### Grade 3 HL

#### TERM 1 48 days

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
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</thead>
<tbody>
<tr>
<td><strong>THEMES</strong></td>
<td><strong>About me</strong></td>
<td><strong>Feelings</strong></td>
<td><strong>Health education</strong></td>
<td><strong>Keeping my body safe</strong></td>
<td><strong>Rights and responsibilities</strong></td>
<td><strong>SUGGESTED PLANNING FOR TEACHING AND ASSESSMENT</strong></td>
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<tr>
<td><strong>Listening and Speaking</strong></td>
<td><strong>Weight value:</strong> 15%</td>
<td><strong>7 Listening Activities to Get Your Students Attentive &amp; Ready to Learn...</strong></td>
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<td><strong>Phonics: the ‘ea, ey’</strong></td>
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<td><strong>Weight value:</strong> 20%</td>
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<tr>
<td>Reading Weight value: 25%</td>
<td>Shared Reading</td>
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<tr>
<td><strong>Teaching with Shared Reading of a Big Book</strong></td>
<td><strong>Free By Bill Barnes</strong></td>
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<tr>
<td><em>Use visual clues to talk about a graphic text.</em></td>
<td><em>Read aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story:</em></td>
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<tr>
<td><em>Look at the picture of an invitation to a birthday party.</em></td>
<td><em>What is information given on the card?</em></td>
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<td><em>Use structural-analytical decoding skills.</em></td>
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<td><em>With the teacher, read the captions of a story about e.g. My birthday wish.</em></td>
<td><em>Break down words into syllables.</em></td>
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<td><em>Read instructions in the classroom.</em></td>
<td><em>Ability to combine syllables.</em></td>
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<td><em>Read the class rules with the teacher.</em></td>
<td><em>Recognise smaller words within a bigger word.</em></td>
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**Group-guided Reading**

**What is Guided Reading?** **Reading Lessons Free By Howcast Resource URL**

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**Writing: Weight value: 30%**

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<tr>
<th>Do word building tasks:</th>
<th>a, e, o, i, u</th>
<th>Write the days of the week and months of the year correctly.</th>
<th>Definition of 3 sentences</th>
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<td>Do word building tasks:</td>
<td>spr, spr, spell</td>
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**Answer a comprehension text about e.g. The party.**

- Words from the library or the class reading corner.
- Picture books, rhymes, story books from the library or the class reading corner.
- Independent reading: picture books, rhymes, story books from the library or the class reading corner.

**Reading with fluency and intonation.**

- Build sight vocabulary during all reading. Independent: picture books, rhymes, story books from the library or the class reading corner.
- Independent reading: picture books, rhymes, story books from the library or the class reading corner.

**Building a story line.**

- Write instructions, for example a friend.
- How can we help our class (shared writing).
- What should I do if he/she is sick.
- What should I do if he/she is sick.
- What should I do if he/she is sick.
- What should I do if he/she is sick.
<table>
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<tr>
<th>Handwriting</th>
<th>Weight value: 10%</th>
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<tbody>
<tr>
<td>Introduce cursive writing:</td>
<td>Date and captions.</td>
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<tr>
<td>Introduce cursive writing:</td>
<td>Formation of pattern and letter.</td>
</tr>
<tr>
<td>Introduce cursive writing:</td>
<td>Copy written text correctly.</td>
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<tr>
<th>Requisite pre-knowledge</th>
<th>Grade 2 knowledge</th>
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<tbody>
<tr>
<td>Resources (other than textbook) to enhance learning</td>
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<tr>
<td>Reading series eBooks</td>
<td>Sentence strips</td>
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<tr>
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<td>DBE Workbooks</td>
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<td>Flash cards</td>
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<td>Reading series eBooks</td>
<td>Pictures</td>
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<td>Posters</td>
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<th>Informal assessment and didactic assistance</th>
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<tr>
<td>These activities are observed and assessed daily during Language lessons. Not all skills have to be assessed, but the learners should rather be given the opportunity to practice and master the skills.</td>
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<td>This takes place informally and on a continuous basis.</td>
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### 9 Ideas to Improve Your Child's Listening and Speaking

**Term 2**

**Themes**

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<td>Healthy eating</td>
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**SBA (Formal assessment)**

- These activities must be observed and assessed daily during Home Language lessons. Not all skills have to be assessed, but the learners should rather be given the opportunity to practise and master the skills.
- At the end of Week 9, all the checklists must be completed, which allows the educator to score each child.
- Teachers can choose from SBA guidelines on the formal assessment model.

- [https://drive.google.com/file/d/1YIhNXwlfF1pqJXtX4fEy4il0D5lw4YA3/view?usp=sharing](https://drive.google.com/file/d/1YIhNXwlfF1pqJXtX4fEy4il0D5lw4YA3/view?usp=sharing)
Word building: Weight value: 20%

Teach your child to turn writing words into writing sentences

Reading

Teaching with Shared Reading of a Big Book

Use visual clues
- Use the pictures of the different food groups.
- Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher (shared reading).
- Read the captions of the pictures in the book.
- Read a book as a whole with teacher (shared reading) and describe the sequence of events, background and the relationship between cause and effect.
- Use key words and headings to find information about the story read.
- Answer a variety of higher-order thinking questions based on the text.
- What will happen if there are more harmful than useful insects?
- Use problems from the story to provide solutions.

Use key words and phrases to find information in non-fiction texts.

Use visual clues such as poems, Big Books, posters and electronic text as a class with the teacher (shared reading).
- Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher (shared reading).
- Read non-fiction on insects:
  - Types
  - Body parts
  - Harmful and harmless insects
  - Use visual clues:
    - Picture of an insect, indicating body parts
    - Use table of contents, index and page numbers to find information.
    - Facts about insects
  - Answer a variety of higher-order thinking questions based on the text.
  - What will happen if there are more harmful than useful insects?

Use problems from the story to provide solutions.

Reading

Teaching with Shared Reading of a Big Book

Use visual clues
- Use the pictures of the different food groups.
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Group-guided reading

Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group’s reading level. Use phonic knowledge, contextual and structural-analytical decoding skills when reading unfamiliar words.

Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.

Learners monitor themselves during reading in terms of word recognition and comprehension skills.

Use diagrams and pictures from the text to enhance comprehension.

Read with increasing fluency and expression.

Writing:

- Weight value: 30%

Do word building tasks:
- Do tasks that revise Term 1’s work.
- Participate in a discussion to select a topic to write about.
- Keep a diary for one week, noting the weather and other pieces of information.
- For 5 days, write down what you pack for school each day.
- Write an essay on a topic to contribute to a book for the class library.
- Write a recipe for your favourite food.
- Use correct grammar so that others can read and understand what has been written.

Vocabulary on life cycles.

Participate in a discussion to select a topic to write about.
- Life cycles

Write and illustrate sentences on a topic to contribute to a book for the class library.
- How did my butterfly change?
- Resources
- Steps
- Draw the butterfly.

Use correct grammar so that others can read and understand what has been written.
- We make our own butterflies.
- Break down multi-syllabic words into separate syllables: re-mem-ber
- Participate in a discussion to select a topic to write about.
- Life cycles

Write and illustrate sentences on a topic to contribute to a book for the class library.
- Learners work together in groups.
- Each group gets an animal’s life cycle to draw and label.
- The whole group works with the same story on the group’s reading level.
- Use correct grammar so that others can read and understand what has been written.
- Vocabulary on life cycles.
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Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.

Learners monitor themselves during reading in terms of word recognition and comprehension skills.

Use diagrams and pictures from the text to enhance comprehension.

Read with increasing fluency and expression.

Write at least two paragraphs (ten or more sentences) on personal experiences such as daily news or a school event.
- Design something you can make from recycled materials.
- Write the name of the object.
- What is the object made of?
- Draw a picture of your design.
- Use correct grammar so that others can read and understand what has been written.
- Vocabulary on life cycles.

Use correct grammar so that others can read and understand what has been written.
- Vocabulary on life cycles.

Write a brief review.
- Write a review (PNI – positive, negative and interesting facts) on the book that was read to you.
- Write at least two paragraphs (ten or more sentences) on personal experiences such as daily news or a school event.
- Design something you can make from recycled materials.
- Write the name of the object.
- What is the object made of?
- Draw a picture of your design.
- Use correct grammar so that others can read and understand what has been written.
- Vocabulary on life cycles.

Write at least two paragraphs (ten or more sentences) on personal experiences such as daily news or a school event.
- How can we keep the school grounds clean?
- Keep a diary for one week, noting the weather and other pieces of information.
- Life cycle of the silkworm.

Write and illustrate sentences on a topic to contribute to a book for the class library.
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- Use correct grammar so that others can read and understand what has been written.
- Vocabulary on life cycles.

Write the name of the object.
- What is the object made of?
- Draw a picture of your design.
- Use correct grammar so that others can read and understand what has been written.
- Vocabulary on life cycles.

Write a brief review.
- Write a review (PNI – positive, negative and interesting facts) on the book that was read to you.
- Write at least two paragraphs (ten or more sentences) on personal experiences such as daily news or a school event.
- Design something you can make from recycled materials.
- Write the name of the object.
- What is the object made of?
- Draw a picture of your design.
- Use correct grammar so that others can read and understand what has been written.

Write at least two paragraphs (ten or more sentences) on personal experiences such as daily news or a school event.
- How can we keep the school grounds clean?
- Keep a diary for one week, noting the weather and other pieces of information.
- Life cycle of the silkworm.

Write and illustrate sentences on a topic to contribute to a book for the class library.
- How did my butterfly change?
- Resources
- Steps
- Draw the butterfly.

Use correct grammar so that others can read and understand what has been written.
- Vocabulary on life cycles.

Participate in a discussion to select a topic to write about.
- Life cycles

Write and illustrate sentences on a topic to contribute to a book for the class library.
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**Handwriting**

**Weight value: 10%**

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<tr>
<th>Requisite pre-knowledge</th>
<th>Grade 2 knowledge</th>
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**Word building:**
**Weight value:** 20%  
**Phonics: The ‘ea, ey’ spelling**

<table>
<thead>
<tr>
<th>TERM 3</th>
<th>34 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Week 2</td>
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</tbody>
</table>
| **THEMES** | **Public safety** | **Pollution** | **How people lived a long time ago** | **Space** | **Listening and Speaking** | **Weight value:** 15%  
**Word Family -at | Phonics Song for Kids | Jack Hartmann - YouTube**

1. Conduct interviews with people for a specific purpose, such as finding out more about their work.  
   - The teacher invites a police officer to come and talk to the learners.  
   - The learners interview the police officer to find out what his/her job entails.

2. Use increasingly interesting words and descriptions in oral language.  
   - Use vocabulary on safe and unsafe places.

3. Conduct interviews with people for a specific purpose, such as finding out more about their work.  
   - The teacher invites a traffic officer to come and talk to the learners.  
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4. Tell a story about a police officer.  
   - Read a story about e.g. The traffic officers who pollute our water.

5. Use increasingly interesting words and descriptions in oral language.  
   - Descriptive vocabulary on pollution types.

6. Conduct interviews with people for a specific purpose, such as finding out more about their work.  
   - Invite an older person to the class and conduct an interview with the person.

7. Use increasingly interesting words and descriptions in oral language.  
   - Vocabulary on safety.


**LISTENING AND SPEAKING**

**TERM 3**  
**54**  

**54**

**Listening and Speaking**

**Weight value:** 15%  
**Word Family -at | Phonics Song for Kids | Jack Hartmann - YouTube**

1. Do an oral presentation: Tell news or talk about an experience in a logical sequence.  
   - Learners relate in their own words what the job of a policeman entails.

2. Use increasingly interesting words and descriptions in oral language.  
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Talk about why it is dangerous to play in places that are unsafe.

Read a book as a whole class with teacher (shared reading) and discuss the main idea, characters and story-line.

The teacher can read a story with the learners about e.g. Suzie’s secret.

Answer a variety of higher-order thinking questions based on the passage read.

Do word building tasks:
- Picture Quiz 9 and 10 of Term 2.

Write personal texts in different forms: A diary entry.
- Imagine you are Suzie.
- Write a daily entry, relating what happened today.
- Explain how you felt.
- Plan, write, edit and present your own story of at least two paragraphs

Do word building activities using sounds that were taught.
- Write personal texts in different forms: a diary entry, a letter to a friend, a story and a caption/heading.
- Write a letter to a friend about something that interested you.
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least two paragraphs (ten or more sentences) and use punctuation correctly. Form a caption/heading.

- Write holiday news.
- Make use of different kinds of sentences e.g. questions, commands, etc.
- Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.
- Identify and use nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly.
- J oin sentences by using conjunctions such as and, but, because.
- Use a variety of vocabulary to make the writing more interesting.
- Use phonic knowledge and spelling rules to write unfamiliar words.
- Read own writing to the class.
- Use a dictionary for new vocabulary and the meaning of words.

1. Summarise and keep a record of information using mind maps, tables, notices, diagrams or maps.
   - Create a mind map and write 5 road safety rules.
   - You can draw pictures next to it.
2. Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.
3. Identify and use nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly.
4. Joins sentences by using conjunctions such as and, but, because.
5. Use a variety of vocabulary to make the writing more interesting.
6. Use phonic knowledge and spelling rules to write unfamiliar words.
7. Read own writing to the class.
8. Use a dictionary for new vocabulary and the meaning of words.

- Writing:
  - Introduce:
    - Date and captions
    - Cursive pattern
    - Complex letter combinations
    - Words
  - Introduce:
    - Date and captions
    - Cursive pattern
    - Basic letter combinations with capital letter
    - Words
  - Introduce:
    - Date and captions
    - Own cursive pattern
    - Basic letter combinations with capital letter
    - Words
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    - Date and captions
    - Cursive pattern
    - Basic letter combinations with capital letter
    - Words

- Requisite pre-knowledge:
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- Resources (other than textbook) to enhance learning:
  - Reading series eBooks
  - Sentence strips
  - DBE Workbooks
  - Flash cards
  - Pictures
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- Informal assessment and didactic assistance:
  - These activities are observed and assessed daily during Language lessons. Not all skills have to be assessed, but the learners should rather be given the opportunity to practice and master the skills. This takes place informally and on a continuous basis.
### Adjectives for Kids | Language

- These activities must be observed and assessed daily during Home Language lessons. Not all skills have to be assessed, but the learners should rather be given the opportunity to practise and master the skills.
- At the end of Week 9, all the checklists must be completed, which allows the educator to score each child.
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### Word Building:

- **Direction**
  - **Across**
  - **Down**
  - **Left**
  - **Right**

### Term 4 47 days

<table>
<thead>
<tr>
<th>THEME</th>
<th>Products and processes</th>
<th>Disasters and what we should do</th>
<th>Animals</th>
<th>Consolidation of Grade 3</th>
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<tr>
<td><strong>Listening and Speaking</strong></td>
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<td><strong>Weight value:</strong> 15%</td>
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<tr>
<td><strong>Teaching Your Child to Listen and Follow Directions</strong></td>
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<td><em>Child Mind: <a href="https://childmind.org/article/how-to-give-kids-effective-instructions/">https://childmind.org/article/how-to-give-kids-effective-instructions/</a></em></td>
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<td><strong>How to get students to follow directions the first time</strong></td>
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<td><a href="https://theelementstoreteachers.co.za/how-to-get-students-to-follow-directions">https://theelementstoreteachers.co.za/how-to-get-students-to-follow-directions</a></td>
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### Products and processes

- **Week 1**
  - Participate in a conversation as a social skill and respect the way others talk.
  - Listen for details in stories and answer open-ended questions.
  - Use terminology such as subject, verb, object, question, statement, order, synonym, antonym.
  - Plants – what we get from them.

- **Week 2**
  - Participate in a conversation as a social skill and respect the way others talk.
  - Listen for details in stories and answer open-ended questions.
  - Use terminology such as subject, verb, object, question, statement, order, synonym, antonym.

- **Week 3**
  - Participate in a conversation as a social skill and respect the way others talk.
  - Listen for details in stories and answer open-ended questions.
  - Use terminology such as subject, verb, object, question, statement, order, synonym, antonym.

- **Week 4**
  - Participate in a conversation as a social skill and respect the way others talk.
  - Listen for details in stories and answer open-ended questions.
  - Use terminology such as subject, verb, object, question, statement, order, synonym, antonym.

- **Week 5**
  - Participate in a conversation as a social skill and respect the way others talk.
  - Listen for details in stories and answer open-ended questions.
  - Use terminology such as subject, verb, object, question, statement, order, synonym, antonym.

- **Week 6**
  - Participate in a conversation as a social skill and respect the way others talk.
  - Listen for details in stories and answer open-ended questions.
  - Use terminology such as subject, verb, object, question, statement, order, synonym, antonym.

- **Week 7**
  - Participate in a conversation as a social skill and respect the way others talk.
  - Listen for details in stories and answer open-ended questions.
  - Use terminology such as subject, verb, object, question, statement, order, synonym, antonym.

- **Week 8**
  - Participate in a conversation as a social skill and respect the way others talk.
  - Listen for details in stories and answer open-ended questions.
  - Use terminology such as subject, verb, object, question, statement, order, synonym, antonym.

- **Week 9**
  - Participate in a conversation as a social skill and respect the way others talk.
  - Listen for details in stories and answer open-ended questions.
  - Use terminology such as subject, verb, object, question, statement, order, synonym, antonym.

- **Week 10**
  - Participate in a conversation as a social skill and respect the way others talk.
  - Listen for details in stories and answer open-ended questions.
  - Use terminology such as subject, verb, object, question, statement, order, synonym, antonym.

### Animals

- Plan and do an oral presentation: Use a visual resource.
  - Dogs – Dogs are pets, but they can also perform other important tasks. Police dogs track criminals, sheep dogs gather sheep, watch dogs keep watch, hunting dogs hunt.

- **Week 1**
  - Listen for details in stories and answer open-ended questions.
  - Use terminology such as subject, verb, object, question, statement, order, synonym, antonym.

- **Week 2**
  - Listen for details in stories and answer open-ended questions.
  - Use terminology such as subject, verb, object, question, statement, order, synonym, antonym.

- **Week 3**
  - Listen for details in stories and answer open-ended questions.
  - Use terminology such as subject, verb, object, question, statement, order, synonym, antonym.

- **Week 4**
  - Listen for details in stories and answer open-ended questions.
  - Use terminology such as subject, verb, object, question, statement, order, synonym, antonym.

- **Week 5**
  - Listen for details in stories and answer open-ended questions.
  - Use terminology such as subject, verb, object, question, statement, order, synonym, antonym.

- **Week 6**
  - Listen for details in stories and answer open-ended questions.
  - Use terminology such as subject, verb, object, question, statement, order, synonym, antonym.

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  - Use terminology such as subject, verb, object, question, statement, order, synonym, antonym.

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  - Use terminology such as subject, verb, object, question, statement, order, synonym, antonym.

- **Week 9**
  - Listen for details in stories and answer open-ended questions.
  - Use terminology such as subject, verb, object, question, statement, order, synonym, antonym.

- **Week 10**
  - Listen for details in stories and answer open-ended questions.
  - Use terminology such as subject, verb, object, question, statement, order, synonym, antonym.

### Consolidation of Grade 3

- Use terminology such as subject, verb, object, question, statement, order, synonym, antonym.
- Exclamations, questions, statements.
- Descriptive language, order thinking skills.
- Making inferences, making conclusions.
- Use a visual resource.
- Plan and do an oral presentation.
- Listen for details in stories and answer open-ended questions.
Reading  
Weight value: 25%  

Shared Reading  

Teaching with Shared Reading of a Big Book  
Free By Bill Barnes Resource URL  
https://www.youtube.com/watch?v=V70dC0kSPwE

Reading  

- Read enlarged texts such as fiction and non-fiction, Big Books, newspaper articles, dialogue and electronic text as a whole class with the teacher (shared reading).  
- With the teacher, read the captions of the video about: Plants – what we get from them  

- Use visual clues to read graphical texts and to analyse text for attitudes and assumptions.  
- Look at the pictures (chicken, apple tree, cow, wheat and pumpkin) and discuss which foods we get from the figures in the pictures.  

- Answer a variety of higher-order thinking questions based on the passage read.  
- Use a dictionary for new vocabulary and the meaning of words.  

- Read a written text as a class with the teacher and describe the characters, storyline and values in the text.  
- Read the Big Book with the teacher. E.g. the elf and the sheep wool.  

- Say if they like the story and can justify the answer.  
- Talk about the story that was read.  

- Use visual clues to read graphical texts and analyse text for attitudes and assumptions.  
- Use the cover of the Big Book to predict the course of the story.  

- Answer a variety of higher-order thinking questions based on the passage read.  
- Use a dictionary for new vocabulary and the meaning of words.  

- Read a written text as a class with the teacher and describe the characters, storyline and values in the text.  
- Read the newspaper article on the flood that was read.  

- Say if they like the story and can justify the answer.  
- Learners give their opinions on the story that was read.  

- Use visual clues to read graphical texts and to analyse text for attitudes and assumptions.  
- The teacher lights a candle.  

- Ask questions about the story read.  
- Why did the candle break?  

- Use a dictionary for new vocabulary and the meaning of words.  

- Read a written text as a class with the teacher and describe the characters, storyline and values in the text.  
- Read the captions of the video or Big Book. Animals that give us food and clothes.  

- Use visual clues to read graphical texts and to analyse text for attitudes and assumptions.  
- Discuss each animal.  

- Answer a variety of higher-order thinking questions based on the passage read.  
- For example: Did Rex play a hero role? Do we get food or clothes from animals? Name the type of clothing and type of food.  

- Learners give their opinions on the story that was read.  

- Answer a variety of higher-order thinking questions based on the passage read.  
- For example: Did Rex make the smartest plan? What plan would you make if you were Rex?  

- Use visual clues to read about a graphic text.

Group-guided Reading  

What is Guided Reading?  
Reading Lessons Free By Howcast Resource URL  
https://www.youtube.com/watch?v=V70dC0kSPwE  

Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group’s reading level.  

Read with increasing fluency, speed and expression (read with feeling).  

Use phonic knowledge, contextual and structural-analytical decoding skills and comprehension skills to create meaning.
Writing

Weight value: 30%

Do word building tasks

Use pre-writing strategies to gather information and plan writing: talk to a friend, draw a mind map, plan a framework for writing.

• Use a framework to plan your letter.

Write a variety of short texts for different purposes, such as recounts, dialogue.

• Write a letter to the person who usually prepares your meals.

• Use words from the list for your letter.

Plan, write, edit and present own story of at least two paragraphs (at least 12 sentences).

Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas.

Use conjunctions to form compound sentences.

Use word-building techniques, phonics, knowledge and spelling rules to write difficult words.

Create a word bank and personal dictionary.

Use a dictionary to find new vocabulary and to check spelling.

Do word building tasks

Write about a personal experience in different forms, such as a short news article.

Write a short news article based on the newspaper report.

Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas.

Read the newspaper report again.

Answer the comprehension questions in full sentences.

Give information in the correct sequence and provide a caption (heading).

My story plan:

• The characters and the background.
• Who is in your story?
• Where does the story take place?
• When does the story begin?
• The beginning
• The middle
• The end

Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas.

Use conjunctions to form compound sentences.

Use word-building techniques, phonics, knowledge and spelling rules to write difficult words.

Use a dictionary to find new vocabulary and to check spelling.

Discuss own and other’s writing to provide and receive feedback.

Create a word bank and personal dictionary.

Use a dictionary to find new vocabulary and to check spelling.

Do word building tasks

Plan, write, edit and present own story of at least two paragraphs (at least 12 sentences).

• Choose a writing frame of a dog.
• Write 2 paragraphs on A Day in the life of a...

Give information in the correct sequence and provide a caption (heading).

Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas.

Use conjunctions to form compound sentences.

Use word-building techniques, phonics, knowledge and spelling rules to write difficult words.

Discuss own and other’s writing to provide and receive feedback.

Create own book to contribute to the classroom library.

Do word building tasks

Plan, write, edit and present own story of at least two paragraphs (at least 12 sentences).

• My pet.
• Does the animal give us clothes? What type of clothes?
• Does the animal give us food? What type of food?

Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas.

Use conjunctions to form compound sentences.

Use word-building techniques, phonics, knowledge and spelling rules to write difficult words.

Discuss own and other’s writing to provide and receive feedback.

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<tr>
<th>Handwriting</th>
<th>Weight value: 10%</th>
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<tbody>
<tr>
<td>• Write the caption and date</td>
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</tr>
<tr>
<td>• Introduce own cursive pattern in headings</td>
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<tr>
<td>• Basic letter combinations with capital letters</td>
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<tr>
<td>• Write sentences</td>
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<td>Grade 2 knowledge</td>
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<tr>
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<tbody>
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</tr>
<tr>
<td>Informal assessment and didactic assistance</td>
</tr>
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<td>* These activities are observed and assessed daily during Language lessons. Not all skills have to be assessed, but the learners should rather be given the opportunity to practise and master the skills.</td>
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