khadi: <b>y</b></li> <li>Amagama afundwayo – yekela; yobayoba, yiwa; yiwo, yena</li> <li>Izincwadi zomsebenzi wasekhaya</li> </ul>	
	3. Ukubhala ngesandla	94		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> <li>Iphepha lesibonelo sokubhala uhlamvu: <b>y</b></li> </ul>	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	94		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Bala</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo	95	120	<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Bala</i></li> <li>Incwadi ye-DBE</li> </ul>	
	3. Ukufunda ngokuhlanganyela	96		<ul style="list-style-type: none"> <li>Incwadi enkulu: <i>Izilwane zase-Afrika</i></li> </ul>	
3	1. Imisindo	96		<ul style="list-style-type: none"> <li>Ilfleshi-khadi: <b>p</b></li> <li>Amagama afundwayo: ipani; ipeni; upopo; popola; iposi</li> <li>Izincwadi zomsebenzi wasekhaya</li> </ul>	
	2. Ukubhala ngesandla	97		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> <li>Iphepha lesibonelo sokubhala uhlamvu: p kanye nosonhlamvukazi A</li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	98		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Bala</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
4	1. Ukulalela nokukhuluma	98	91, 95	<ul style="list-style-type: none"> <li>Incwadi ye-DBE</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	99		<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Bala</i></li> <li>Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukufunda ngokuhlanganyela	100		<ul style="list-style-type: none"> <li>Incwadi enkulu: <i>Izilwane zase-Afrika</i></li> </ul>	
5	1. Imisindo	100		<ul style="list-style-type: none"> <li>Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo	101	124	<ul style="list-style-type: none"> <li>Incwadi yokufunda ngamaqembu okulawulwayo: <i>Bala</i></li> <li>Incwadi ye-DBE</li> </ul>	
	3. Ukubhala	102		<ul style="list-style-type: none"> <li>Iphosta: <i>Indawo Yokudlala</i></li> <li>Izincwadi zokubhala</li> <li>Amapensela</li> </ul>	

## Isonto 9

**Cabanga futhi ubhale ngalokhu:** Yikuphi okuhambe kahle? Yikuphi okungahambanga kahle? Yikuphi abafundi abakuthole kunzima noma kulula? Uzokwenzani ukuxhasa abafundi noma ukubasiza? Wena nabafundi ngabe nikwazile ukuqeda umsebenzi obekelwe leli sonto?

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

**Umpathi Womnyango:**

**Usuku:**



**Isonto 10**

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	1. Ukulalela nokukhuluma	103		<ul style="list-style-type: none"> <li>• Iphosta: <i>Indawo Yokudlala</i></li> </ul>	
	2. Imisindo	104		<ul style="list-style-type: none"> <li>• Ifleshi-khadi: <b>x</b></li> <li>• Amagama afundwayo – uxamu; ixoxo; xebula; xokozela; xika</li> <li>• Iphepha lesibonelo sokubhala uhlamvu: x kanye nosonhlamvukazi <b>C</b></li> </ul>	
	3. Ukubhala ngesandla	105		<ul style="list-style-type: none"> <li>• Incwadi yemisindo neyokubhala ngesandla</li> <li>• Incwadi yesibonelo sokubhala ngesandla yohlamvu: <b>x</b> nosonhlamvukazi <b>C</b></li> </ul>	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	106		<ul style="list-style-type: none"> <li>• Incwadi yokufunda ngamaqembu okulawulwayo: <i>Qoqa</i></li> <li>• Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo	106	128	<ul style="list-style-type: none"> <li>• Incwadi yokufunda ngamaqembu okulawulwayo: <i>Qoqa</i></li> <li>• Incwadi ye-DBE</li> </ul>	
	3. Ukufunda ngokuhlanganyela	107		<ul style="list-style-type: none"> <li>• Incwadi enkulu: <i>Izilwane zase-Afrika</i></li> </ul>	
3	1. Imisindo	108		<ul style="list-style-type: none"> <li>• Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	2. Ukubhala ngesandla	108		<ul style="list-style-type: none"> <li>• Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	109		<ul style="list-style-type: none"> <li>• Incwadi yokufunda ngamaqembu okulawulwayo: <i>Qoqa</i></li> <li>• Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
4	1. Ukulalela nokukhuluma	109		<ul style="list-style-type: none"> <li>• Iphosta: <i>Isimangaliso Sosuku Lokuzalwa</i></li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	110		<ul style="list-style-type: none"> <li>• Incwadi yokufunda ngamaqembu okulawulwayo: <i>Qoqa</i></li> <li>• Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukufunda ngokuhlanganyela	110		<ul style="list-style-type: none"> <li>• Incwadi enkulu: <i>Izilwane zase-Afrika</i></li> </ul>	
5	1. Imisindo	111		<ul style="list-style-type: none"> <li>• Incwadi yemisindo neyokubhala ngesandla</li> </ul>	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	112		<ul style="list-style-type: none"> <li>• Incwadi yokufunda ngamaqembu okulawulwayo: <i>Qoqa</i></li> <li>• Izincwadi zokufunda ngababili/ngokuzimela</li> </ul>	
	3. Ukubhala	112		<ul style="list-style-type: none"> <li>• Iphosta: <i>Isimangaliso Sosuku Lokuzalwa</i></li> <li>• Izincwadi zokubhala</li> <li>• Amapensela</li> </ul>	

## Isonto 10

**Cabanga futhi ubhale ngalokhu:** Yikuphi okuhambe kahle? Yikuphi okungahambanga kahle? Yikuphi abafundi abakuthole kunzima noma kulula? Uzokwenzani ukuxhasa abafundi noma ukubasiza? Wena nabafundi ngabe nikwazile ukuqeda umsebenzi obekelwe leli sonto?

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

**Umpathi Womnyango:**

**Usuku:**

# C. ASSESSMENT RESOURCES

1. STRENGTHENED CAPS PROGRAMME OF ASSESSMENT (AS IN CIRCULAR S1 OF 2017)					
HOME LANGUAGE: GRADE 1: TERM 2					
Component	What skills will be assessed	Form of assessment	Assessment tool	Score	Date to be completed
Listening and Speaking	<ul style="list-style-type: none"> <li>Participates in class discussions and listens without interrupting taking turns to speak (integrate with Life Skills)</li> <li>Talks about personal experiences, such as tells news, describes weather news, other topical events</li> <li>Listens to stories with interest, identifies the main idea and draws a picture to show understanding and responds to questions</li> <li>Responds to instructions and makes simple requests</li> <li>Describes objects using correct vocabulary in terms of age (old/new; young/old), direction, size, distance, etc. (integrate with Mathematics)</li> <li>Responds to questions</li> </ul>	Observation Oral and Practical	Checklist	5	By Week 9
			Rubric	5	
<p><b>Teacher notes</b>  <i>These Listening and Speaking skills will be observed and assessed during your daily oral lesson activities in all subjects. They are integrated and feature in Mathematics and Life Skills too. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities in all subjects to demonstrate these skills orally and practically in daily lessons. By Week 9 you should be able to complete the checklist and score each learner according to the rubric. For SA-SAMS you should have 1 score for Listening and Speaking.</i></p>					
Phonics: Written	<ul style="list-style-type: none"> <li>Write the initial letter sound for the picture, matching initial sound with picture/word (consonants and vowels)</li> <li>Cross out or circle the odd word in a word family, e.g. hat, bat, mat, cat, cot</li> <li>Write words with <b>at, et, it ot, ut, ag, eg, ig, og, ug, an, en, in, un</b></li> </ul>	Written	Worksheet/ Class workbook	10	By Week 8
Phonics: Oral	<ul style="list-style-type: none"> <li>Identifies letter sound relationships of most single letters: <b>Letter Sound Chart</b></li> <li>Builds up and breaks down simple words using sounds learnt – consonant and vowel blends</li> <li>Groups common words into sound families</li> </ul>	Oral	Checklist	n/a	By Week 9
<p><b>Teacher notes</b>  <i>Phonics written activity should be no longer than 10–15 minutes and it should be done in small groups so that the activities can be mediated with all learners accordingly. For SA-SAMS you should have 1 score for phonics.</i></p>					

Component	What skills will be assessed	Form of assessment	Assessment tool	Score	Date to be completed	Date completed
Oral Reading & Comprehension	<b>Group Guided Reading Sessions</b> <b>Word recognition:</b> Assess each learner individually on at least <b>30–40 sight words</b> (Big Book, Theme, Reader) Assess each learner on <b>oral reading</b> ; choose a text (DBE Workbook, Reader) which has at least <b>30–40 words</b> and ask questions about the text	Observation & Oral	Rubric	5	Week 7 & 8	
	<ul style="list-style-type: none"> <li>• Reads phonic words in sentences and other texts</li> <li>• Uses pictures to predict what the story is about</li> <li>• Listens to and discusses the stories, identifies the main idea and the main character in texts read aloud during <b>Shared Reading</b> lessons</li> <li>• Listening <b>comprehension</b>: learners respond to 2–3 oral questions related to the shared reading stories/texts</li> </ul>	Observation & Oral	Checklist	n/a		
<b>Teacher notes</b> During your Group Guided Reading sessions in Weeks 7 to 8 you will assess each learner on: <ul style="list-style-type: none"> <li>• at least 30–40 sight words (maximum of 1–2 minutes per learner); Use a familiar word list on an A4 laminated poster.</li> <li>• an oral reading text with at least 30–40 words (word recognition, fluency, comprehension, e.g. 2–3 oral questions) and time allocation should be a maximum of 2–3 minutes per learner.</li> </ul> The attached checklist should be used for recording and scoring to be done according to the rubric. For SA-SAMS you should have scores for the two Oral Reading components (word recognition and oral reading).						
Handwriting	<ul style="list-style-type: none"> <li>• Forms at least 20 lower case letters correctly according to size and position</li> <li>• Writes two and three letter words with correct spacing</li> <li>• Copies and writes short simple sentences</li> </ul>	Observation & Written	Class workbook/ Rubric &	5	By Week 9	
	<b>Teacher notes</b> Each skill should not be assessed as an independent activity but rather the learner's written recording in their class workbooks in all subjects should be observed and assessed accordingly. By Week 9, you should be able to score your learners according to letter formation, transcription of at least 2–3 short words and at least 1 short sentence. The attached checklist should be used for recording and scoring to be done according to the rubric. For SA-SAMS you should have 1 score for handwriting.	Written	Class workbook/ Rubric	n/a	By Week 9	
<b>Teacher notes</b> By Week 9 the learner should be able to translate oral sentences into a written format with support. The attached checklist should be used for recording and scoring to be done according to the rubric. For SA-SAMS you should have 1 score for writing.						
<b>TOTAL SCORE</b>			<b>40</b>			
Scores will be captured on SA-SAMS. The score will be converted to a percentage to indicate Level 1–7 for the report card.						

## 2. PROGRAMME OF ASSESSMENT IN THE LESSON PLANS

This table gives an overview of how the assessment programme can be completed.

The weeks and days when assessments can be done	Component and skills to be assessed	Tool
<b>Listening and Speaking</b>		
All L&S lessons	Participates in class discussions and listens without interrupting taking turns to speak	Checklist
Week 2 Day 1	Listens to stories with interest, identifies the main idea, draws a picture to show understanding and responds to questions	Checklist
Week 1 Day 1; all L&S lessons	Talks about personal experiences such as tells news, weather, discusses topical events	Checklist
Week 1 Day 4	Responds to instructions and makes simple requests	Checklist
Week 5 Day 4; Week 6 Day 1, 4; Week 7 Day 1, 4; Week 8 Day 1, 4	Describes objects in terms of colour, size, shape using correct vocabulary	Rubric
Week 5 Day 4; Week 6 Day 1, 4; Week 7 Day 1, 4; Week 8 Day 1, 4	Responds to questions	Rubric
<b>Phonics</b>		
Week 6 Day 1	Identifies letter-sound relationships of most single letters	Class workbook
Week 6 Day 1	Builds words using sounds learnt	Class workbook
<b>Reading (GGR)</b>		
All GGR lessons	Reads phonic words in sentences and other texts	Checklist
Week 1 Day 2; Week 3 Day 2; Week 6 Day 2, 4	Uses pictures to predict what the story is about	Checklist
Week 1 Day 4; Week 3 Day 4; Week 4 Day 4; Week 8 Day 4	Predicts and interprets pictures to make up own story	Checklist
Week 1 Day 2; Week 2 Day 4; Week 3 Day 2; Week 4 Day 2; Week 5 Day 2; Week 6 Day 4; Week 7 Day 2, 4	Listens and discusses the story, identifies the main idea and main characters in texts read aloud in SR lessons	Checklist
All SR lessons	Listening comprehension – learners respond to 2–3 oral questions related to SR stories/texts	Checklist
Week 7 Day 2, 3, 4, 5	Asses each learner individually on at least 30–40 sight words in 1–2 minutes	Rubric
Week 7 Day 2, 3, 4, 5	Assess each learner on oral reading; choose a text which has at least 30–40 words and ask questions about the text	Rubric
<b>Handwriting</b>		
Week 6 Day 1	Forms at least 20 lower case letters correctly according to size and position	Rubric
Week 6 Day 1	Writes words with correct spacing	Rubric
Week 3 Day 3; Week 4 Day 3; Week 5 Day 3	Copies and writes short simple sentences	Checklist
<b>Writing</b>		
Week 7 Day 5	Writes at least 1–2 sentences of own news or on a topic	Class book/ Rubric

### 3. SHEET OF WORDS FOR READING ASSESSMENT

Amagama abonwayo angama-50–60 ngemizuzwana 1–2.

Cela umfundi ukuba afunde amagama kusukela kwesobunxele kuye kwesokudla.  
Mnikeze imizuzu 1–2 ukuba enze lokhu.

Qaphela	zivikele	baleka
Yima	ukudubula	ngifuna
Ayeke	Bayeke	balaleleni
Asifuni	Ucezu	nocezu
wabuye	wabala	cezu
maluze	kimi	nonke
qoqani	bonani	lona
Izikole	zivaliwe	isikele
Fana	musa	bona-ke
Yebo	uyalalela	kusebusuku
Lala	lalani	vukani
Dweba	Lesi	simo
Zimo	Lezi	Nasi
Sika		

## 4. ASSESSMENT EXEMPLARS FOR ACTIVITIES USING RUBRICS

WEEK 5 DAY 4 / ISONTO 5 USUKU 4	
ACTIVITY 1 / UMSEBENZI 1	LISTENING AND SPEAKING ASSESSMENT GROUP 1 (half) UKULALELA NOKUKHULUMA UKUHLOLA IQEMBU 1 (uhhafu)
TIME / ISIKHATHI	15 minutes / Imizuzu eyi-15
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> <li>Chaza izinto usebenzisa amagama afanele ngokweminyaka, inkomba, ubungako, ibanga, njll</li> <li>Ukuphendula imibuzo</li> </ul>
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE ikhasi 68</li> <li>Izinto ezahlukene (izicathulo, izingubo, amapeni, amapensela, izincwadi, amathoyizi)</li> </ul>
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p><b>Injongo yesifundo:</b> Ukuhlola ikhono labafundi lokuchaza izinto kanye nokuphendula imibuzo</p> <p><b>Qaphela:</b> Abafundi kufanele bahlolwe ngamunye. Kufanele wehlukanise ikhosi libe amaqembu ama-5 futhi uhlole abafundi eqenjini elilodwa lesifundo ngasinye semizuzu engama-30 bese kuba uhhafu weqembu ezifundweni zemizuzu eyi-15. Uzophinda isifundo izikhathi eziyi-7 ukuze uhlole iqembu ngalinye. Kulesi sifundo, kufanele uhlole uhhafu wabafundi abaseQenjini 1.</p> <ul style="list-style-type: none"> <li>Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo ze-DBE kanye namakhrayoni emadeskini abo.</li> <li>Fundela abafundi indaba elandelayo:</li> </ul> <p><b>UDumi noBongi bavakashela umzala wabo osepulazini lakhe. Wabathatha waya nabo echibini ukuze bayobona amaxoxo. Kwakunamaxoxo ayi-12 echibini. Elinye ixoxo lagxumela ngaphandle kwamanzi osebeni lwechibi. Leli xoxo labamba impukane ngolimi lwalo okunamfukayo. Izingane zahlala futhi zabuka amaxoxo ihora nesigamu. Kwase kubuyelwa endlini esepulazini futhi kwadliwa isidlo sakusihlwa.</b></p> <ul style="list-style-type: none"> <li>Ngesikhathi beqedela umsebenzi osekhasini 68 biza umfundi ngamunye oseQenjini 1 ukuba eze edeskini lakho.</li> <li>Babuze imibuzo elandelayo:             <ol style="list-style-type: none"> <li>Obani abahamba bayovakashela umzala wabo? (uDumi kanye noBongi)</li> <li>Ixoxo elinye labamba ini? (impukane)</li> <li>Ayemangaki amaxoxo echibini? (12)</li> <li>Yini ongathanda ukuyibona epulazini? Kungani?</li> </ol> </li> <li>Sebenzisa irubric yokulalela nokukhuluma esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okuphendula imibuzo.</li> <li>Beka izinto emgqeni kusukela kwesobunxele kuye kwesokudla edeskini lakho. Umfundi kufanele ame ngendlela yokuthi abuke izinto. Mtshela ukuthi iyiphi into okuyinto yokuqala. Cela umfundi ukuba akhombe enye into esedeskini lakho bese ekuchazela yona. Mkhumbuze ukuba asho ukuthi yindala yini noma yintsha; inkulu noma incane; ingakwesobunxele noma ngakwesokudla kwenye yezinto eziseceleni kwayo nokuthi ingeyesingaki (isb. eyokuqala, eyesibili); inombala onjani nokuthi uma uyithinta izwakala kanjani.</li> <li>Sebenzisa irubric yokulalela nokukhuluma esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okuchaza izinto.</li> <li>Rekhoda lawa mamaki amabili angafinyelela kwama-5 okulalela nokukhuluma omfundi ngamunye ephepheni lokurekhoda amamaki.</li> <li>Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.</li> </ul>	

**WEEK 6 DAY 1 / ISONTO 6 USUKU 1**

<b>ACTIVITY 1 / UMSEBENZI 1</b>	<b>LISTENING AND SPEAKING ASSESSMENT GROUP 2 UKULALELA NOKUKHULUMA UKUHLOLA IQEMBU 2</b>
<b>TIME / ISIKHATHI</b>	30 minutes / Imizuzu engama-30
<b>CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO</b>	<ul style="list-style-type: none"> <li>• Chaza izinto usebenzisa amagama afanele ngokweminyaka, inkomba, ubungako, ibanga, njll</li> <li>• Ukuphendula imibuzo</li> </ul>
<b>RESOURCES / IZINSIZA-KUFUNDISA</b>	<ul style="list-style-type: none"> <li>• Izincwadi ze-DBE ikhasi 77</li> <li>• Izinto ezahlukene (izicathulo, izingubo, amapeni, amapensela, izincwadi, amathoyizi)</li> </ul>
<b>ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI</b>	
<p><b>Injongo yesifundo:</b> Ukuhlola ikhono labafundi lokuchaza izinto kanye nokuphendula imibuzo</p> <p><b>Qaphela:</b> Kulesi sifundo, kufanele uhlole abafundi abaseQenjini 2.</p> <ul style="list-style-type: none"> <li>• Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo ze-DBE kanye namapensela emadeskini abo.</li> <li>• Fundela abafundi indaba elandelayo:</li> </ul> <p><b>uDumi noBongi bavakashela umzala wabo osepulazini lakhe. Wabathatha waya nabo echibini ukuze bayobona amaxoxo. Kwakunamaxoxo ayi-12 echibini. Elinye ixoxo lagxumela ngaphandle kwamanzi osebeni lwechibi. Leli xoxo labamba impukane ngolimi lwalo okunamfukayo. Izingane zahlala futhi zabuka amaxoxo ihora nesigamu. Kwase kubuyelwa endlini esepulazini futhi kwadliwa isidlo sakusihlwa.</b></p> <ul style="list-style-type: none"> <li>• Ngesikhathi beqedela umsebenzi osekhasini 77 biza umfundi ngamunye oseQenjini 2 ukuba eze edeskini lakho.</li> <li>• Buza imibuzo elandelayo:             <ol style="list-style-type: none"> <li>1. Obani abahamba bayovakashela umzala wabo? (uDumi kanye noBongi)</li> <li>2. Ixoxo elinye labamba ini? (impukane)</li> <li>3. Ayemangaki amaxoxo echibini? (12)</li> <li>4. Yini ongathanda ukuyibona epulazini? Kungani?</li> </ol> </li> <li>• Sebenzisa irubric yokulalela nokukhuluma esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okuphendula imibuzo.</li> <li>• Beka izinto emgqeni kusukela kwesobunxele kuye kwesokudla edeskini lakho. Umfundi kufanele ame ngendlela yokuthi abuke izinto. Mtshela ukuthi iyiphi into okuyinto yokuqala. Cela umfundi ukuba akhombe enye into esedeskini lakho bese ekuchazela yona. Mkhumbuze ukuba asho ukuthi yindala yini noma yintsha; inkulu noma incane; ingakwesobunxele noma ngakwesokudla kwenye yezinto eziseceleni kwayo nokuthi ingeyesingaki (isb. eyokuqala, eyesibili); inombala onjani nokuthi uma uyithinta izwakala kanjani.</li> <li>• Sebenzisa irubric yokulalela nokukhuluma esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okuchaza izinto.</li> <li>• Rekhoda lawa mamaki amabili angafinyelela kwama-5 okulalela nokukhuluma omfundi ngamunye ephepheni lokurekhoda amamaki.</li> <li>• Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.</li> </ul>	

**WEEK 6 DAY 1 / ISONTO 6 USUKU 1**

<b>ACTIVITY 2 / UMSEBENZI 2</b>	<b>PHONICS ASSESSMENT WHOLE CLASS IMISINDO UKUHLOLA ABAFUNDI BONKE</b>
<b>TIME / ISIKHATHI</b>	30 minutes / Imizuzu engama-30
<b>CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO</b>	<ul style="list-style-type: none"> <li>• Kwazi ukubona ubudlelwano bemisindo nezinhlamvu ezihamba ngalunye.</li> <li>• Yakha amagama usebenzisa imisindo efundiwe.</li> </ul>
<b>RESOURCES / IZINSIZA-KUFUNDISA</b>	<ul style="list-style-type: none"> <li>• Izincwadi zokuhlolwa</li> </ul>



ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p><b>Injongo yesifundo:</b> Ukuhlola ikhono labafundi lokubona ubudlelwano bemisindo nezinhlamvu ezifundiwe kanye nokwakha amagama ngemisindo efundiwe</p>	
<ul style="list-style-type: none"> <li>Bhala izinombolo 1–10 ebhodini, inombolo ngayinye ibe ngaphansi kwenye. Tshela abafundi: <ul style="list-style-type: none"> <li><b>Babhale izinombolo 1–10 ezincwadini zabo.</b> Bonisa abafundi indlela ozibhale ngayo ebhodini.</li> <li><b>Ngizokusho igama bese nibhala igama eceleni kwenombolo engizoyisho.</b></li> <li>Bonisa abafundi ngokuthi usho igama, ngokwesibonelo, bala bese ubhala ukuthi bala eceleni kwenombolo 1. Cima <b>isibonelo sakho</b> bese uqala ukuhlolwa.</li> </ul> </li> <li>Tshela abafundi ukuthi uzoqala enombolweni 1. <ol style="list-style-type: none"> <li>ihaba</li> <li>ujamu</li> <li>ihele</li> <li>totoba</li> <li>ubani</li> <li>jabula</li> <li>gega</li> <li>dedela</li> <li>edamini</li> <li>igula</li> </ol> </li> <li>Nikeza imaki elilodwa ngempendulo ngayinye elungile.</li> <li>Rekhoda amamaki angafinyelela kwayi-10 emisindo ngomfundi ngamunye ephepheni lokurekhoda amamaki.</li> <li>Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.</li> </ul>	

WEEK 6 DAY 1 / ISONTO 6 USUKU 1	
ACTIVITY 3 / UMSEBENZI 3	HANDWRITING ASSESSMENT WHOLE CLASS UKUBHALA NGESANDLA UKUHLOLA ABAFUNDI BONKE
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> <li>Yakha okungenani izinhlamvu ezincane ezingama-20.</li> <li>Bhala amagama kushiywe izikhala ezifanele phakathi kwawo.</li> </ul>
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> <li>Izincwadi zokuhlolwa</li> </ul>
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p><b>Injongo yesifundo:</b> Ukuhlola ikhono labafundi lokubhala izinhlamvu ezincane kanye namagama</p>	
<ul style="list-style-type: none"> <li>Hlalisa kahle ikhosi ukuze abafundi bakunake futhi bakulalele.</li> <li>Ngaphambi kwalesi sifundo bhala izinhlamvu ezincane kanye namagama alandelayo ebhodini: <p>i c t k g a j d t e</p> <p>uJabulani gibela</p> </li> <li>Tshela abafundi ukuba bakopishele ezincwadini zabo zokuhlolwa izinhlamvu kanye namagama. Kufanele bashiye izikhala phakathi kwezinhlamvu njengoba wenzile ebhodini.</li> <li>Sebenzisa irubric esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okubhala ngesandla.</li> <li>Rekhoda amamaki angafinyelela kwama-5 okubhala ngesandla ngomfundi ngamunye ephepheni lokurekhoda amamaki.</li> <li>Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.</li> </ul>	

## WEEK 6 DAY 4 / ISONTO 6 USUKU 4

ACTIVITY 1 / UMSEBENZI 1	LISTENING AND SPEAKING ASSESSMENT GROUP 1 (half) UKULALELA NOKUKHULUMA UKUHLOLA IQEMBU 1 (uhhafu)
<b>TIME / ISIKHATHI</b>	15 minutes / Imizuzu eyi-15
<b>CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO</b>	<ul style="list-style-type: none"> <li>Chaza izinto usebenzisa amagama afanele ngokweminyaka, inkomba, ubungako, ibanga, njll</li> <li>Ukuphendula imibuzo</li> </ul>
<b>RESOURCES / IZINSIZA-KUFUNDISA</b>	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE ikhasi 69</li> <li>Izinto ezahlukenene (izicathulo, izingubo, amapeni, amapensela, izincwadi, amathoyizi)</li> </ul>
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p><b>Injongo yesifundo:</b> Ukuhlola ikhono labafundi lokuchaza izinto kanye nokuphendula imibuzo</p> <p><b>Qaphela:</b> Kulesi sifundo, kufanele uhlole lona omunye uhhafu wabafundi abaseQenjini 1.</p> <ul style="list-style-type: none"> <li>Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo ze-DBE kanye namapensela emadeskini abo.</li> <li>Fundela abafundi indaba elandelayo: <b>UDumi noBongi bavakashela umzala wabo osepulazini lakhe. Wabathatha waya nabo echibini ukuze bayobona amaxoxo. Kwakunamaxoxo ayi-12 echibini. Elinye ixoxo lagxumela ngaphandle kwamanzi osebeni lwechibi. Leli xoxo labamba impukane ngolimi lwalo okunamfukayo. Izingane zahlala futhi zabuka amaxoxo ihora nesigamu. Kwase kubuyelwa endlini esepulazini futhi kwadliwa isidlo sakusihlwa.</b></li> <li>Ngesikhathi beqedela umsebenzi osekhasini lama-69 biza umfundi ngamunye oseQenjini 1 ukuba eze edeskini lakho.</li> <li>Babuze imibuzo elandelayo:             <ol style="list-style-type: none"> <li>Obani abahamba bayovakashela umzala wabo? (uDumi kanye noBongi)</li> <li>Ixoxo elinye labamba ini? (impukane)</li> <li>Ayemangaki amaxoxo echibini? (12)</li> <li>Yini ongathanda ukuyibona epulazini? Kungani?</li> </ol> </li> <li>Sebenzisa irubric yokulalela nokukhuluma esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okuphendula imibuzo.</li> <li>Beka izinto emgqeni kusukela kwesobunxele kuye kwesokudla edeskini lakho. Umfundi kufanele ame ngendlela yokuthi abuke izinto. Mtshele ukuthi iyiphi into okuyinto yokuqala. Cela umfundi ukuba akhombe enye into esedeskini lakho bese ekuchazela yona. Mkhumbuze ukuba asho ukuthi yindala yini noma yintsha; inkulu noma incane; ingakwesobunxele noma ngakwesokudla kwenye yezinto eziseceleni kwayo nokuthi ingeyesingaki (isb. eyokuqala, eyesibili); inombala onjani nokuthi uma uyithinta izwakala kanjani.</li> <li>Sebenzisa irubric yokulalela nokukhuluma esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okuchaza izinto.</li> <li>Rekhoda amamaki angafinyelela kwama-5 okulalela nokukhuluma ngomfundi ngamunye ephepheni lokurekhoda amamaki.</li> <li>Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.</li> </ul>	

## WEEK 7 DAY 1 / ISONTO 7 USUKU 1

ACTIVITY 1 / UMSEBENZI 1	LISTENING AND SPEAKING ASSESSMENT GROUP 3 UKULALELA NOKUKHULUMA UKUHLOLA IQEMBU 3
<b>TIME / ISIKHATHI</b>	30 minutes / imizuzu engama-30
<b>CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO</b>	<ul style="list-style-type: none"> <li>Chaza izinto usebenzisa amagama afanele ngokweminyaka, inkomba, ubungako, ibanga, njll</li> <li>Ukuphendula imibuzo</li> </ul>
<b>RESOURCES / IZINSIZA-KUFUNDISA</b>	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE ikhasi lama-73</li> <li>Izinto ezahlukenene (izicathulo, izingubo, amapeni, amapensela, izincwadi, amathoyizi)</li> </ul>
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p><b>Injongo yesifundo:</b> Ukuhlola ikhono labafundi lokuchaza izinto kanye nokuphendula imibuzo</p> <p><b>Qaphela:</b> Kulesi sifundo, kufanele uhlole abafundi abaseQenjini 3.</p> <ul style="list-style-type: none"> <li>Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo ze-DBE kanye namapensela emadeskini abo.</li> <li>Fundela abafundi indaba elandelayo: <b>UDumi noBongi bavakashela umzala wabo osepulazini lakhe. Wabathatha waya nabo echibini ukuze bayobona amaxoxo. Kwakunamaxoxo ayi-12 echibini. Elinye ixoxo lagxumela ngaphandle kwamanzi osebeni lwechibi. Leli xoxo labamba impukane ngolimi lwalo okunamfukayo. Izingane zahlala futhi zabuka amaxoxo ihora nesigamu. Kwase kubuyelwa endlini esepulazini futhi kwadliwa isidlo sakusihlwa.</b></li> </ul>	

- Ngesikhathi beqedela umsebenzi osekhasini lama-73 biza umfundi ngamunye oseQenjini 3 ukuba eze edeskini lakho futhi ubabuze imibuzo elandelayo:
  1. Obani abahamba bayovakashela umzala wabo? (uDumi kanye noBongi)
  2. Ixoxo elinye labamba ini? (impukane)
  3. Ayemangaki amaxoxo echibini? (12)
  4. Yini ongathanda ukuyibona epulazini? Kungani?
- Beka izinto emgqeni kusukela kwesobunxele kuye kwesokudla edeskini lakho. Umfundi kufanele ame ngendlela yokuthi abuke izinto. Mtshela ukuthi iyiphi into okuyinto yokuqala. Cela umfundi ukuba akhombene enye into esedeskini lakho bese ekuchazela yona. Mkhumbuze ukuba asho ukuthi yindala yini noma yintsha; inkulu noma incane; ingakwesobunxele noma ngakwesokudla kwenye yezinto eziseceleni kwayo nokuthi ingeyesingaki (isb. eyokuqala, eyesibili); inombala onjani nokuthi uma uyithinta izwakala kanjani.
- Sebenzisa irubric yokulalela nokukhuluma esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okuchaza izinto.
- Rekhoda amamaki angafinyelela kwama-5 okulalela nokukhuluma ngomfundi ngamunye ephepheni lokurekhoda amamaki.
- Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.

## WEEK 7 DAY 2 / ISONTO 7 USUKU 2

ACTIVITY 1 / UMSEBENZI 1	READING: GROUP GUIDED READING ASSESSMENT GROUP 1 UKUFUNDA: UKUFUNDA NGAMAQEMBU OKULAWULWAYO UKUHLOLA IQEMBU 1
TIME / ISIKHATHI	30 minutes / imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> <li>• Hlola umfundi ngamunye ngamagama abonwayo okungenani angama-30–40 emizuzwini 1–2</li> <li>• Hlola umfundi ngamunye ngokufunda ngokuzwakalayo indaba oyikhethile enamagama okungenani angama-30–40 bese ubuza imibuzo emi-3 ehlobene nendaba</li> </ul>
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> <li>• Izincwadi ze-DBE ikhasi le-105, amapensela</li> <li>• Uhlu lokuhlola lwamagama abonwayo angama-30–40</li> <li>• Isikhathi sokubheka abafundi imizuzu 1–2</li> <li>• Incwadi efundwayo: <i>Bala</i> kanye nethi <i>Qoqa</i> (onke amakhasi)</li> </ul>

### ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI

**Injongo yesifundo: Ukuhlola ikhono labafundi lokufunda amagama abonwayo angama-30–40 emizuzwini 1–2 kanye nekhono labo lokufunda amakhasi bese bephendula kahle imibuzo emi-3**

#### Abafundi bonke

- Tshela abafundi ukuba bavule ikhasi 105 futhi bakhethe izithombe ezino-r bese begcwalisa u-r emagameni.

#### Ukufunda Ngamaqembu Okulawulwayo: Ukuhlola

- Ngesikhathi abafundi beqedela imisebenzi yabo yokubhala ngokungabangi umsindo, biza umfundi ngamunye oseQenjini 1 ukuba eze edeskini lakho futhi:
  1. Afunde uhlu lokuhlola lwamagama abonwayo angama-30–40. Tshela umfundi ukuthi uzomnika imizuzu emi-2 yokufunda. Ngaleso sikhathi kufanele afunde kahle amagama amaningi ngangokunokwenzeka kuleso sikhathi. Tshela umfundi ukuba azame konke okusemandleni akhe, akunandaba ukuthi uwafunda onke yini amagama.
  - Sebenzisa irubric esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda uhlu lwamagama abonwayo.
  2. Afunde incwadi ethi *Bala* futhi aphenyule imibuzo elandelayo:
    - Yini ebalwa uLulu? (Ubala izincezu zamakhekhe.)
  3. Afunde incwadi ethi *Qoqa* futhi aphenyule imibuzo elandelayo:
    - Ngabe bayakujabulela abakwenzayo, ubona ngani? (Yebo, bayahlabelela njengoba beqoqa.)
    - Kungani uthisha ethi abafundi abaqoqe? (Ingoba kuzovalwa izikole.)
  - Sebenzisa irubric esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda izincwadi nokuphendula imibuzo emi-3.
  - Rekhoda lawa mamaki amabili angafinyelela kwama-5 kumfundi ngamunye ephepheni lokurekhoda amamaki.
  - Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.

Abafundi bonke	1	2	3	4	5
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**WEEK 7 DAY 2 / ISONTO 7 USUKU 2**

<b>ACTIVITY 2 / UMSEBENZI 2</b>	<b>READING: GROUP GUIDED READING ASSESSMENT GROUP 2 UKUFUNDA: UKUFUNDA NGAMAQEMBU OKULAWULWAYO UKUHLOLA IQEMBU 2</b>
<b>TIME / ISIKHATHI</b>	30 minutes / imizuzu engama-30
<b>CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO</b>	<ul style="list-style-type: none"> <li>Hlola umfundi ngamunye ngamagama abonwayo okungenani angama-30–40 emizuzwini 1–2</li> <li>Hlola umfundi ngamunye ngokufunda ngokuzwakalayo indaba oyikhethile enamagama okungenani angama-30–40 bese ubuza imibuzo emi-3 ehlobene nendaba</li> </ul>
<b>RESOURCES / IZINSIZA-KUFUNDISA</b>	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE ikhasi le-108, amapensela</li> <li>Uhlu lokuhlola lwamagama abonwayo angama-30–40</li> <li>Isikhathi sokubheka abafundi imizuzu 1–2</li> <li>Incwadi efundwayo: <i>Bala</i> kanye nethi <i>Qoqa</i> (onke amakhasi)</li> </ul>

**ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI**

**Injongo yesifundo:** Ukuhlola ikhono labafundi lokufunda amagama abonwayo angama-30–40 emizuzwini 1–2 kanye nekhono labo lokufunda amakhasi bese bephendula kahle imibuzo emi-3

**Abafundi bonke**

- Tshela abafundi ukuba bavule ikhasi le-108 futhi babhale ngaphezulu kohlamvu q bese belubhala kanye negama.

**Ukufunda Ngamaqembu Okulawulwayo: Ukuhlola**

- Ngesikhathi abafundi beqedela imisebenzi yabo yokubhala ngokungabangi umsindo, biza umfundi ngamunye oseQenjini 2 ukuba eze edeskini lakho futhi:
  - Afunde uhlu lokuhlola lwamagama abonwayo angama-30–40. Tshela umfundi ukuthi uzomnika imizuzu emi-2 yokufunda. Ngaleso sikhathi kufanele afunde kahle amagama amaningi ngangokunokwenzeka kuleso sikhathi. Tshela umfundi ukuba azame konke okusemandleni akhe, akunandaba ukuthi uwafunda onke yini amagama.
  - Sebenzisa irubric esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda uhlu lwamagama abonwayo.
    - Afunde incwadi ethi *Bala* futhi aphenhule imibuzo elandelayo:
      - Yini ebalwa uLulu? (Ubala izincezu zamakhekhe.)
    - Afunde incwadi ethi *Qoqa* futhi aphenhule imibuzo elandelayo:
      - Ngabe bayakujabulela abakwenzayo, ubona ngani? (Yebo, bayahlabelela njengoba beqoqa.)
      - Kungani uthisha ethi abafundi abaqoqe? (Ingoba kuzovalwa izikole.)
  - Sebenzisa irubric esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda izincwadi nokuphendula imibuzo emi-3.
  - Rekhoda lawa mamaki amabili angafinyelela kwama-5 kumfundi ngamunye ephepheni lokurekhoda amamaki.
  - Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.

<b>Abafundi bonke</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**WEEK 7 DAY 3 / ISONTO 7 USUKU 3**

<b>ACTIVITY 3 / UMSEBENZI 3</b>	<b>READING: GROUP GUIDED READING ASSESSMENT GROUP 3 UKUFUNDA: UKUFUNDA NGAMAQEMBU OKULAWULWAYO UKUHLOLA IQEMBU 3</b>
<b>TIME / ISIKHATHI</b>	30 minutes / imizuzu engama-30
<b>CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO</b>	<ul style="list-style-type: none"> <li>Hlola umfundi ngamunye ngamagama abonwayo okungenani angama-30–40 emizuzwini 1–2</li> <li>Hlola umfundi ngamunye ngokufunda ngokuzwakalayo indaba oyikhethile enamagama okungenani angama-30–40 bese ubuza imibuzo emi-3 ehlobene nendaba</li> </ul>
<b>RESOURCES / IZINSIZA-KUFUNDISA</b>	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE ikhasi le-112, amapensela</li> <li>Uhlu lokuhlola lwamagama abonwayo angama-30–40</li> <li>Isikhathi sokubheka abafundi imizuzu 1–2</li> <li>Incwadi efundwayo: <i>Bala</i> kanye nethi <i>Qoqa</i> (onke amakhasi)</li> </ul>

**ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI**

**Injongo yesifundo:** Ukuhlola ikhono labafundi lokufunda amagama abonwayo angama-30–40 emizuzwini 1–2 kanye nekhono labo lokufunda amakhasi bese bephendula kahle imibuzo emi-3

**Abafundi bonke**

- Tshela abafundi ukuba bavule ikhasi le-112 futhi babhale ngaphezulu kwembali eno-v, izinhlamvu kanye namagama.

**Ukufunda Ngamaqembu Okulawulwayo: Ukuhlola**

- Ngesikhathi abafundi beqedela imisebenzi yabo yokubhala ngokungabangi umsindo, biza umfundi ngamunye oseQenjini 3 ukuba eze edeskini lakho futhi:
  - Afunde uhlu lokuhlola lwamagama abonwayo angama-30–40. Tshela umfundi ukuthi uzomnika imizuzu emi-2 yokufunda. Ngaleso sikhathi kufanele afunde kahle amagama amaningi ngangokunokwenzeka kuleso sikhathi. Tshela umfundi ukuba azame konke okusemandleni akhe, akunandaba ukuthi uwafunda onke yini amagama.
  - Sebenzisa irubric esekugcineni kwencwadi yokuhlola neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda uhlu lwamagama abonwayo.
    - Afunde incwadi ethi *Bala* futhi aphenyule imibuzo elandelayo:
      - Yini ebalwa uLulu? (Ubala izincezu zamakhekhe.)
    - Afunde incwadi ethi *Qoqa* futhi aphenyule imibuzo elandelayo:
      - Ngabe bayakujabulela abakwenzayo, ubona ngani? (Yebo, bayahlabelela njengoba beqoqa.)
      - Kungani uthisha ethi abafundi abaqoqe? (Ingoba kuzovalwa izikole.)
  - Sebenzisa irubric esekugcineni kwencwadi yokuhlola neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda izincwadi nokuphendula imibuzo emi-3.
  - Rekhoda lawa mamaki amabili angafinyelela kwama-5 kumfundi ngamunye ephepheni lokurekhoda amamaki.
  - Chazela abafundi umsebenzi wasekhaya futhi uhlale ukuthi bayakwazi yini okufanele bakwenze.
  - Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.

<b>Abafundi bonke</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**WEEK 7 DAY 4 / ISONTO 7 USUKU 4**

ACTIVITY 1 / UMSEBENZI 1	LISTENING AND SPEAKING ASSESSMENT GROUP 4(half) UKULALELA NOKUKHULUMA UKUHLOLA IQEMBU 4 (uhhafu)
TIME / ISIKHATHI	15 minutes / Imizuzu eyi-15
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> <li>• Chaza izinto usebenzisa amagama afanele ngokweminyaka, inkomba, ubungako, ibanga, njll</li> <li>• Ukuphendula imibuzo</li> </ul>
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> <li>• Izincwadi ze-DBE ikhasi lama-81</li> <li>• Izinto ezahlukene (izicathulo, izingubo, amapeni, amapensela, izincwadi, amathoyizi)</li> </ul>
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p><b>Injongo yesifundo:</b> Ukuhlola ikhono labafundi lokuchaza izinto kanye nokuphendula imibuzo</p> <p><b>Qaphela:</b> Kulesi sifundo, kufanele uhlole abafundi abaseQenjini 3.</p> <ul style="list-style-type: none"> <li>• Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo ze-DBE kanye namapensela emadeskini abo.</li> <li>• Fundela abafundi indaba elandelayo:  <b>uDumi noBongi bavakashela umzala wabo osepulazini lakhe. Wabathatha waya nabo echibini ukuze bayobona amaxoxo. Kwakunamaxoxo ayi-12 echibini. Elinye ixoxo lagxumela ngaphandle kwamanzi osebeni lwechibi. Leli xoxo labamba impukane ngolimi lwalo okunamfukayo. Izingane zahlala futhi zabuka amaxoxo ihora nesigamu. Kwase kubuyelwa endlini esepulazini futhi kwadliwa isidlo sakusihlwa.</b> </li> <li>• Ngesikhathi beqedela umsebenzi osekhasini lama-81 biza umfundi ngamunye oseQenjini 4 ukuba eze edeskini lakho.</li> <li>• Babuze imibuzo elandelayo:             <ol style="list-style-type: none"> <li>1. Obani abahamba bayovakashela umzala wabo? (uDumi kanye noBongi)</li> <li>2. Ixoxo elinye labamba ini? (impukane)</li> <li>3. Ayemangaki amaxoxo echibini? (12)</li> <li>4. Yini ongathanda ukuyibona epulazini? Kungani?</li> </ol> </li> <li>• Beka izinto emgqeni kusukela kwesobunxele kuye kwesokudla edeskini lakho. Umfundi kufanele ame ngendlela yokuthi abuke izinto. Mtshela ukuthi iyiphi into okuyinto yokuqala. Cela umfundi ukuba akhombe enye into esedeskini lakho bese ekuchazela yona. Mkhumbuze ukuba asho ukuthi yindala yini noma yintsha; inkulu noma incane; ingakwesobunxele noma ngakwesokudla kwenye yezinto eziseceleni kwayo nokuthi ingeyesingaki (isb. eyokuqala, eyesibili); inombala onjani nokuthi uma uyithinta izwakala kanjani.</li> <li>• Sebenzisa irubric yokulalela nokukhuluma esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okuchaza izinto.</li> <li>• Rekhoda amamaki angafinyelela kwama-5 okulalela nokukhuluma ngomfundi ngamunye ephepheni lokurekhoda amamaki.</li> <li>• Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.</li> </ul>	

**WEEK 7 DAY 4 / ISONTO 7 USUKU 4**

<b>ACTIVITY 2 / UMSEBENZI 2</b>	<b>READING: GROUP GUIDED READING ASSESSMENT GROUP 4 UKUFUNDA: UKUFUNDA NGAMAQEMBU OKULAWULWAYO UKUHLOLA IQEMBU 4</b>
<b>TIME / ISIKHATHI</b>	30 minutes / imizuzu engama-30
<b>CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO</b>	<ul style="list-style-type: none"> <li>Hlola umfundi ngamunye ngamagama abonwayo okungenani angama-30–40 emizuzwini 1–2</li> <li>Hlola umfundi ngamunye ngokufunda ngokuzwakalayo indaba oyikhethile enamagama okungenani angama-30–40 bese ubuza imibuzo emi-3 ehlobene nendaba</li> </ul>
<b>RESOURCES / IZINSIZA-KUFUNDISA</b>	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE ikhasi lama-99, nele-106, amapensela</li> <li>Uhlu lokuhlola lwamagama abonwayo angama-30–40</li> <li>Isikhathi sokubheka abafundi imizuzu 1–2</li> <li>Incwadi efundwayo: <i>Bala</i> kanye nethi <i>Qoqa</i> (onke amakhasi)</li> </ul>

**ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI**

**Injongo yesifundo: Ukuhlola ikhono labafundi lokufunda amagama abonwayo angama-30–40 emizuzwini 1–2 kanye nekhono labo lokufunda amakhasi bese bephendula kahle imibuzo emi-3**

**Abafundi bonke**

- Tshela abafundi ukuba bavule ikhasi lama-99 futhi bathole indlela yabafana yokuya ezitolo bese bevula ikhasi 106 futhi babhale ngaphezulu kohlamvu q kanye negama.

**Ukufunda Ngamaqembu Okulawulwayo: Ukuhlola**

- Ngesikhathi abafundi beqedela imisebenzi yabo yokubhala ngokungabangi umsindo, biza umfundi ngamunye oseQenjini 4 ukuba eze edeskini lakho futhi:
  - Afunde uhlu lokuhlola lwamagama abonwayo angama-30–40. Tshela umfundi ukuthi uzomnika imizuzu emi-2 yokufunda. Ngaleso sikhathi kufanele afunde kahle amagama amaningi ngangokunokwenzeka kuleso sikhathi. Tshela umfundi ukuba azame konke okusemandleni akhe, akunandaba ukuthi uwafunda onke yini amagama.
  - Sebenzisa irubric esekugcineni kwencwadi yokuhlola neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda uhlu lwamagama abonwayo.
    - Afunde incwadi ethi *Bala* futhi aphenyule imibuzo elandelayo:
      - Yini ebalwa uLulu? (Ubala izincezu zamakhekhe.)
    - Afunde incwadi ethi *Qoqa* futhi aphenyule imibuzo elandelayo:
      - Ngabe bayakujabulela abakwenzayo, ubona ngani? (Yebo, bayahlabelela njengoba beqoqa.)
      - Kungani uthisha ethi abafundi abaqoqe? (Ingoba kuzovalwa izikole.)
  - Sebenzisa irubric esekugcineni kwencwadi yokuhlola neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda izincwadi nokuphendula imibuzo emi-3.
  - Rekhoda lawa mamaki amabili angafinyelela kwama-5 kumfundi ngamunye ephepheni lokurekhoda amamaki.
  - Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.

<b>Abafundi bonke</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**WEEK 7 DAY 5 / ISONTO 7 USUKU 5**

<b>ACTIVITY 2 / UMSEBENZI 2</b>	<b>READING: GROUP GUIDED READING ASSESSMENT GROUP 5 UKUFUNDA: UKUFUNDA NGAMAQEMBU OKULAWULWAYO UKUHLOLA IQEMBU 5</b>
<b>TIME / ISIKHATHI</b>	30 minutes / imizuzu engama-30
<b>CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO</b>	<ul style="list-style-type: none"> <li>Hlola umfundi ngamunye ngamagama abonwayo okungenani angama-30–40 emizuzwini 1–2</li> <li>Hlola umfundi ngamunye ngokufunda ngokuzwakalayo indaba oyikhethile enamagama okungenani angama-30–40 bese ubuza imibuzo emi-3 ehlobene nendaba</li> </ul>
<b>RESOURCES / IZINSIZA-KUFUNDISA</b>	<ul style="list-style-type: none"> <li>Izincwadi ze-DBE ikhasi 107, amapensela</li> <li>Uhlu lokuhlola lwamagama abonwayo angama-30–40</li> <li>Isikhathi sokubheka abafundi imizuzu 1–2</li> <li>Incwadi efundwayo: <i>Bala kanye nethi Qoqa</i> (onke amakhasi)</li> </ul>

**ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI**

**Injongo yesifundo:** Ukuhlola ikhono labafundi lokufunda amagama abonwayo angama-30–40 emizuzwini 1–2 kanye nekhono labo lokufunda amakhasi bese bephendula kahle imibuzo emi-3

**Abafundi bonke**

- Tshela abafundi ukuba bavule ikhasi le-107 futhi badwebe lokho abathanda ukukubuka kwi-TV.

**Ukufunda Ngamaqembu Okulawulwayo: Ukuhlola**

- Ngesikhathi abafundi beqedela imisebenzi yabo yokubhala ngokungabangi umsindo, biza umfundi ngamunye oseQenjini 5 ukuba eze edeskini lakho futhi:
  - Afunde uhlu lokuhlola lwamagama abonwayo angama-30–40. Tshela umfundi ukuthi uzomnika imizuzu emi-2 yokufunda. Ngaleso sikhathi kufanele afunde kahle amagama amaningi ngangokunokwenzeka kuleso sikhathi. Tshela umfundi ukuba azame konke okusemandleni akhe, akunandaba ukuthi uwafunda onke yini amagama.
  - Sebenzisa irubric esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda uhlu lwamagama abonwayo.
    - Afunde incwadi ethi *Bala* futhi aphenhule imibuzo elandelayo:
      - Yini ebalwa uLulu? (Ubala izincezu zamakhekhe.)
    - Afunde incwadi ethi *Qoqa* futhi aphenhule imibuzo elandelayo:
      - Ngabe bayakujabulela abakwenzayo, ubona ngani? (Yebo, bayahlabelela njengoba beqoqa.)
      - Kungani uthisha ethi abafundi abaqoqe? (Ingoba kuzovalwa izikole.)
  - Sebenzisa irubric esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda izincwadi nokuphendula imibuzo emi-3.
  - Rekhoda lawa mamaki amabili angafinyelela kwama-5 kumfundi ngamunye ephepheni lokurekhoda amamaki.
  - Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.

<b>Abafundi bonke</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**WEEK 7 DAY 5 / ISONTO 7 USUKU 5**

<b>ACTIVITY 3 / UMSEBENZI 3</b>	<b>WRITING ASSESSMENT WHOLE CLASS UKUBHALA UKUHLOLA ABAFUNDI BONKE</b>
<b>TIME / ISIKHATHI</b>	45 minutes / Imizuzu engama-45
<b>CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO</b>	<ul style="list-style-type: none"> <li>Bhala okungenani imisho 1–2 yezindaba zakho noma ngesihloko usebenzise osonhlamvukazi kanye nongqi</li> </ul>
<b>RESOURCES / IZINSIZA-KUFUNDISA</b>	<ul style="list-style-type: none"> <li>Izincwadi zokuhlolwa, amapensela</li> </ul>



ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI
<p><b>Injongo yesifundo:</b> Ukuhlola ikhono labafundi lokubhala imisho emi-2 ngezindaba zabo basebenzise osonhlamvukazi kanye nongqi</p> <ul style="list-style-type: none"> <li>• Hlalisa kahle abafundi. Kufanele babe nezincwadi zokuhlolwa kanye namapensela emadeskini abo.</li> <li>• Yisho lokhu: <b>Nizobhala imisho emi-2 emayelana nokuthile enikwenzile ngaleli sonto esikoleni noma ekhaya.</b></li> <li>• Sebenzisa irubric esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okubhala.</li> <li>• Rekhoda amamaki angafinyelela kwama-5 okubhala ngomfundi ngamunye ephepheni lokurekhoda.</li> <li>• Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.</li> </ul>

WEEK 8 DAY 1 / ISONTO 8 USUKU 1	
ACTIVITY 1 / UMSEBENZI 1	LISTENING AND SPEAKING ASSESSMENT GROUP 5 UKULALELA NOKUKHULUMA UKUHLOLA IQEMBU 5
TIME / ISIKHATHI	30 minutes / imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> <li>• Chaza izinto usebenzisa amagama afanele ngokweminyaka, inkomba, ubungako, ibanga, njll</li> <li>• Ukuphendula imibuzo</li> </ul>
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> <li>• Izincwadi ze-DBE ikhasi 74</li> <li>• Izinto ezahlukene (izicathulo, izingubo, amapeni, amapensela, izincwadi, amathoyizi)</li> </ul>
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p><b>Injongo yesifundo:</b> Ukuhlola ikhono labafundi lokuchaza izinto kanye nokuphendula imibuzo</p> <p><b>Qaphela:</b> Kulesi sifundo, kufanele uhlole abafundi abaseQenjini 5.</p> <ul style="list-style-type: none"> <li>• Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo ze-DBE kanye namapensela emadeskini abo.</li> <li>• Fundela abafundi indaba elandelayo:</li> </ul> <p><b>UDumi noBongi bavakashela umzala wabo osepulazini lakhe. Wabathatha waya nabo echibini ukuze bayobona amaxoxo. Kwakunamaxoxo ayi-12 echibini. Elinye ixoxo lagxumela ngaphandle kwamanzi osebeni lwechibi. Leli xoxo labamba impukane ngolimi lwalo okunamfukayo. Izingane zahlala futhi zabuka amaxoxo ihora nesigamu. Kwase kubuyelwa endlini esepulazini futhi kwadliwa isidlo sakusihlwa.</b></p> <ul style="list-style-type: none"> <li>• Ngesikhathi beqedela umsebenzi osekhasini lama-74 biza umfundi ngamunye oseQenjini 5 ukuba eze edeskini lakho.</li> <li>• Babuze imibuzo elandelayo: <ol style="list-style-type: none"> <li>1. Obani abahamba bayovakashela umzala wabo? (uDumi kanye noBongi)</li> <li>2. Ixoxo elinye labamba ini? (impukane)</li> <li>3. Ayemangaki amaxoxo echibini? (12)</li> <li>4. Yini ongathanda ukuyibona epulazini? Kungani?</li> </ol> </li> <li>• Beka izinto emgqeni kusukela kwesobunxele kuye kwesokudla edeskini lakho. Umfundi kufanele ame ngendlela yokuthi abuke izinto. Mtshela ukuthi iyiphi into okuyinto yokuqala. Cela umfundi ukuba akhombe enye into esedeskini lakho bese ekuchazela yona. Mkhumbuze ukuba asho ukuthi yindala yini noma yintsha; inkulu noma incane; ingakwesobunxele noma ngakwesokudla kwenye yezinto eziseceleni kwayo nokuthi ingeyesingaki (isb. eyokuqala, eyesibili); inombala onjani nokuthi uma uyithinta izwakala kanjani.</li> <li>• Sebenzisa irubric yokulalela nokukhuluma esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okuchaza izinto.</li> <li>• Rekhoda amamaki angafinyelela kwama-5 okulalela nokukhuluma ngomfundi ngamunye ephepheni lokurekhoda amamaki.</li> <li>• Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.</li> </ul>	

**WEEK 8 DAY 4 / ISONTO 8 USUKU 4**

ACTIVITY 1 / UMSEBENZI 1	LISTENING AND SPEAKING ASSESSMENT GROUP 4(half) UKULALELA NOKUKHULUMA UKUHLOLA IQEMBU 4 (uhhafu)
<b>TIME / ISIKHATHI</b>	30 minutes / imizuzu engama-30
<b>CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO</b>	<ul style="list-style-type: none"> <li>• Chaza izinto usebenzisa amagama afanele ngokweminyaka, inkomba, ubungako, ibanga, njll</li> <li>• Ukuphendula imibuzo</li> </ul>
<b>RESOURCES / IZINSIZA-KUFUNDISA</b>	<ul style="list-style-type: none"> <li>• Izincwadi ze-DBE ikhasi le-109</li> <li>• Izinto ezahlukene (izicathulo, izingubo, amapeni, amapensela, izincwadi, amathoyizi)</li> </ul>
<b>ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI</b>	
<p><b>Injongo yesifundo:</b> Ukuhlola ikhono labafundi lokuchaza izinto kanye nokuphendula imibuzo</p> <p><b>Qaphela:</b> Kulesi sifundo, kufanele uhlole lona omunye uhhafu wabafundi abaseQenjini 4.</p> <ul style="list-style-type: none"> <li>• Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo ze-DBE kanye namapensela emadeskini abo.</li> <li>• Fundela abafundi indaba elandelayo:</li> </ul> <p><b>UDumi noBongi bavakashela umzala wabo osepulazini lakhe. Wabathatha waya nabo echibini ukuze bayobona amaxoxo. Kwakunamaxoxo ayi-12 echibini. Elinye ixoxo lagxumela ngaphandle kwamanzi osebeni lwechibi. Leli xoxo labamba impukane ngolimi lwalo okunamfukayo. Izingane zahlala futhi zabuka amaxoxo ihora nesigamu. Kwase kubuyelwa endlini esepulazini futhi kwadliwa isidlo sakusihlwa.</b></p> <ul style="list-style-type: none"> <li>• Ngesikhathi beqedela umsebenzi osekhasini le-109 biza umfundi ngamunye oseQenjini 4 ukuba eze edeskini lakho.</li> <li>• Babuze imibuzo elandelayo:             <ol style="list-style-type: none"> <li>1. Obani abahamba bayovakashela umzala wabo? (uDumi kanye noBongi)</li> <li>2. Ixoxo elinye labamba ini? (impukane)</li> <li>3. Ayemangaki amaxoxo echibini? (12)</li> <li>4. Yini ongathanda ukuyibona epulazini? Kungani?</li> </ol> </li> <li>• Sebenzisa irubric yokulalela nokukhuluma esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 ophendula imibuzo.</li> <li>• Beka izinto emgqeni kusukela kwesobunxele kuye kwesokudla edeskini lakho. Umfundi kufanele ame ngendlela yokuthi abuke izinto. Mtshela ukuthi iyiphi into okuyinto yokuqala. Cela umfundi ukuba akhombe enye into esedeskini lakho bese ekuchazela yona. Mkhumbuze ukuba asho ukuthi yindala yini noma yintsha; inkulu noma incane; ingakwesobunxele noma ngakwesokudla kwenye yezinto eziseceleni kwayo nokuthi ingeyesingaki (isb. eyokuqala, eyesibili); inombala onjani nokuthi uma uyithinta izwakala kanjani.</li> <li>• Sebenzisa irubric yokulalela nokukhuluma esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okuchaza izinto.</li> <li>• Rekhoda amamaki angafinyelela kwama-5 okulalela nokukhuluma ngomfundi ngamunye ephepheni lokurekhoda.</li> <li>• Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.</li> </ul>	

## 5. SUGGESTED RUBRICS

### GRADE 1: HOME LANGUAGE: TERM 2

Use the level descriptors here to assign a mark to your learners for each activity

LISTENING AND SPEAKING					
Activity	1	2	3	4	5
Describes objects using correct vocabulary in terms of 5 physical attributes	Learner is able to use correct vocabulary to describe objects in terms of 1 physical attribute with support	Learner is able to use correct vocabulary to describe objects in terms of 2 physical attributes	Learner is able to use correct vocabulary to describe objects in terms of 3 physical attributes	Learner is able to use correct vocabulary to describe objects in terms of 4 physical attributes	Learner is able to use correct vocabulary to describe objects in terms of 5-6 physical attributes
Responds to questions	Unable to respond to questions related to the story/text without support from the teacher	Answers 1 question related to the story/text	Answers 2 questions related to the story/text	Answers 3 questions related to the story/text	Answers more than 3 questions related to the story/text correctly
READING					
Activity	1	2	3	4	5
Word Recognition: sight words	Recognises between 1-7 familiar sight words with support	Recognises between 8-15 familiar sight words	Recognises between 16-23 familiar sight words	Recognises between 24-35 familiar sight words	Recognises 36 and more familiar sight words
Oral Reading	Reads from own book a text of 1-9 words with support from the teacher	Reads word by word a text of 10-19 words and responds correctly to 1-2 questions	Reads aloud from own book a text of 20-29 words and responds correctly to 3 questions	Reads fluently from own book a text of 30-40 words and responds correctly to 3 questions	Reads fluently from own book a text of more than 40 words and responds correctly to 3 questions
HANDWRITING					
Activity	1	2	3	4	5
Forms at least 20 lower case letters correctly and copies and writes short words paying attention to correct letter formation, size and spacing	Able to copy and write short words with support but struggles to form letters correctly	Is able to copy and write short words but needs to pay more attention to correct letter formation	Is able to copy and write 2 short words and forms letters correctly; Size and spacing still needs attention	Is able to copy and write short words paying careful attention to correct letter formation and size	Is able to copy and write short words paying careful attention to correct letter formation, size and spacing; Good handwriting skills and neatness demonstrated
WRITING					
Activity	1	2	3	4	5
Writes 1-2 sentences related to a picture	Able to write 1 word for a picture with support	Able to write 1-2 relevant words for a picture	Able to write 1 relevant sentence of 3-4 words	Able to write 1 relevant sentence of 5 words using capital letter and full stop	Able to write 2 relevant sentences correctly using capital letters and full stops

## 6. CHECKLIST

### HOME LANGUAGE: GRADE 1: TERM 2

Assess your learners' performance and decide whether or not they have met the criteria – the assessment term plan notes lessons where you have opportunities to do this.

	Date	Listening & Speaking				Phonics Adjusted for isiZulu Phonics programme			Reading				Hand-writing	Comment	
		Responds to instructions and makes simple requests	Participates in class discussions and listens without interrupting taking turns to speak	Talks about personal experiences	Listens to stories with interest, identifies the main idea and draws a picture to show understanding	Identifies letter-sound relationships of most single letters	Builds up and breaks down simple words using sounds learnt	Groups common words into sound families	Reads phonic words in sentences and other texts	Uses pictures to predict what the story is about	Listens to and discusses the stories, identifies the main idea and the main character in texts	read aloud during Shared Reading lessons			Listening comprehension: learners respond to 2-3 oral questions related to the Shared Reading stories/texts
								n/a							
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															
11.															
12.															
13.															

✓/X

## 7. ASSESSMENT RECORD SHEET

### HOME LANGUAGE: GRADE 1: TERM 2: SCORES USING RUBRICS

Record your scores for each learner here, then copy them into SA-SAMS

	Listening & Speaking		Phonics Adjusted for isiZulu Phonics programme	Reading		Hand- writing	Writing	Comment
	Describes objects using correct vocabulary in terms of age (old/new; young/old) and direction, and sorts objects according to various attributes	Responds to questions		Word recognition: Sight words	Oral Reading and Questions			
	5	5	10	5	5	5	5	
	TOTAL		10	5	5	5	5	
	Date	Score						
	Names of learners							
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								

## 8. TRACKING AND REFLECTING TOOLS

### 8.1 Conventional classrooms<sup>1</sup>

NAME OF TEACHER: \_\_\_\_\_ SUBJECT/GRADE: \_\_\_\_\_

Week no. in planner _____				
Week no. in term when work planned for week started _____				
Refer to the planner <sup>2</sup> for details of the week's work (or the ATP for subjects without planners)				
<b>Class (or subject for FP)</b>				
On track by end of week? (Yes/no)				
How many learners are working confidently? <sup>3</sup> (Rough estimate)				
How many learners in this class?				
<b>BRIEF NOTES ON THE DAY'S WORK: Consider such things as:</b> <i>What concepts/skills did the learners struggle with or manage well in this lesson? What could be the reasons for this? Did the class complete the work you had planned? Do you need to change your plans for the next lesson? What changes will you make?</i>				
<b>DAY<sup>4</sup></b>				
1				
2				
3				
4				
5				
<b>Reflection on the week: Think about and make a note of:</b>				
<b>What concepts and skills for the week did learners struggle with? What could you do differently next time to better support or extend learning? What good practice could you share?</b>			<b>Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need? How will your progress this week affect your plan for next week?</b>	
<b>DH:</b> _____			<b>Date:</b> _____	

<sup>1</sup> Please amend this draft template to suit the needs of your school.

<sup>2</sup> You can use any planning document (such as the CAPS planner, the ATP or printed lesson plans) as the basis for your tracking.

<sup>3</sup> Estimate of learners in that grade that are working confidently at Level 4 (adequate achievement) or above.

<sup>4</sup> This can also be lessons if there are more than five lessons a week.

## 8.2 Multigrade classrooms<sup>1</sup>

NAME OF TEACHER: \_\_\_\_\_

Week no. in planner _____							
Week no. in term when work planned for week started _____							
Refer to the planner <sup>2</sup> for details of the week's work (or the ATP for subjects without planners)							
<b>Subjects</b>							
<b>GRADE</b>	On track this week? <sup>3</sup>						
	Est. learners > Level 4 <sup>4</sup>						
	# learners in grade						
<b>GRADE</b>	On track this week?						
	Est. learners > Level 4						
	# learners in grade						
<b>GRADE</b>	On track this week?						
	Est. learners > Level 4						
	# learners in grade						
<b>DAY</b>	<b>BRIEF NOTES ON THE DAY'S WORK: Consider such things as:</b> <i>What concepts/skills did the learners struggle with or manage well in this lesson? What could be the reasons for this? Did the class complete the work you had planned? Do you need to change your plans for the next lesson? What changes will you make?</i>						
	1						
	2						
	3						
	4						
	5						
<b>Reflection on the week: Think about and make a note of:</b>							
<b>SUBJECT</b>	What concepts and skills for the week did learners struggle with? What could you do differently next time to better support or extend learning? What good practice could you share?			Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need? How will your progress this week affect your plan for next week?			
<b>Principal:</b>				<b>Date:</b>			

<sup>1</sup> Please amend this draft template to suit the needs of your school.

<sup>2</sup> You can use any planning document (such as the CAPS planner, the ATP or printed lesson plans) as the basis for your tracking.

<sup>3</sup> Yes/no?

<sup>4</sup> Estimate of learners in that grade that are working confidently at Level 4 (adequate achievement) or above.



**Jika iMfundo**  
what I do matters

Jik'iMfundo is a programme to improve learning outcomes, funded by the National Education Collaboration Trust, the KwaZulu-Natal Department of Education and others.

#### THE PROGRAMME TO IMPROVE LEARNING OUTCOMES

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