

GRADE 1

isiZulu

Home Language

Teacher Toolkit:
CAPS Planner, Tracker and
Assessment Resources

TERM 4

Published in 2020 by Jika iMfundo.

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

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ISBN: 978-1-990904-87-5

Materials development by the PILO team along with representatives from the districts and province.

Publishing management by The Word Horse, www.wordhorse.co.za
Design by COMPRESS.dsl, www.compressdsl.com
Typesetting by The Maas Group, www.themaasgroup.com

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A. ABOUT THE PLANNER AND TRACKER

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 planner and tracker and the lesson plans, you will be sure to cover the curriculum in the allocated time, and to complete the 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 department head and peers as to how best to make up time to ensure that all the work for the term is completed.

In addition, the planner and 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 planner and tracker encourages continuous improvement in practice.

This document also contains support for assessment¹ (in Section C), as shown below:

- The DBE programme of assessment for Term 4 for Home Language – 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.
- 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 planner and 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.
- Where necessary, please adjust the formal assessment programmes, exemplars and tools given in this planner and tracker to comply with the specifications of the amended Section 4 of the CAPS published in 2019. If you wish, you can use those that do not comply for informal assessment.

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. You could also leave the weekly trackers blank, photocopy them, and write on the copies so that you keep a clean template to use in future years.

Note: The lesson plans to which this tracker is linked are designed for a fourth term that is nine 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 DH and discuss things that worked or did not go so well in your lesson. Together with your DH 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 DH, and your peers.

¹ 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

Suggestion: Photocopy the pages for each week, write on the copies, and keep the originals blank to copy again in future.

Isonto 1					
Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	1. Ukulalela nokukhuluma	8			
	2. Imisindo	8		<ul style="list-style-type: none"> Amafleshi-khadi emisindo: kh, bh, ph sh, th, ch, ng, th, ch Amagama afundwayo: khipha, ibhotela, uphini, isishosha, uthengisa, echwane, ngaphansi, thela, echibini, chitha 	
	3. Ukubhala ngesandla	9		<ul style="list-style-type: none"> Iphethini yokubhala ngesandla usonhlamvukazi A 	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	10		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Ekhaya</i> Amafleshi-khadi amagama afundwayo: Kuhlala, Bahlala Ukufunda ngababili/ngokuzimela: incwadi yomfundi ngamunye, incwadi yokufunda ngokuhlanganyela noma incwadi yokufunda ngamaqembu okulawulwayo esifundiwe 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	11		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Ekhaya</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukufunda ngokuhlanganyela	12		<ul style="list-style-type: none"> Incwadi enkulu: <i>Ukugida</i> 	
3	1. Imisindo	13		<ul style="list-style-type: none"> Amafleshi-khadi emisindo: kh, bh, ph sh, th, ch, ng, th, ch Amagama afundwayo: khipha, ibhotela, uphini, isishosha, uthengisa, echwane, ngaphansi, thela, echibini, chitha 	
	2. Ukubhala ngesandla	13		<ul style="list-style-type: none"> Iphethini yokubhala ngesandla usonhlamvukazi B 	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	14		<ul style="list-style-type: none"> Ukufunda ngamaqembu okulawulwayo: <i>Ekhaya</i> Izincwadi zokufunda ngababili/ngokuzimela 	
4	1. Ukulalela nokukhuluma	14			
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	15		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Ekhaya</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukufunda ngokuhlanganyela	16		<ul style="list-style-type: none"> Incwadi enkulu: <i>Ukugida</i> 	

Isonto 1

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
5	1. Imisindo	16		<ul style="list-style-type: none"> Izincwadi zokuhlolwa Amapensela 	
	2. Ukufunda ngamaqembu okulawulwayo	17	69	<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Ekhaya</i> Izincwadi ze-DBE 	
	3. Ukubhala	18		<ul style="list-style-type: none"> Izincwadi zokubhala 	
<p>Cabanga futhi ubhale ngalokhu: Yikuphi okuhambe kahle? Yikuphi okungahambanga kahle? Yikuphi abafundi abakuthole kunzima noma kulula? Uzokwenzani ukuxhasa abafundi noma ukubasiza? Wena nabafundi nikwazile ukuqeda umsebenzi obekelwe leli sonto?</p>				<p>Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?</p>	
				<p>Umpathi Womnyango: Usuku:</p>	

Isonto 2

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	1. Ukulalela nokukhuluma	20			
	2. Imisindo	21		<ul style="list-style-type: none"> Ilfeshi-khadi yomsindo: qh Amagama afundwayo: qha, qhuma, qhela, qhuba, qhola, qhakaza, iqhalaqhala, qhenya, iqhubu, iqhezu 	
	3. Ukubhala ngesandla	22		<ul style="list-style-type: none"> Iphethini yokubhala ngesandla osonhlamvukazi C, E 	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	23		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Elikabani isondo?</i> Ilfeshi-khadi yegama elifundwayo: kahle Izincwadi zokufunda ngababili/ngokuzimela 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	24		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Elikabani isondo?</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukufunda ngokuhlanganyela	24		<ul style="list-style-type: none"> Incwadi enkulu: <i>Ukugida</i> 	
3	1. Imisindo	25		<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla 	
	2. Ukubhala ngesandla	26		<ul style="list-style-type: none"> Iphethini yokubhala ngesandla usonhlamvukazi H, I 	
	3. Ukufunda ngamaqembu okulawulwayo	26	71	<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Elikabani isondo??</i> Incwadi ye-DBE 	
4	1. Ukulalela nokukhuluma	27		<ul style="list-style-type: none"> Iphepha le-A4 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	28		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Elikabani isondo?</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukufunda ngokuhlanganyela	28		<ul style="list-style-type: none"> Incwadi enkulu: <i>Ukugida</i> 	
5	1. Imisindo	29		<ul style="list-style-type: none"> Izincwadi zokuhlolwa Amapensela 	
	2. Ukufunda ngamaqembu okulawulwayo	30	89	<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Elikabani isondo?</i> Incwadi ye-DBE 	
	3. Ukubhala	30		<ul style="list-style-type: none"> Iphosta: <i>Isimo sezulu – ngisesivunguvungwini</i> Izincwadi zokubhala 	
<p>Cabanga futhi ubhale ngalokhu: Yikuphi okuhambe kahle? Yikuphi okungahambanga kahle? Yikuphi abafundi abakuthole kunzima noma kulula? Uzokwenzani ukuxhasa abafundi noma ukubasiza? Wena nabafundi nikwazile ukuqeda umsebenzi obekelwe leli sonto?</p>				<p>Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?</p>	
				<p>Umphathi Womnyango: Usuku:</p>	

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"> Izincwadi zokubhala 	
	2. Imisindo	33		<ul style="list-style-type: none"> Ifleshi-khadi yomsindo: xh Amagama afundwayo: xheleka, xhuma, xhawula, iyaxhuga, umxhiliba, xhaxhaza, xhifa, isixhobo, ixhegu, ixhala Izincwadi zomsebenzi wasekhaya 	
	3. Ukubhala ngesandla	34		<ul style="list-style-type: none"> Iphethini yokubhala ngesandla osonhlamvukazi L, M 	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	34		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Uhambo</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	35		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Uhambo</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukufunda ngokuhlanganyela	36	88	<ul style="list-style-type: none"> Incwadi ye-DBE Iphepha lokusebenzela 1 Ukufunda Ngokuqondisisa – elilodwa ngomfundi ngamunye 	
3	1. Imisindo	36		<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla 	
	2. Ukubhala ngesandla	37		<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla 	
	3. Ukufunda ngamaqembu okulawulwayo	38	73	<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Uhambo</i> Incwadi ye-DBE 	
4	1. Ukulalela nokukhuluma	38	84	<ul style="list-style-type: none"> Incwadi ye-DBE 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	39		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Uhambo</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukufunda ngokuhlanganyela	40		<ul style="list-style-type: none"> Incwadi enkulu: <i>Itshe elikhulu emgwaqweni</i> 	
5	1. Imisindo	40		<ul style="list-style-type: none"> Izincwadi zokuhlolwa Amapensela 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	41		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Uhambo</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukubhala	42		<ul style="list-style-type: none"> Izincwadi zokubhala 	

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 nikwazile ukuqeda umsebenzi obekelwe leli sonto?

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

Umpathi Womnyango:

Usuku:

Isonto 4

*= irubhrikhi yomsebenzi wokuhlola

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	*1. Ukulalela nokukhuluma ukuhlola Iqembu 1	43	69	<ul style="list-style-type: none"> Izincwadi ze-DBE Iphosta: <i>Isimo sezulu – ngisesivunguvungwini</i> 	
	2. Imisindo	43		<ul style="list-style-type: none"> Ifleshi-khadi yomsindo: hh Amagama afundwayo: ihholo, ihhoko, hhala, hhema Izincwadi zomsebenzi wasekhaya 	
	3. Ukubhala ngesandla	44		<ul style="list-style-type: none"> Iphethini yokubhala ngesandla osonhlamvukazi Q, U 	
2	*1. Ukufunda ngamaqembu okulawulwayo ukuhlola iqembu 1	44	73	<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Elikabani isondo?</i> Izincwadi ze-DBE Amapensela 	
	*2. Ukufunda ngamaqembu okulawulwayo ukuhlola Iqembu 2	45	74	<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Elikabani isondo?</i> Izincwadi ze-DBE Amapensela 	
	3. Ukufunda ngokuhlanganyela	45	106	<ul style="list-style-type: none"> Incwadi ye-DBE Iphepha lokusebenzela 2 Ukufunda Ngokuqondisisa – elilodwa ngomfundi ngamunye 	
3	1. Imisindo	46		<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla 	
	2. Ukubhala ngesandla	47		<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla 	
	*3. Ukufunda ngamaqembu okulawulwayo ukuhlola Iqembu 3	47	77	<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Elikabani isondo?</i> Izincwadi ze-DBE 	
4	*1. Ukulalela nokukhuluma ukuhlola Iqembu 2 (<i>uhhafu</i>)	47	73	<ul style="list-style-type: none"> Incwadi ye-DBE 	
	*2. Ukufunda ngamaqembu okulawulwayo ukuhlola Iqembu 4	47	77	<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Elikabani isondo?</i> Izincwadi ze-DBE 	
	3. Ukufunda ngokuhlanganyela	48	114	<ul style="list-style-type: none"> Izincwadi ze-DBE 	
5	1. Imisindo	48		<ul style="list-style-type: none"> Izincwadi zokuhlolwa Amapensela 	
	*2. Ukufunda ngamaqembu okulawulwayo ukuhlola Iqembu 5	49	86	<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Elikabani isondo?</i> Izincwadi ze-DBE 	
	3. Ukubhala	49		<ul style="list-style-type: none"> Izincwadi zokuhlolwa 	

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 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 ukuhlola Iqembu 3	50	81	<ul style="list-style-type: none"> Incwadi ye-DBE Iphosta: <i>Isimo sezulu – ngisesivunguvungwini</i> 	
	2. Imisindo	51		<ul style="list-style-type: none"> Ifleshi-khadi yomsindo: dl Amagama afundwayo: dlula, dlala, isidleke, sidlalile, badlalile, badlile, isidlo, isidlakela, ukudla, idlelo Izincwadi zomsebenzi wasekhaya 	
	*3. Ukubhala ngesandla ukuhlola abafundi bonke	51		<ul style="list-style-type: none"> Izincwadi zokuhlolwa 	
2	1. Ukufunda ngamaqembu okulawulwayo	52		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Sizani!</i> Amafleshi-khadi amagama afundwayo: Esihlahleni, lisesihlahleni, basesihlahleni, bayehla 	
	2. Ukufunda ngamaqembu okulawulwayo	52	116	<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Sizani!</i> Incwadi ye-DBE 	
	*3. Ukufunda ukuhlola abafundi bonke	53	122	<ul style="list-style-type: none"> Iphepha lokusebenzela Lokuhlola Ukufunda Ngokuqondisisa – elilodwa ngomfundi ngamunye Incwadi ye-DBE 	
3	*1. Imisindo ukuhlola abafundi bonke	53		<ul style="list-style-type: none"> Izincwadi zokuhlolwa 	
	2. Ukubhala ngesandla	53		<ul style="list-style-type: none"> Iphethini yokubhala ngesandla osonhlamvukazi R, S 	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	54		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Sizani!</i> Izincwadi zokufunda ngababili/ngokuzimela 	
4	*1. Ukulalela nokukhuluma ukuhlola Iqembu 2 (<i>uhhafu</i>)	54	81	<ul style="list-style-type: none"> Iphosta: <i>Isimo sezulu – ngisesivunguvungwini</i> Izincwadi ze-DBE 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	55		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Sizani!</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukufunda ngokuhlanganyela	56		<ul style="list-style-type: none"> Incwadi enkulu: <i>Itshe elikhulu emgwaqweni</i> 	
5	*1. Imisindo ukuhlola abafundi bonke	56		<ul style="list-style-type: none"> Izincwadi zokuhlolwa Amapensela 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	57		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Sizani!</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukubhala	58		<ul style="list-style-type: none"> Izincwadi zokubhala 	

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 nikwazile ukuqeda umsebenzi obekelwe leli sonto?

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

Umphathi 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 4	59	85	<ul style="list-style-type: none"> Izincwadi ze-DBE Iphosta: <i>Isimo sezulu – ngisesivunguvungwini</i> 	
	2. Imisindo	60		<ul style="list-style-type: none"> Ishadi lezinhlamvu zomsindo noma amafleshi-khadi ezinhlamvu 	
	3. Ukubhala ngesandla	60		<ul style="list-style-type: none"> Iphethini yokubhala ngesandla osonhlamvukazi T, Z 	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	61		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo <i>Ekhaya nethi Elikabani isondo?</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	62		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Ekhaya kanye nethi Elikabani isondo?</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukufunda ngokuhlanganyela	62		<ul style="list-style-type: none"> Incwadi enkulu: <i>UWanjiro nezimuzimu</i> 	
3	1. Imisindo	63		<ul style="list-style-type: none"> Ifleshi-khadi yomsindo: hl Amagama afundwayo: isihlobo, isihlahla, hluca, ihlobo, uhlanga, hlaba, ihlathi, hleka, hlala, namuhla Izincwadi zomsebenzi wasekhaya 	
	2. Ukubhala ngesandla	64		<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla 	
	3. Ukufunda ngamaqembu okulawulwayo	64	123	<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Ekhaya nethi Elikabani isondo?</i> Incwadi ye-DBE 	
4	1. Ukulalela nokukhuluma	65		<ul style="list-style-type: none"> Iphesha le-A4 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	65		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Ekhaya nethi Elikabani isondo?</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukufunda ngokuhlanganyela	66		<ul style="list-style-type: none"> Incwadi enkulu: <i>UWanjiro nezimuzimu</i> 	
5	1. Imisindo	66		<ul style="list-style-type: none"> Izincwadi zokuhlolwa Amapensela 	
	2. Ukufunda ngamaqembu okulawulwayo	67	89, 93	<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Ekhaya nethi Elikabani isondo?</i> Incwadi ye-DBE 	
	*3. Ukubhala ukuhlola abafundi bonke	67		<ul style="list-style-type: none"> Izincwadi zokuhlolwa Amapensela Iphosta: <i>Impilo nokuphepha</i> 	

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 nikwazile ukuqeda umsebenzi obekelwe leli sonto?

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

Umphathi 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 5	69	90	<ul style="list-style-type: none"> Izincwadi ze-DBE Iphosta: <i>Isimo sezulu – ngisesivunguvungwini</i> 	
	2. Imisindo ukuhlola	69		<ul style="list-style-type: none"> Ifleshi-khadi yomsindo: kl Umsindo wamagama: klikliza, klolodela, klebhu, klamuzela, klebhula, iklabishi, umklamo, uklebe, ikloza, klabalasa 	
	3. Ukubhala ngesandla	70		<ul style="list-style-type: none"> Iphethini yokubhala ngesandla osonhlamvukazi V, W 	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	70		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Uhambo no-Sizani!</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	2. Ukufunda ngamaqembu okulawulwayo	71	96	<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Uhambo no-Sizani!</i> Incwadi ye-DBE 	
	3. Ukufunda ngokuhlanganyela	72		<ul style="list-style-type: none"> Incwadi enkulu: <i>UWanjiro nezimuzimu</i> 	
3	1. Imisindo	72		<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla Izinto/izithombe: amantombazane, amakati, amazinyo, amadada, amahashi, amakhekhe 	
	2. Ukubhala ngesandla	73		<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla 	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	74		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Uhambo no-Sizani!</i> Izincwadi zokufunda ngababili/ngokuzimela 	
4	1. Ukulalela nokukhuluma	74		<ul style="list-style-type: none"> Lungiselela ihlaya nesiphicwaphicwano 	
	*2. Ukufunda: ukufunda ngamaqembu okulawulwayo	75	113	<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Uhambo no-Sizani!</i> Izincwadi ze-DBE 	
	3. Ukufunda ngokuhlanganyela	75		<ul style="list-style-type: none"> Incwadi enkulu: <i>Ukubuka imikhoma</i> 	
5	1. Imisindo	76		<ul style="list-style-type: none"> Izincwadi zokuhlolwa 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	76		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: <i>Uhambo no-Sizani!</i> Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukubhala	77		<ul style="list-style-type: none"> Izincwadi zokuhlolwa Amapensela, amakhayoni 	

Isonto 7

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

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

Umphathi Womnyango:

Usuku:

Isonto 8

*= irubhrikhi yomsebenzi wokuhlola

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	1. Ukulalela nokukhuluma	78		<ul style="list-style-type: none"> Iphosta: <i>Isimo sezulu – ngisesivunguvungwini</i> Iphepha le-A4 lokubhala amanothi 	
	2. Imisindo	79		<ul style="list-style-type: none"> Amafleshi-khadi emisindo: qh, ch, th, xh, hh, dl, hl Amagama afundwayo: echibini, iqhezu, uthengisa, isixhobo, hhawu, ukudla, isihlobo, hheyi, hluba, udlawu Izincwadi zomsebenzi wasekhaya 	
	3. Ukubhala ngesandla	80		<ul style="list-style-type: none"> Iphethini yokubhala ngesandla usonhlamvukazi X, Y 	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	80		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: Noma iyiphi incwadi yeThemu 4 Izincwadi zokufunda ngababili/ngokuzimela 	
	2. Ukufunda ngamaqembu okulawulwayo	81	103	<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: Noma iyiphi incwadi yeThemu 4 Izincwadi ze-DBE 	
	3. Ukufunda ngokuhlanganyela	82		<ul style="list-style-type: none"> Incadi enkulu: <i>Ukubuka imikhoma</i> 	
3	1. Imisindo	82		<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla 	
	2. Ukubhala ngesandla	83		<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla 	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	84		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: Noma iyiphi incwadi yeThemu 4 Izincwadi zokufunda ngababili/ngokuzimela 	
4	*1. Ukulalela nokukhuluma ukuhlola Iqembu 5 (<i>uhhafu</i>)	84	57	<ul style="list-style-type: none"> Izincwadi ze-DBE Iphosta: <i>Impilo nokuphepha</i> 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	85		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: Noma iyiphi incwadi yeThemu 4 Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukufunda ngokuhlanganyela	85		<ul style="list-style-type: none"> Incwadi enkulu: <i>Ukubuka imikhoma</i> 	
5	1. Imisindo	86		<ul style="list-style-type: none"> Izincwadi zokuhlolwa 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	86		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: Noma iyiphi incwadi yeThemu 4 Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukubhala	87		<ul style="list-style-type: none"> Izincwadi zokuhlolwa 	

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 nikwazile ukuqeda umsebenzi obekelwe leli sonto?

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

Umphathi Womnyango:

Usuku:

Isonto 9

Usuku	Inombolo yomsebenzi	Ikhasi le-LP	Ikhasi le-DBE	Izinsiza-kufundisa	Usuku okuqedwe ngalo
1	1. Ukulalela nokukhuluma	88	82	<ul style="list-style-type: none"> Izincwadi ze-DBE ikhasi lama-82 Izikele 	
	2. Imisindo	89		<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla 	
	3. Ukubhala ngesandla	89		<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla 	
2	1. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	90		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: Noma iyiphi yezincwadi yeThemu 4 Izincwadi zokufunda ngababili/ngokuzimela 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	90		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: Noma iyiphi yezincwadi yeThemu 4 Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukufunda ngokuhlanganyela	91		<ul style="list-style-type: none"> Izincwadi ezinkulu: <i>Ukugida/Itshe elikhulu emgwaqweni/UWanjiro nezimuzimu/Ukubuka imikhoma</i> 	
3	1. Imisindo	92		<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla 	
	2. Ukubhala ngesandla	92		<ul style="list-style-type: none"> Incwadi yemisindo neyokubhala ngesandla 	
	3. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	93		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: Noma iyiphi incwadi yeThemu 4 Izincwadi zokufunda ngababili/ngokuzimela 	
4	1. Ukulalela nokukhuluma	93		<ul style="list-style-type: none"> Lungiselela ihlaya nesiphicwaphicwano 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	94		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: Noma iyiphi incwadi yeThemu 4 Izincwadi zokufunda ngababili/ngokuzimela 	
	3. Ukufunda ngokuhlanganyela	94		<ul style="list-style-type: none"> Iphosta: <i>Impilo nokuphepha</i> 	
5	1. Imisindo	95		<ul style="list-style-type: none"> Izincwadi zokuhlolwa 	
	2. Ukufunda ngamaqembu okulawulwayo nokufunda ngababili/ngokuzimela	96		<ul style="list-style-type: none"> Incwadi yokufunda ngamaqembu okulawulwayo: Noma iyiphi incwadi yeThemu 4 	
	3. Ukubhala	97		<ul style="list-style-type: none"> Izincwadi zokuhlolwa Iphosta: <i>Impilo nokuphepha</i> 	

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 nikwazile ukuqeda umsebenzi obekelwe leli sonto?

Uma ningakwazanga, uzokwenza kanjani ukulungisa isimo?

Umphathi Womnyango:

Usuku:

C. ASSESSMENT RESOURCES

Please check the DBE assessment programme, the assessment programme in the lesson plans, and the assessment tasks and tools given here, for compliance with the amended Section 4 of the CAPS (2019) and adjust as necessary.

1. STRENGTHENED CAPS PROGRAMME OF ASSESSMENT (AS IN CIRCULAR S1 OF 2017)						
HOME LANGUAGE: GRADE 1: TERM 4						
Component	What skills will be assessed	Form of assessment	Assessment tool	Score	Date to be completed	Date completed
Listening and Speaking	<ul style="list-style-type: none"> Talks about personal experiences and expresses feelings Tells a story which has a beginning, middle and end using language imaginatively 	Observation & Oral	Rubric	10 (5 + 5)	By Week 7	
	<ul style="list-style-type: none"> Listens to instructions and announcements and responds appropriately Participates in class discussions and expresses own thoughts and feelings Listens to stories and answers closed and open-ended questions 		Checklist	n/a		
<p>Teacher's Note: These Listening and Speaking skills will be observed and assessed during your daily oral Reading and Life Skills activities. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 7 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.</p>						
Phonics: Oral	<ul style="list-style-type: none"> Identifies letter-sound relationships of all single letters: Letter-sound Chart 	Oral	Checklist	n/a	By Week 6 & 7	
Phonics: Written	<ul style="list-style-type: none"> Groups words into sound families Plurals of nouns (s, es) Consonant blends, e.g. sp, fr, dr Consonant diagraphs (sh, ch, th) at the beginning and end of the word 	Written	Workbook	10	By Week 7	
	<ul style="list-style-type: none"> Spelling test: Word list of at least 10 words (2/3/4 letter words) 		Class workbook	10		By Week 7
<p>Teacher's Note: Phonics written activity should be no longer than 15 minutes and it should be done in small groups so that the activities can be mediated with all learners accordingly. At least one spelling test must be recorded as a formal assessment activity. For SA-SAMS you should have 2 scores (written phonic activity and spelling test).</p>						

Component	What skills will be assessed	Form of assessment	Assessment tool	Score	Date to be completed	Date completed
Oral Reading	<p>Group Guided Reading Sessions</p> <ul style="list-style-type: none"> Assess each learner on oral reading – choose a text (DBE workbook or reader) which has at least 50–60 words and ask 2–3 oral questions related to the text <p>Choose a short reading passage which has at least 50–60 words (DBE workbook or reader)</p> <p>Types of questions:</p> <ul style="list-style-type: none"> Multiple choice questions: Circle the correct answer & higher order questions Fill in the missing words Sequence events in the story Interprets information from posters, pictures or simple tables 	Oral	Rubric	n/a	By Week 6 & 7	
Written Comprehension	<p>Choose a short reading passage which has at least 50–60 words (DBE workbook or reader)</p> <p>Types of questions:</p> <ul style="list-style-type: none"> Multiple choice questions: Circle the correct answer & higher order questions Fill in the missing words Sequence events in the story Interprets information from posters, pictures or simple tables 	Oral & Written	Worksheet Class workbook	10	By Week 7	
<p>Teacher's Note: Learners should be assessed on one oral reading activity in the Group Guided Reading session in Weeks 6 and 7. By Week 8 one written comprehension activity should be done as a whole class activity for 15–20 minutes. The passage should be read to the class and the comprehension activities should be mediated accordingly. For SA-SAMS you should have 2 scores for Reading (oral reading and written comprehension).</p>						
Handwriting	<ul style="list-style-type: none"> Forms 26 lower case letters correctly paying attention to directionality, correct letter formation, size and spacing within lines Copies and writes 1–2 short sentences legibly and correctly 	Observation & Written	Class workbook/ Rubric	5	By Week 6	
<p>Teacher's Note: You should observe learners handwriting skills in daily class lessons too in all subjects which includes letter formation, transcription of words and the writing of numbers and mathematical symbols. By Week 6, you should be able to score your learners accordingly on letter formation and transcription of at least 2–3 short words and at least 1–2 short sentences. For SA-SAMS you should have 1 score for Handwriting. The checklist in this section should be used for recording and scoring to be done according to the rubric.</p>						
Writing	<ul style="list-style-type: none"> Writes at least 3 sentences about a familiar picture or topic related to a familiar story or theme (integrated with Life Skills) 	Written	Class workbook/ Rubric	5	By Week 7	
<p>Teacher's Note: By Week 7 assess the whole class on 1 written recording activity related to a familiar picture, theme poster or a story. The checklist should be used for recording and scoring to be done according to the rubric. For SA-SAMS you should have one score for 1 written recording.</p>						
TOTAL SCORE			50			
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
Listening and Speaking		
All L&S lessons	Participates in class discussions and expresses own thoughts and feelings	Checklist
Week 1, 6 Day 2; Week 3, 4, 5 Day 4	Listens to stories and answers closed and open-ended questions	Checklist
All L&S lessons and other subjects	Listens to instructions and announcements and responds appropriately	Checklist
Week 4, 5 Day 1 and 4; Week 6, 7 Day 1	Talks about a personal experiences and expresses feelings	Rubric
Week 4, 5 Day 1 and 4; Week 6, 7 Day 1	Tells a story which has a beginning, middle and end, using language imaginatively	Rubric
Phonics		
Week 6 Day 1	Identifies letter-sound relationships of all single letters	Checklist
Week 5 Day 5	Spelling test: Word list of at least 10 words	Class workbook
Week 5 Day 3	Recognises double consonants in words; breaks down words into syllables; builds words with sounds learnt; forms plurals of nouns	Class workbook
Most Phonics and GGR lessons	Identifies letter-sound relationships of all formal letters	Checklist
Week 3, 7 Day 3 Phonics lessons and some writing lessons	Identifies plural form of nouns	Checklist
Reading		
Week 5 Day 2	Written comprehension: Choose a short reading passage and ask different types of questions – multiple choice; fill in the missing word; sequence events in a story; interpret information from poster, picture or simple table	Worksheet
Week 5 Day 2, 3, 4, 5	Assess each learner on oral reading: Choose a text which has at least 50–60 words and ask 3 questions on it	Rubric
Handwriting		
Week 5 Day 1	Forms 26 lower case letters correctly, paying attention to directionality, correct letter formation, size and spacing within lines	Class workbook/ Rubric
Week 5 Day 1	Copies and writes 1–2 short sentences legibly and correctly	Class workbook/ Rubric
Writing		
Week 6 Day 5	Writes at least 3 sentences about a familiar picture or topic related to a familiar story or theme	Class workbook/ Rubric

3. ASSESSMENT WORKSHEET FOR READING COMPREHENSION

Iphepha Lokusebenzela Ukuhlola Ukufunda Ngokuqondisisa: Okubhaliwe: Izincwadi ze-DBE ikhasi le-122

Igama: _____

Ingxenye A

Kokelezela uhlamvu olufanele lwempendulo

1. Ingwane inezinyawo ezingaki?
A. 9
B. 8
C. 6
2. Yisiphi isilwane esikhulu kunazo zonke olwandle?
A. umkhoma
B. inhlanzi
C. ushaka
3. Inhlanzi encane icasha
A. esihlabathini
B. emkhunjini
C. emadwaleni

Ingxenye B

Gcwalisa amagama angekho

1. Ushaka amakhulu.
2. icashe emadwaleni.

Ingxenye C

Beka imisho ngokulandelana kwayo ukuze ixoxe indaba ngokuthi ubhale inombolo 1 eceleni komusho wokuqala wendaba, inombolo 2 eceleni komusho olandelayo, inombolo 3 eceleni komusho wesithathu kanye nenombolo 4 eceleni komusho wokugcina wendaba.

- Ingwane inemilenze eyisi-8.
- Ushaka unamazinyo amakhulu.
- Umkhoma yisilwane esikhulu kunazo zonke olwandle.
- Ihlengethwa liphefumula umoya.

Ingxenye D

1. Yini eme phezu kwedwala?
.....
2. Mangaki ama-*starfish* akhona?
.....

4. ASSESSMENT EXEMPLARS FOR ACTIVITIES USING RUBRICS

WEEK 4 DAY 1 / ISONTO 4 USUKU 1	
ACTIVITY 1 / UMSEBENZI 1	LISTENING AND SPEAKING ASSESSMENT GROUP 1 UKULALELA NOKUKHULUMA UKUHLOLA IQEMBU 1
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> Xoxa ngohlangabezane nakho kanye nemizwa yakho Xoxa indaba enesiqalo, umzimba kanye nesiphetho usebenzise ulimi olucabangayo
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> Izincwadi ze-DBE ikhasi lama-69 Iphosta: <i>Isimo sezulu – ngisesivunguvungwini</i>
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p>Injongo yesifundo: Ukuhlola ikhono labafundi lokuxoxa ngabahlangabezane nakho kanye nokuxoxa indaba enesiqalo, umzimba kanye nesiphetho</p> <p>Qaphela: Abafundi kufanele bahlolwe ngamunye. Ngenxa yalesi sizathu, umsebenzi ofanayo uzophindwa izikhathi eziyi-6. Kufanele wehlukanise iklasi libe amaqembu ama-5. Kulesi sifundo, kufanele uhlole abafundi abaseQenjini 1.</p> <ul style="list-style-type: none"> Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo ze-DBE kanye namapensela emadeskini abo. Yibe usucela abafundi ukuba bavule ikhasi lama-69 ezincwadini zabo ze-DBE nokuthi badwebe isithombe sangesikhathi ababegula ngaso bese bebhala imisho emithathu emayelana nesithombe sabo. Ngesikhathi beqedela izivivinyo ze-DBE biza umfundi ngamunye ukuba eze edeskini lakho. Bese: <ol style="list-style-type: none"> Ucela umfundi ngamunye ukuba akuxoxele ngesikhathi ayegula ngaso nangendlela ayezizwa ngayo ngokugula. <ul style="list-style-type: none"> Sebenzisa irubhriki esekugcineni kwencwadi yokuhlala neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okukhuluma ngahlangabezane nakho kanye nokuveza imizwa ngokulalela nokukhuluma. Rekhoda amamaki angafinyelela kwama-5 kumfundi ngamunye ephepheni lokurekhoda. Yibe usucela umfundi ngamunye ukuba akuxoxele indaba emayelana nabantu abakwiphosta kanye nokuthi kwenzekani kubo esivunguvungwini. Bakhumbuze ukuthi indaba kufanele ibe nesiqalo, umzimba kanye nesiphetho, futhi kufanele basebenzise ulimi olukahle, okuwukuthi iziphawulo nezibaluli futhi basebenzise isimo sobuso. Kufanele baxoxe indaba ngokusebenzisa imisho engaphezu kwemi-5. <ul style="list-style-type: none"> Sebenzisa irubhriki esekugcineni kwencwadi yokuhlala neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okuxoxa indaba enesiqalo, umzimba kanye nesiphetho ngokulalela nokukhuluma. Rekhoda amamaki angafinyelela kwama-5 kumfundi ngamunye ephepheni lokurekhoda. Hlanganisa amamaki ndawonye bese unika umfundi ngamunye amamaki angafinyelela kwayi-10 okulalela nokukhuluma ephepheni lokurekhoda. Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani. 	

WEEK 4 DAY 2 / ISONTO 4 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"> Hlola umfundi ngamunye ngokufunda ngokuzwakalayo: Khetha indatshana enamagama okungenani angama-50–60 bese ubuza imibuzo 2–3 ehlobene nendatshana
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> Izincwadi ze-DBE ikhasi lama-73, amapensela Incwadi efundwayo: <i>Elikabani isondo?</i> Amakhasi 2–6

ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI**Injongo yesifundo:** Ukuhlola ikhono labafundi lokufunda amakhasi kanye nokuphendula kahle imibuzo emi-3**Abafundi bonke**

- Tshela abafundi ukuba bavule ikhasi lama-73 futhi bedweba isithombe ngokunakekela amazinyo akho bese bebhala imisho emi-3.

Ukufunda Ngamaqembu Okulawulwayo: Ukuhlola

Ngesikhathi abafundi beqedela imisebenzi yabo yokubhala ngokungabangi umsindo, biza umfundi ngamunye oseQenjini 1 ukuba eze futhi afunde amakhasi 2–6 kwethi *Elikabani isondo?* bese ephendula imibuzo elandelayo:

- Yini eyatholwa uVeli? (isondo)
- Ubani owabuzwa uVeli ukuthi ngelakhe yini isondo? (owesifazane owayegibele isithuthuthu)
- Yini owawungayenza ngesondo?
- Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlola neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda uhla lwamagama abonwayo kanye namamaki angafinyelela kwama-5 okufunda izincwadi nokuphendula imibuzo emi-3.
- Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.

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

READING: GROUP GUIDED READING ASSESSMENT GROUP 2
UKUFUNDA: UKUFUNDA NGAMAQEMBU OKULAWULWAYO
UKUHLOLA IQEMBU 2

TIME / ISIKHATHI

30 minutes / Imizuzu engama-30

CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO

- Hlola umfundi ngamunye ngokufunda ngokuzwakalayo: Khetha indatshana enamagama okungenani angama-50–60 bese ubuza imibuzo 2–3 ehlobene nendatshana

RESOURCES / IZINSIZA-KUFUNDISA

- Izincwadi ze-DBE ikhasi lama-74, amapensela
- Incwadi efundwayo: *Elikabani isondo?* Amakhasi 2–6

ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI**Injongo yesifundo:** Ukuhlola ikhono labafundi lokufunda amakhasi kanye nokuphendula kahle imibuzo emi-3**Abafundi bonke**

- Tshela abafundi ukuba bavule ikhasi lama-74 bese bebhala imisho emayelana nezithombe ezi-2.

Ukufunda Ngamaqembu Okulawulwayo: Ukuhlola

Ngesikhathi abafundi beqedela imisebenzi yabo yokubhala ngokungabangi umsindo, biza umfundi ngamunye oseQenjini 2 ukuba eze futhi afunde amakhasi 2–6 kwethi *Elikabani isondo?* bese ephendula imibuzo elandelayo:

- Yini eyatholwa uVeli? (isondo)
- Ubani owabuzwa uVeli ukuthi ngelakhe yini isondo? (owesifazane owayegibele isithuthuthu)
- Yini owawungayenza ngesondo?
- Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlola neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda uhla lwamagama abonwayo kanye namamaki angafinyelela kwama-5 okufunda izincwadi nokuphendula imibuzo emi-3.
- Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.

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

ACTIVITY 3 / UMSEBENZI 3	READING: GROUP GUIDED READING ASSESSMENT GROUP 3 UKUFUNDA: UKUFUNDA NGAMAQEMBU OKULAWULWAYO UKUHLOLA IQEMBU 3										
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30										
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> Hlola umfundi ngamunye ngokufunda ngokuzwakalayo: Khetha indatshana enamagama okungenani angama-50–60 bese ubuza imibuzo 2–3 ehlobene nendatshana 										
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> Izincwadi ze-DBE ikhasi lama-77, amapensela Incwadi efundwayo: <i>Elikabani isondo?</i> Amakhasi 2–6 										
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI											
<p>Injongo yesifundo: Ukuhlola ikhono labafundi lokufunda amakhasi kanye nokuphendula kahle imibuzo emi-3</p> <p>Abafundi bonke</p> <ul style="list-style-type: none"> Tshela abafundi ukuba bavule ikhasi lama-77 futhi badwebe isithombe sokunqamula isitaladi bese bebhala amazwi esihlokwana ngesithombe. <p>Ukufunda Ngaqembu Okulawulwayo: Ukuhlola</p> <p>Ngesikhathi abafundi beqedela imisebenzi yabo yokubhala ngokungabangi umsindo, biza umfundi ngamunye oseQenjini 3 ukuba eze futhi afunde amakhasi 2–6 kwethi <i>Elikabani isondo?</i> bese ephendula imibuzo elandelayo:</p> <ul style="list-style-type: none"> Yini eyatholwa uVeli? (isondo) Ubani owabuzwa uVeli ukuthi ngelakhe yini isondo? (owesifazane owayegibele isithuthuthu) Yini owawungayenza ngesondo? Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda uhla lwamagama abonwayo kanye namamaki angafinyelela kwama-5 okufunda izincwadi nokuphendula imibuzo emi-3. Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani. <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">Abafundi bonke</td> <td style="width: 12.5%;">1</td> <td style="width: 12.5%;">2</td> <td style="width: 12.5%;">3</td> <td style="width: 12.5%;">4</td> <td style="width: 12.5%;">5</td> </tr> </table>						Abafundi bonke	1	2	3	4	5
Abafundi bonke	1	2	3	4	5						
HOMEWORK / UMSEBENZI WASEKHAYA	<ul style="list-style-type: none"> Ukufunda amagama afundwayo. 										

WEEK 4 DAY 4 / ISONTO 4 USUKU 4

ACTIVITY 1 / UMSEBENZI 1	LISTENING AND SPEAKING ASSESSMENT GROUP 2 (half) UKULALELA NOKUKHULUMA UKUHLOLA IQEMBU 2 (uhhafu)				
TIME / ISIKHATHI	15 minutes / Imizuzu eyi-15				
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> Xoxa ngohlangabezane nakho kanye nimizwa yakho Xoxa indaba enesiqalo, umzimba kanye nesiphetho usebenzise ulimi olucabangayo 				
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> Izincwadi ze-DBE ikhasi lama-73 Iphosta: <i>Isimo sezulu – ngisesivunguvungwini</i> 				

ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI

Injongo yesifundo: Ukuhlola ikhono labafundi lokuxoxa ngabahlangabezane nakho kanye nokuxoxa indaba enesiqalo, umzimba kanye nesiphetho

Qaphela: Kulesi sifundo, kufanele uhlole uhhafu wabafundi abaseQenjini 2.

- Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo ze-DBE kanye namapensela emadeskini abo.
- Yibe usucela abafundi ukuba bavule ikhasi lama-73 ezincwadini zabo ze-DBE futhi babhale ngaphezulu bese bebhala umusho.
- Ngesikhathi beqedela izivivinyo ze-DBE biza umfundi ngamunye ukuba eze edeskini lakho. Bese:
 1. Ucela umfundi ngamunye ukuba akuxoxele ngesikhathi ayegula ngaso nangendlela ayezizwa ngayo ngokugula.
 - Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okukhuluma ngahlangabezane nakho kanye nokuveza imizwa ngokulalela nokukhuluma.
 - Rekhoda amamaki angafinyelela kwama-5 kumfundi ngamunye ephepheni lokurekhoda.
 2. Yibe usucela umfundi ngamunye ukuba akuxoxele indaba emayelana nabantu abakwiphosta kanye nokuthi kwenzekani kubo esivunguvungwini. Bakhumbuze ukuthi indaba kufanele ibe nesiqalo, umzimba kanye nesiphetho, futhi kufanele basebenzise ulimi olukahle, okuwukuthi iziphawulo nezibaluli futhi basebenzise isimo sobuso. Kufanele baxoxe indaba ngokusebenzisa imisho engaphezu kwemi-5.
 - Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okuxoxa indaba enesiqalo, umzimba kanye nesiphetho ngokulalela nokukhuluma.
 - Rekhoda amamaki angafinyelela kwama-5 kumfundi ngamunye ephepheni lokurekhoda.
- Hlanganisa amamaki ndawonye bese unika umfundi ngamunye amamaki angafinyelela kwayi-10 okulalela nokukhuluma ephepheni lokurekhoda.
- Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.

WEEK 4 DAY 4 / ISONTO 4 USUKU 4

ACTIVITY 2 / UMSEBENZI 2	READING: GROUP GUIDED READING ASSESSMENT GROUP 4 UKUFUNDA: UKUFUNDA NGAMAQEMBU OKULAWULWAYO UKUHLOLA IQEMBU 4
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> • Hlola umfundi ngamunye ngokufunda ngokuzwakalayo: Khetha indatshana enamagama okungenani angama-50–60 bese ubuza imibuzo 2–3 ehlobene nendatshana
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> • Izincwadi ze-DBE ikhasi lama-77, amapensela • Incwadi efundwayo: <i>Elikabani isondo?</i> Amakhasi 2–6

ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI

Injongo yesifundo: Ukuhlola ikhono labafundi lokufunda amakhasi kanye nokuphendula kahle imibuzo emi-3

Abafundi bonke

- Tshela abafundi ukuba bavule ikhasi lama-77 futhi babhale ngaphezulu bese bebhala izinhlamvu ezincane kanye nosonhlamvukazi kanye nomusho.

Ukufunda Ngamaqembu Okulawulwayo: Ukuhlola

Ngesikhathi abafundi beqedela imisebenzi yabo yokubhala ngokungabangi umsindo, biza umfundi ngamunye oseQenjini 4 ukuba eze futhi afunde amakhasi 2–6 kwethi *Elikabani isondo?* bese ephendula imibuzo elandelayo:

- Yini eyatholwa uVeli? (isondo)
- Ubani owabuzwa uVeli ukuthi ngelakhe yini isondo? (owesifazane owayegibele isithuthuthu)
- Yini owawungayenza ngesondo?
- Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda uhla lwamagama abonwayo kanye namamaki angafinyelela kwama-5 okufunda izincwadi nokuphendula imibuzo emi-3.
- Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.

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

ACTIVITY 2 / UMSEBENZI 2	READING: GROUP GUIDED READING ASSESSMENT GROUP 5 UKUFUNDA: UKUFUNDA NGAMAQEMBU OKULAWULWAYO UKUHLOLA IQEMBU 5										
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30										
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> Hlola umfundi ngamunye ngokufunda ngokuzwakalayo: Khetha indatshana enamagama okungenani angama-50–60 bese ubuza imibuzo 2–3 ehlobene nendatshana 										
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> Izincwadi ze-DBE ikhasi lama-86, amapensela Incwadi efundwayo: <i>Elikabani isondo?</i> Amakhasi 2–6 										
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI											
<p>Injongo yesifundo: Ukuhlola ikhono labafundi lokufunda amakhasi kanye nokuphendula kahle imibuzo emi-3</p> <p>Abafundi bonke</p> <ul style="list-style-type: none"> Tshela abafundi ukuba bavule ikhasi lama-86 bese bebhala imisho emithathu emayelana nesithombe. <p>Ukufunda Ngamaqembu Okulawulwayo: Ukuhlola</p> <p>Ngesikhathi abafundi beqedela imisebenzi yabo yokubhala ngokungabangi umsindo, biza umfundi ngamunye oseQenjini 5 ukuba eze futhi afunde amakhasi 2–6 kwethi <i>Elikabani isondo?</i> bese ephendula imibuzo elandelayo:</p> <ul style="list-style-type: none"> Yini eyatholwa uVeli? (isondo) Ubani owabuzwa uVeli ukuthi ngelakhe yini isondo? (owesifazane owayegibele isithuthuthu) Yini owawungayenza ngesondo? Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okufunda uhla lwamagama abonwayo kanye namamaki angafinyelela kwama-5 okufunda izincwadi nokuphendula imibuzo emi-3. Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani. <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">Abafundi bonke</td> <td style="width: 12.5%;">1</td> <td style="width: 12.5%;">2</td> <td style="width: 12.5%;">3</td> <td style="width: 12.5%;">4</td> <td style="width: 12.5%;">5</td> </tr> </table>						Abafundi bonke	1	2	3	4	5
Abafundi bonke	1	2	3	4	5						

WEEK 5 DAY 1 / ISONTO 5 USUKU 1

ACTIVITY 1 / UMSEBENZI 1	LISTENING AND SPEAKING ASSESSMENT GROUP 3 UKULALELA NOKUKHULUMA UKUHLOLA IQEMBU 3				
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30				
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> Xoxa ngohlangabezane nakho kanye nimizwa yakho Xoxa indaba enesiqalo, umzimba kanye nesiphetho usebenzise ulimi olucabangayo 				
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> Izincwadi ze-DBE ikhasi lama-81 Iphosta: <i>Isimo sezulu – ngisesivunguvungwini</i> 				

ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI

Injongo yesifundo: Ukuhlola ikhono labafundi lokuxoxa ngabahlangabezane nakho kanye nokuxoxa indaba enesiqalo, umzimba kanye nesiphetho

Qaphela: Kulesi sifundo, kufanele uhlole abafundi abaseQenjini 3.

- Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo ze-DBE kanye namapensela emadeskini abo.
- Yibe usucela abafundi ukuba bavule ikhasi lama-81 ezincwadini zabo ze-DBE futhi babhale ngaphezulu bese bebhala umusho.
- Ngesikhathi beqedela izivivinyo ze-DBE biza umfundi ngamunye ukuba eze edeskini lakho. Bese:
 1. Ucela umfundi ngamunye ukuba akuxoxele ngesikhathi ayegula ngaso nangendlela ayezizwa ngayo ngokugula.
 - Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okukhuluma ngahlangabezane nakho kanye nokuveza imizwa ngokulalela nokukhuluma.
 - Rekhoda amamaki angafinyelela kwama-5 kumfundi ngamunye ephepheni lokurekhoda.
 2. Yibe usucela umfundi ngamunye ukuba akuxoxele indaba emayelana nabantu abakwiphosta kanye nokuthi kwenzekani kubo esivunguvungwini. Bakhumbuze ukuthi indaba kufanele ibe nesiqalo, umzimba kanye nesiphetho, futhi kufanele basebenzise ulimi olukahle, okuwukuthi iziphawulo nezibaluli futhi basebenzise isimo sobuso. Kufanele baxoxe indaba ngokusebenzisa imisho engaphezu kwemi-5.
 - Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okuxoxa indaba enesiqalo, umzimba kanye nesiphetho ngokulalela nokukhuluma.
 - Rekhoda amamaki angafinyelela kwama-5 kumfundi ngamunye ephepheni lokurekhoda.
- Hlanganisa amamaki ndawonye bese unika umfundi ngamunye amamaki angafinyelela kwayi-10 okulalela nokukhuluma ephepheni lokurekhoda.
- Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.

WEEK 5 DAY 1 / ISONTO 5 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"> • Yakha ngokuyikho izinhlamvu ezincane ezingama-26 unake lapho kufanele uhambe ubheke khona, wakhe kahle uhlamvu, ubukhulu kanye nokushiya isikhala esifanele emigqeni • Kopisha futhi ubhale ngokuyikho 1–2 wemisho emifushane
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> • Izincwadi zokuhlolwa

ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI

Injongo yesifundo: Ukuhlola ikhono labafundi lokubhala ngokuyikho izinhlamvu ezincane kanye nokukopisha ngendlela efanele imisho

Ngaphambi kwalesi sifundo Bhala imisho emi-4 elandelayo ebhodini:

1. UJabu noBebe bagijima kakhulu.
 2. Izinja zami azifuni ukuhamba nexhegu elixhugayo.
 3. Qoqa izinto zakho zokudlala.
 4. Indoda eyishosha ithengisa amakhekhe kanye namaswidi.
- Hlalisa kahle iklasi. Kufanele babe nezincwadi zabo zokuhlolwa emadeskini abo.
 - Tshela abafundi ukuba bakopishele imisho ezincwadini zabo ngobunono obukhulu.
 - Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okubhala ngesandla.
 - Rekhoda amamaki angafinyelela kwama-5 kumfundi ngamunye ephepheni lokurekhoda ukubhala ngesandla.
 - Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.

WEEK 5 DAY 2 / ISONTO 5 USUKU 2

ACTIVITY 3 / UMSEBENZI 3	READING ASSESSMENT WHOLE CLASS UKUFUNDA UKUHLOLA ABAFUNDI BONKE
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> Funda/ulalele indaba umfushane bese uphendula: Imibuzo enikezwe izimpendulo eziningi; ufake amagama angekho; ulandelanise izehlakalo ezisendabeni futhi uhumushe ukwaziswa okukumaphosta, ezithombeni noma kumathebula alula
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> Incwadi ye-DBE ikhasi le-122 Iphepha lokusebenzela Lokuhlola Ukufunda Ngokuqondisisa – elilodwa ngomfundi ngamunye
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p><u>Injongo yesifundo:</u> Ukuhlola ikhono labafundi lokulalela/ukufunda indaba bese bephendula izinhlobo ezahlukene zemibuzo esephepheni lokusebenzela</p> <ul style="list-style-type: none"> Hlalisa kahle abafundi. Kufanele babe nenzincwadi zabo ze-DBE, iphepha lokusebenzela 1 ukufunda ngokuqondisisa kanye namapensela emadeskini abo. (Ungathola Iphepha lokusebenzela lokuhlola engxenyeni yezinsiza-kufundisa zencwadi yokuthungatha). Cela abafundi ukuba babhale amagama abo ephepheni lokusebenzela. Funda kanye nabafundi ikhasi le-122 ezincwadini ze-DBE. Funda imibuzo yeNgxenye A kanye nabafundi ngamunye bese abafundi bekokelezela impendulo eqondile. Funda kanye nabafundi iNgxenye B yemibuzo bese ucela ukuba bagcwalise igama elingekho. Funda imisho yeNgxenye C futhi uchaze lokho okufanele bakwenze ukuze balandelanise indaba ngokulandelana kahle kwayo. Funda kanye nabafundi iNgxenye D bese ucela ukuba babhale izimpendulo zemibuzo esikhaleni esinikeziwe. Thatha amaphepha okusebenzela bese unika imaki eli-1 ngempendulo ngayinye ekahle, okuwukuthi amamaki ayi-10. Rekhoda amamaki angafinyelela kwayi-10 kumfundi ngamunye ephepheni lokurekhoda Ukufunda: Ukuqondisisa Okubhaliwe. Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani. 	

WEEK 5 DAY 3 / ISONTO 5 USUKU 3

ACTIVITY 1 / UMSEBENZI 1	PHONICS ASSESSMENT WHOLE CLASS IMISINDO UKUHLOLA ABAFUNDI BONKE
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> Bona ogwaqa abahamba ngababili emagameni Hlukanisa amagama ngamalunga Yakha amagama ngemisindo efundiwe Amagama obuningi
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> Izincwadi zokuhlolwa
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p><u>Injongo yesifundo:</u> Ukuhlola ikhono labafundi lokubona ongwaqa abahamba ngababili emagameni, ukuhlukanisa amagama ngamalunga kanye nokwakha amagama ngemisindo efundiwe</p> <p>Ngaphambi kwalesi sifundo bhala amagama alandelayo ebhodini eceleni kwezinombolo 5 kuye ku-10: 5. umxhiliba; 6. iqhubu; 7.inja; 8. imoto; 9. isandla; 10. Inkukhu.</p> <ul style="list-style-type: none"> Bhala izinombolo 1–10 ebhodini, inombolo ngayinye ibe ngaphansi kwenye. Tshela abafundi: <ul style="list-style-type: none"> Babhale izinombolo 1–10 ezincwadini zabo. Bonisa abafundi indlela ozibhale nayo ebhodini. Yisho lokhu: Ngizokusho igama futhi kufanele ubhale igama eceleni kwenombolo engizoyisho. 	

- Tshela abafundi ukuthi uzoqala enombolweni 1. Yisho emagama alandelayo bese abafundi bewabhala eceleni kwezinombolo zawo (1–4).
 1. iqhezu
 2. isixhobo
 3. hheyi
 4. ichwane
- Fundela abafundi amagama 5 no-6 owabhale ebhodini. (okuwukuthi, 5. umxhiliba; 6. iqhubu)
- Batshele ukuba babhale umxhiliba eceleni kwenombolo 5 kanye nelithi iqhubu eceleni kwenombolo 6 bese behlukanisa amagama ngamalunga, basebenzise imigqa esikhundleni sokushaya izandla ngamalunga.
- Funda amagama ama-4 ezinombolo 7–10 ozibhale ebhodini bese utshela abafundi ukuba babhale ubuningi bala magama eceleni kwezinombolo 7–10 ezincwadini zabo. (okuwukuthi ubungini belithi 7.inja; 8. imoto; 9. isandla; 10. inkukhu)
- Imaki eli-1 ngempendulo ngayinye elungile.
- Rekhoda amamaki angafinyelela kwayi-10 kumfundi ngamunye ephepheni lokurekhoda imisindo: Okubhaliwe.
- Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.

WEEK 5 DAY 4 / ISONTO 5 USUKU 4

ACTIVITY 1 / UMSEBENZI 1	LISTENING AND SPEAKING ASSESSMENT GROUP 2 (half) UKULALELA NOKUKHULUMA UKUHLOLA IQEMBU 2 (uhhafu)
TIME / ISIKHATHI	15 minutes / Imizuzu eyi-15
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> • Xoxa ngohlangabezane nakho kanye nimizwa yakho • Xoxa indaba enesiqalo, umzimba kanye nesiphetho usebenzise ulimi olucabangayo
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> • Izincwadi ze-DBE ikhasi lama-81 • Iphosta: <i>Isimo sezulu – ngisesivunguvungwini</i>
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p>Injongo yesifundo: Ukuhlola ikhono labafundi lokuxoxa ngabahlangabezane nakho kanye nokuxoxa indaba enesiqalo, umzimba kanye nesiphetho</p> <p>Qaphela: Kulesi sifundo, kufanele uhlole lona omunye uhhafu wabafundi abaseQenjini 2.</p> <ul style="list-style-type: none"> • Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo ze-DBE kanye namapensela emadeskini abo. • Yibe usucela abafundi ukuba bavule ikhasi lama-73 ezincwadini zabo ze-DBE futhi babhale ngaphezulu bese bebhala izinhlamvu ezincane nosonhlamvukazi. • Ngesikhathi beqedela izivivinyo ze-DBE biza umfundi ngamunye ukuba eze edeskini lakho. Bese: <ol style="list-style-type: none"> 1. Ucela umfundi ngamunye ukuba akuxoxele ngesikhathi ayegula ngaso nangendlela ayezizwa ngayo ngokugula. <ul style="list-style-type: none"> ◦ Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlala neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okukhuluma ngahlangabezane nakho kanye nokuveza imizwa ngokulalela nokukhuluma. ◦ Rekhoda amamaki angafinyelela kwama-5 kumfundi ngamunye ephepheni lokurekhoda. 2. Yibe usucela umfundi ngamunye ukuba akuxoxele indaba emayelana nabantu abakwiphosta kanye nokuthi kwenzekani kubo esivunguvungwini. Bakhumbuze ukuthi indaba kufanele ibe nesiqalo, umzimba kanye nesiphetho, futhi kufanele basebenzise ulimi olukahle, okuwukuthi iziphawulo nezibaluli futhi basebenzise isimo sobuso. Kufanele baxoxe indaba ngokusebenzisa imisho engaphezu kwemi-5. <ul style="list-style-type: none"> ◦ Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlala neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okuxoxa indaba enesiqalo, umzimba kanye nesiphetho ngokulalela nokukhuluma. ◦ Rekhoda amamaki angafinyelela kwama-5 kumfundi ngamunye ephepheni lokurekhoda. • Hlanganisa amamaki ndawonye bese unika umfundi ngamunye amamaki angafinyelela kwayi-10 okulalela nokukhuluma ephepheni lokurekhoda. • Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani. 	

WEEK 5 DAY 5 / ISONTO 5 USUKU 5

ACTIVITY 1 / UMSEBENZI 1	PHONICS ASSESSMENT WHOLE CLASS IMISINDO UKUHLOLA ABAFUNDI BONKE												
TIME / ISIKHATHI	15 minutes / Imizuzu eyi-15												
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> Isivivinyo sesibizelo: Uhla lwamagama ayi-10 												
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> Izincwadi zokuhlolwa, amapensela 												
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI													
<p>Injongo yesifundo: Ukuhlolwa kwamagama afundwayo</p> <ul style="list-style-type: none"> Cela abafundi ukuba <ul style="list-style-type: none"> Babhale isihloko esithi Isivivinyo sesibizelo kanye nosuku emgqeni ofanayo ezincwadini zabo zokuhlolwa. Bagoqe ikhasi libe uhhafu, bese babhala izinombolo 1–5 eduze komugqa, no-6–10 zehle phakathi nendawo nekhasi. Biza inombolo 1, kanye negama lokuqala elifundwayo. Abafundi kufanele ngobunono babhale igama eceleni kwenombolo 1. Uma bengakwazi ukubhala igama kufanele badwebe umugqa eceleni kwenombolo. Thatha izincwadi uzimake. Rekhoda amamaki angafinyelela kwayi-10 kumfundi ngamunye ephepheni lokurekhoda isivivinyo sesibizelo. Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani. 													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Isivivinyo sesibizelo</th> <th style="width: 50%;">Usuku</th> </tr> </thead> <tbody> <tr> <td>1. qhuma</td> <td>6. qhenya</td> </tr> <tr> <td>2. badlile</td> <td>7. iqhubu</td> </tr> <tr> <td>3. isidleke</td> <td>8. ukudla</td> </tr> <tr> <td>4. xhuma</td> <td>9. ihhotela</td> </tr> <tr> <td>5. umxhiliba</td> <td>10. xhifa</td> </tr> </tbody> </table>		Isivivinyo sesibizelo	Usuku	1. qhuma	6. qhenya	2. badlile	7. iqhubu	3. isidleke	8. ukudla	4. xhuma	9. ihhotela	5. umxhiliba	10. xhifa
Isivivinyo sesibizelo	Usuku												
1. qhuma	6. qhenya												
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3. isidleke	8. ukudla												
4. xhuma	9. ihhotela												
5. umxhiliba	10. xhifa												

WEEK 6 DAY 1 / ISONTO 6 USUKU 1

ACTIVITY 1 / UMSEBENZI 1	LISTENING AND SPEAKING ASSESSMENT GROUP 4 UKULALELA NOKUKHULUMA UKUHLOLA IQEMBU 4
TIME / ISIKHATHI	30 minutes / Imizuzu engama-30
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> Xoxa ngohlangabezane nakho kanye nimizwa yakho Xoxa indaba enesiqalo, umzimba kanye nesiphetho usebenzise ulimi olucabangayo
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> Izincwadi ze-DBE ikhasi lama-85 Iphosta: <i>Isimo sezulu – ngisesivunguvunwini</i>

ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI

Injongo yesifundo: Ukuhlola ikhono labafundi lokuxoxa ngabahlangabezane nakho kanye nokuxoxa indaba enesiqalo, umzimba kanye nesiphetho

Qaphela: Kulesi sifundo, kufanele uhlole lona omunye uhhafu wabafundi abaseQenjini 2.

- Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo ze-DBE kanye namapensela emadeskini abo.
- Yibe usucela abafundi ukuba bavule ikhasi lama-85 ezincwadini zabo ze-DBE futhi babhale ngaphezulu bese bebhala umusho kanye nezinhlamvu ezincane nosonhlamvukazi.
- Ngesikhathi beqedela izivivinyo ze-DBE biza umfundi ngamunye ukuba eze edeskini lakho. Bese
 1. Ucela umfundi ngamunye ukuba akuxoxele ngesikhathi ayegula ngaso nangendlela ayezizwa ngayo ngokugula.
 - Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okukhuluma ngahlangabezane nakho kanye nokuveza imizwa ngokulalela nokukhuluma.
 - Rekhoda amamaki angafinyelela kwama-5 kumfundi ngamunye ephepheni lokurekhoda.
 2. Yibe usucela umfundi ngamunye ukuba akuxoxele indaba emayelana nabantu abakwiphosta kanye nokuthi kwenzekani kubo esivunguvungwini. Bakhumbuze ukuthi indaba kufanele ibe nesiqalo, umzimba kanye nesiphetho, futhi kufanele basebenzise ulimi olukahle, okuwukuthi iziphawulo nezibaluli futhi basebenzise isimo sobuso. Kufanele baxoxe indaba ngokusebenzisa imisho engaphezu kwemi-5.
 - Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okuxoxa indaba enesiqalo, umzimba kanye nesiphetho ngokulalela nokukhuluma.
 - Rekhoda amamaki angafinyelela kwama-5 kumfundi ngamunye ephepheni lokurekhoda.
- Hlanganisa amamaki ndawonye bese unika umfundi ngamunye amamaki angafinyelela kwayi-10 okulalela nokukhuluma ephepheni lokurekhoda.
- Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.

WEEK 6 DAY 5 / ISONTO 6 USUKU 5

ACTIVITY 3 / UMSEBENZI 3	WRITING ASSESSMENT WHOLE CLASS UKUBHALA UKUHLOLA ABAFUNDI BONKE
TIME / ISIKHATHI	45 minutes / Imizuzu engama-45
CONTENT CONCEPTS SKILLS / OKUQUKETHWE ULWAZI AMAKHONO	<ul style="list-style-type: none"> • Bhala okungenani imisho emi-3 ngesithombe esejwayelekile noma ngesihloko esihlobene nendaba ejwayelekile noma nesihloko usebenzise osonhlamvukazi kanye nongqi
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> • Izincwadi zokuhlolwa • Iphosta: <i>Impilo nokuphepha</i>

ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI

Injongo yesifundo: Ukuhlola ikhono labafundi lokubhala kahle imisho emi-3 usebenzise osonhlamvukazi kanye nongqi

- Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo zokuhlolwa emadeskini abo futhi bakwazi ukubona iphosta.
- Yisho lokhu: **Kufanele ubhale imisho emi-5 emayelana nephosta. Khumbula ukupela kahle amagama kanye nokusebenzisa izimpawu zokubhala ngokufanele.**
- Sebenzisa irubhrikhi esekugcineni kwencwadi yokuhlela neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okubhala.
- Rekhoda amamaki angafinyelela kwama-5 kumfundi ngamunye ephepheni lokurekhoda ukubhala.
- Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani.

WEEK 7 DAY 1 / ISONTO 7 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"> • Xoxa ngohlangabezane nakho kanye nimizwa yakho • Xoxa indaba enesiqalo, umzimba kanye nesiphetho usebenzise ulimi olucabangayo
RESOURCES / IZINSIZA-KUFUNDISA	<ul style="list-style-type: none"> • Izincwadi ze-DBE ikhasi lama-90 • Iphosta: <i>Isimo sezulu – ngisesivunguvungwini</i>
ACTIVITY DESCRIPTION / UKUCHAZWA KOMSEBENZI	
<p><u>Injongo yesifundo:</u> Ukuhlola ikhono labafundi lokuxoxa ngabhangabezane nakho kanye nokuxoxa indaba enesiqalo, umzimba kanye nesiphetho</p> <p>Qaphela: Kulesi sifundo, kufanele uhlole abafundi abaseQenjini 5.</p> <ul style="list-style-type: none"> • Hlalisa kahle abafundi. Kufanele babe nezincwadi zabo ze-DBE kanye namapensela emadeskini abo. • Yibe usucela abafundi ukuba bavule ikhasi lama-90 ezincwadini zabo ze-DBE futhi badwebe isithombe somngane wabo bese bebhala umsho omayelana nesithombe sabo. • Ngesikhathi beqedela izivivinyo ze-DBE biza umfundi ngamunye ukuba eze edeskini lakho. Bese: <ol style="list-style-type: none"> 1. Ucela umfundi ngamunye ukuba akuxoxele ngesikhathi ayegula ngaso nangendlela ayezizwa ngayo ngokugula. <ul style="list-style-type: none"> ◦ Sebenzisa irubhriki esekugcineni kwencwadi yokuhlala neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okukhuluma ngahlangabezane nakho kanye nokuveza imizwa ngokulalela nokukhuluma. ◦ Rekhoda amamaki angafinyelela kwama-5 kumfundi ngamunye ephepheni lokurekhoda. 2. Yibe usucela umfundi ngamunye ukuba akuxoxele indaba emayelana nabantu abakwiphosta kanye nokuthi kwenzekani kubo esivunguvungwini. Bakhumbuze ukuthi indaba kufanele ibe nesiqalo, umzimba kanye nesiphetho, futhi kufanele basebenzise ulimi olukahle, okuwukuthi iziphawulo nezibaluli futhi basebenzise isimo sobuso. Kufanele baxoxe indaba ngokusebenzisa imisho engaphezu kwemi-5. <ul style="list-style-type: none"> ◦ Sebenzisa irubhriki esekugcineni kwencwadi yokuhlala neyokuthungatha ukunika umfundi ngamunye amamaki angafinyelela kwama-5 okuxoxa indaba enesiqalo, umzimba kanye nesiphetho ngokulalela nokukhuluma. ◦ Rekhoda amamaki angafinyelela kwama-5 kumfundi ngamunye ephepheni lokurekhoda. • Hlanganisa amamaki ndawonye bese unika umfundi ngamunye amamaki angafinyelela kwayi-10 okulalela nokukhuluma ephepheni lokurekhoda. • Cabanga futhi ubhale usho ukuthi lesi sifundo sihambe kanjani. 	

5. SUGGESTED RUBRICS

HOME LANGUAGE: GRADE 1: TERM 4

Suggested rubrics – adjusted for the lesson plans

LISTENING AND SPEAKING					
Activity	1	2	3	4	5
Talks about personal experiences and expresses feelings	Shy and withdrawn and needs support to talk about personal experiences	Attempts to relate a personal experience in 1 simple sentence	Is able to relate personal experiences in short sentences and demonstrates feelings accordingly	Relates personal experiences using simple sentences and expresses feelings accordingly	Relates personal experiences in detail using complex sentences and express feelings accordingly
Activity	1	2	3	4	5
Tells a story with beginning, middle and end (sequence)	Needs support to retell a story that is read or told	Attempts to retell the beginning of a story in 1–2 simple sentences	Is able to retell a story that is told or read using 3 sentences to describe the beginning and middle only	Retells a story that is told or read fluently with a clear beginning, middle and end using 4–5 simple sentences	Displays very good story telling skills and is able to tell a story with expression, describing in detail the beginning, middle and end confidently using 5 and more sentences
READING					
Activity	1	2	3	4	5
Reading	Reads from own book, a text of 10–25 words with support from the teacher	Reads word by word, a text of 30–39 words and responds correctly to 1–2 questions	Reads aloud from own book, a text of 40–49 words and responds correctly to 3 questions	Reads fluently from own book, a text of 50–60 words and responds correctly to 3 questions	Reads fluently from own book, a text of more than 60 words and responds correctly to 3 questions
HANDWRITING					
Activity	1	2	3	4	5
Copies and writes 2 short sentences paying attention to correct formation of all lower case letters	Needs support to copy and write 1 short sentence	Is able to copy and write 1 short sentences but correct letter formation, spacing between words and size of letters are not observed	Is able to copy and write 2 short sentence paying attention to letter formation but spacing between words is not observed	Is able to copy and write 3 short sentences paying careful attention to correct letter formation and observing spacing between words	Is able to copy and write 3 and more short sentences paying careful attention to correct letter formation, size and observing spacing between words
WRITING					
Activity	1	2	3	4	5
Writes at least 3 sentences about a familiar picture or topic related to a familiar story or theme	Unable to construct a sentence, writes only individual words related to a picture	Writes 2 simple sentences related to a picture or topic	Writes 3 simple sentences about a picture or topic independently	Writes 4 simple sentences related to a picture, topic or familiar story using capital letters and full stops	Writes 5 very well constructed sentences related to a picture, topic or familiar story using capital letters and full stops

6. CHECKLIST

HOME LANGUAGE: GRADE 1: TERM 4: CHECKLIST

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.

	Listening & Speaking			Phonics: Oral Adjusted for isiZulu Phonics programme		Reading	Handwriting	Comment
	Listens to instructions and announcements and responds appropriately	Participates in discussions and expresses feelings	Listens to stories and answers closed and open-ended questions	Recognises plural form of noun	Identifies letter-sound relationships of all single letters: Letter-sound chart and/or flashcards			
	✓/X							
	Date							
	Names of learners							
1.							Forms 26 lower case letters correctly: directionality, formation and spacing within lines	
2.						Interprets information from posters, picture and simple tables		
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								

7. ASSESSMENT RECORD SHEET

HOME LANGUAGE: GRADE 1: TERM 4: 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	Handwriting	Writing	Comment
	Talks about personal experiences and expresses feelings	Tells a story with beginning, middle and end	TOTAL	Phonics: Written words Recognises double consonants in words Breaks down words into syllables Builds words with sounds learnt Plurals of nouns	Spelling test				
	Date	Score	5	5	10	10	5	5	
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									

8. TRACKING AND REFLECTING TOOLS

8.1 Conventional classrooms¹

NAME OF TEACHER: _____ SUBJECT/GRADE: _____

Week no. in planner _____				
Week no. in term when work planned for week started _____				
Refer to the planner ² for details of the week's work (or the ATP for subjects without planners)				
Class (or subject for FP)				
On track by end of week? (Yes/no)				
How many learners are working confidently? ³ (Rough estimate)				
How many learners in this class?				
BRIEF NOTES ON THE DAY'S WORK: Consider such things as: <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>				
DAY⁴				
1				
2				
3				
4				
5				
Reflection on the week: Think about and make a note of:				
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?	
DH: _____			Date: _____	

¹ Please amend this draft template to suit the needs of your school.

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

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

⁴ This can also be lessons if there are more than five lessons a week.

8.2 Multigrade classrooms¹

NAME OF TEACHER: _____

Week no. in planner _____							
Week no. in term when work planned for week started _____							
Refer to the planner ² for details of the week's work (or the ATP for subjects without planners)							
Subjects							
GRADE	On track this week? ³						
	Est. learners > Level 4 ⁴						
	# learners in grade						
GRADE	On track this week?						
	Est. learners > Level 4						
	# learners in grade						
GRADE	On track this week?						
	Est. learners > Level 4						
	# learners in grade						
DAY	BRIEF NOTES ON THE DAY'S WORK: Consider such things as: <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							
Reflection on the week: Think about and make a note of:							
SUBJECT	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?					
Principal:				Date:			

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

³ Yes/no?

⁴ 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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ISBN: 978-1-990904-87-5