

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 3

1. South African Sign Language Home Language Grade 3

Revised National Teaching Plan

GUIDELINES ON HOW TO USE THE ADJUSTED CURRICULUM FOR LANGUAGES IN FOUNDATION PHASE:

Please note the following:

1. The CAPS document for terms 1-4 has been combined into one document.
2. The curriculum was adjusted to address the core concepts and skills.
3. All the skills are spread over the time given.
4. Content is scaffolded across weeks
5. The first 6 weeks in Grade 1 is dedicated to a readiness programme to ensure that all learners are ready for the formal schooling.
6. For Grades 2 & 3 the first six weeks is set aside for catchup and consolidation of previous grade's content. If a school does not find this necessary, they should follow CAPS as from term 1 content.
7. Life Skills themes to be integrated with Home Language as far as possible.
8. Whenever groupwork is done, social distancing is to be adhered to.
9. Teachers to stay in communication with teachers of previous grades so that no gaps are created in the transition between grades.

Guidelines for assessment: Baseline assessment:

- Should be done during the first 10 days of returning to school.
- Baseline activities should not be a stand-alone but be integrating with the teaching and learning process.
- Should be done informally and mostly through observation.
- The assessment activities will focus on previous grade content.
- The aim of the activities will be to determine the level of the learners to guide the teaching and learning process for the way forward.
- The teacher can combine the assessment of skills where possible.
- All skills are included irrespective if it was taught in 2020. Teachers can use their discretion should they not want to assess all skills.

School Based Assessment:

- Assessment takes place on a continuous basis in the Foundation Phase.
- A bigger focus should be on formative assessment.
- Be guided by the SBA guidelines.
- Assessment can only take place on content taught. Assessment items to be adjusted accordingly.

These are exceptional times. We would like to thank you for trying your utmost to prepare the learners for the next grade.

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 3 Term 1

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME/TOPIC	TOPICS NOT ADDRESSED IN PREVIOUS GRADE						ABOUT ME		FEELINGS	
	SIX WEEKS CATCHUP PROGRAMME TEN DAY BASELINE INTEGRATED INTO THE TEACHING AND LEARNING PROCESS						TERM 1 CONTENT			
CAPS Topic	OBSERVING AND SIGNING (Minimum time 3 x 15 minutes per week; Maximum time 4 x 15 minutes per week)									
Core Concepts, Skills and Values	<p>Observe a complex sequence of instructions and respond appropriately</p> <ul style="list-style-type: none"> Sign the instructions for learners to follow <p>Participate in discussions: suggest topics for discussion and ask questions for information. Report on the group work done.</p> <ul style="list-style-type: none"> How do people that are deaf and blind communicate? Use pictures and discuss <p>Participate in sign games e.g. guessing games</p> <p>Observe and use fingerspelling accurately and appropriately</p>	<p>Observe without interrupting, ask questions for clarification and comment on what was observed</p> <ul style="list-style-type: none"> Take turns to sign about the holiday <p>“Listen for” the detail in stories and answer higher-order questions. E.g. “Do you think he was right to...”</p> <ul style="list-style-type: none"> Observe a story <p>Answer open-ended questions and give reasons for your answer. E.g. “Why do you say so?”</p> <p>Observe and use fingerspelling accurately and appropriately</p>	<p>“Listen for” the detail in stories and answer higher-order questions. E.g. “Do you think he was right to...”</p> <ul style="list-style-type: none"> Observe a story <p>Answer open-ended questions and give reasons for your answer, e.g. “Why do you say so?”</p> <p>Observe and use fingerspelling accurately and appropriately</p>	<p>“Listen for” the details in a story</p> <p>Answers open-ended questions and give reasons for your answer, e.g. “Why do you say so?”</p> <p>Express feelings about a signed text and give reasons for your answer. E.g. “It made me angry because ...”</p> <p>Observe and use fingerspelling accurately and appropriately</p>	<p>Observe a “speaker” and react appropriately</p> <ul style="list-style-type: none"> How do you feel when mother puts out the light? Discuss your feelings with a friend <p>“Listen for” the detail in signed stories and answer higher-order questions.</p> <ul style="list-style-type: none"> Observe a poem, expressing a feeling <p>Express feelings on a text and give reasons for your answer. E.g. “It made me afraid because ...”</p> <p>Observe and use fingerspelling accurately and appropriately</p>	<p>“Listen for” the detail in signed stories and answer higher-order questions</p> <ul style="list-style-type: none"> People working day shifts and night shifts <p>Answer open-ended questions and give reasons for your answer, e.g. “Why do you say so?”</p> <ul style="list-style-type: none"> Answer questions on the text. <p>Observe and use fingerspelling accurately and appropriately</p>	<p>“Listen for” the details in stories, identify the main idea and answer higher-order thinking questions. For example: “Do you think this is the best title for the story? Why?”</p> <ul style="list-style-type: none"> Observe a story signed by the teacher <p>Ask questions for clarity and comment on what was observed. For example: “Did it really happen? and What did you do?”</p> <ul style="list-style-type: none"> Ask questions about what was observed <p>Express feelings about a signed text and provide reasons.</p> <ul style="list-style-type: none"> Do you like receiving presents for your birthday? How do you feel when you get something you don't like that much? <p>Observe and use fingerspelling accurately and appropriately</p>	<p>Observe a complex sequence of instructions (at least 4) and respond appropriately</p> <ul style="list-style-type: none"> Give learners four instructions at a time on what they should do: e.g. Colour the biggest circle red and the smallest circle blue. Make a cross in the middle circle. Draw a square below the biggest circle. <p>“Listen for” the main idea and for detail in stories and answer higher-order questions, e.g. “Do you think this is the best title for the story? Why?”</p> <ul style="list-style-type: none"> Think of something that happened in your past and sign to your friend about it so that he or she can get to know you better <p>Ask questions for clarity and comment on what was observed.</p> <ul style="list-style-type: none"> Ask questions about the example of the timeline displayed <p>Observe and use fingerspelling accurately and appropriately</p>	<p>Observe stories, identify the main idea and details and answer higher-order questions</p> <ul style="list-style-type: none"> Look at the pictures and say how these children feel Sign about: What makes you happy? What makes you sad? What makes you scared? What makes you angry? <p>Ask questions for clarity and comment on what was observed.</p> <ul style="list-style-type: none"> Give questions to the learner. <p>Express feelings about a text and provide reasons</p> <ul style="list-style-type: none"> Emotions – scared, angry, sad and happy <p>Observe and use fingerspelling accurately and appropriately</p>	<p>Observe a complex sequence of instructions (at least 4) and respond appropriately</p> <ul style="list-style-type: none"> Friends give each other 4 instructions, e.g. Walk 5 steps forwards. Turn right. Give three huge steps. Stop. Clap your hands 3 times, etc. <p>Observe stories, identify the main idea and details and answer higher-order questions</p> <ul style="list-style-type: none"> Observe a story about, e.g. The argument in the orchard (any story about emotions) <p>Ask questions for clarity and comment on what was observed</p> <ul style="list-style-type: none"> Things I like. What do you like? Activities I enjoy. <p>Express feelings about a signed text and provide reasons</p> <p>Observe and use fingerspelling accurately and appropriately</p>

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
THEME/TOPIC	TOPICS NOT ADDRESSED IN PREVIOUS GRADE						ABOUT ME		FEELINGS		
SIX WEEKS CATCHUP PROGRAMME TEN DAY BASELINE INTEGRATED INTO THE TEACHING AND LEARNING PROCESS											
CAPS Topic	VISUAL READING AND VIEWING										
<p style="text-align: center;">Core Concepts, Skills and Values Shared Visual Reading</p> <p>(maximum time 5 x 15 minutes; minimum time 3 x 20 minutes)</p>	<p>Consolidate by using shared visual reading stories not completed in the previous grade.</p> <p>“Read” a variety of signed texts (fiction and non-fiction) as a whole class with the teacher</p> <p>Answer higher-order questions based on the text “read” e.g. What do you think...?</p> <p>Learner signs whether he or she likes a story and gives a good reason for his/her answer. E.g. “I did not like the story because</p>	<p>Consolidate by using shared visual reading stories not completed in the previous grade.</p> <p>“Read” a variety of signed texts (fiction and non-fiction) as a whole class with the teacher</p> <ul style="list-style-type: none"> “Read” a story <p>Answer higher-order questions on text “read” e.g. What do you think...?</p> <ul style="list-style-type: none"> Answer questions based on the story “read” <p>Learner signs whether he or she likes a story and gives a good reason for his/her answer. E.g. “I did not like the story because</p>	<p>Consolidate by using shared visual reading stories not completed in the previous grade.</p> <p>“Read” a variety of signed texts (fiction and non-fiction) as a whole class with the teacher</p> <ul style="list-style-type: none"> “Read” a story <p>Answer higher-order questions on text “read” e.g. What do you think...?</p> <ul style="list-style-type: none"> Answer questions based on the story “read” <p>Learner signs whether he or she likes a story and gives a good reason for his/her answer. E.g. “I did not like the story because</p>	<p>Consolidate by using shared visual reading stories not completed in the previous grade.</p> <p>“Read” a variety of signed texts (fiction and non-fiction) as a whole class with the teacher</p> <ul style="list-style-type: none"> “Read” fiction on night animals to the learners <p>Answer higher-order questions on text “read” e.g. What do you think...?</p> <ul style="list-style-type: none"> Answer questions based on the story “read” 	<p>Consolidate by using shared visual reading stories not completed in the previous grade.</p> <p>“Read” poems and sign songs with the teacher (shared visual reading) as a whole class. Discuss the form and the meanings</p> <ul style="list-style-type: none"> “Read” a poem on an emotion with the teacher <p>“Read” fiction and non-fiction as a whole class with the teacher</p> <p>Answers higher-order questions based on text read e.g. What do you think...?</p> <ul style="list-style-type: none"> Answer questions on the story “read” 	<p>Consolidate by using shared visual reading stories not completed in the previous grade.</p> <p>“Read” fiction and non-fiction as a whole class with teachers.</p> <ul style="list-style-type: none"> Read a text on people working day or night shift <p>Answer higher-order questions based on text read e.g. What do you think...?</p> <ul style="list-style-type: none"> Answer questions on the story “read” <p>Express a personal response to media images such as newspaper and magazine pictures, posters, advertisements</p> <ul style="list-style-type: none"> What would you prefer – to work day or night shifts? Why do you say so? 	<p>Use visual clues to “talk about” a graphical text</p> <ul style="list-style-type: none"> Look at the picture of an invitation to a birthday party. What information is given on the card? <p>“Read” instructions in the classroom.</p> <ul style="list-style-type: none"> “Read” the class rules with the teacher <p>Answer higher-order questions based on the text, before, during and after reading the text. For example: “What do you think will happen next?”</p> <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>Use visual clues to “talk about” a graphical text. For example, look at a photo and discuss what it’s about, where it was taken, etc.</p> <ul style="list-style-type: none"> Timeline – Look at the photos <p>“Read” different poems about a topic and discuss (both the form and the meaning)</p> <p>Answer higher-order questions based on the text, before, during and after ‘reading’ the text. For example: “What do you think will happen next?”</p> <ul style="list-style-type: none"> Timeline Poem that was “read” <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>Use visual clues to “talk about” a graphic text. For example, look at a photographs and discuss what it’s about, where it was taken, etc.</p> <ul style="list-style-type: none"> Use pictures/ photos to discuss the different emotions Especially refer to the facial expressions on the pictures/ photos <p>Answer higher-order questions based on the text, before, during and after reading the text</p> <p>Recognise familiar age appropriate fingerspelling</p>	<p>“Read” a DVD as a whole class with the teacher (shared visual reading) and describe the main idea and main characters</p> <p>Understand role-shift in signed stories</p> <p>Answer higher-order questions based on the text, before, during and after “reading” the text</p> <p>Show understanding of SASL conventions</p> <p>Recognise familiar, age-appropriate fingerspelling</p>	
<p style="text-align: center;">Core Concepts, Skills and Values Group Guided Visual Reading (Not done)</p> <p>(Minimum 2h30 minutes per week - 30 minutes per day)</p>	<p>The whole group “reads” the same recorded text</p> <p>Make use of contextual cues to make meaning:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict signs that will be used Look at context to identify new signs <p>Use recognition of signs and comprehension skills during visual reading and viewing lessons</p>	<p>The whole group “reads” the same recorded text</p> <p>Make use of contextual cues to make meaning:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict signs that will be used Look at context to identify new signs <p>Use recognition of signs and comprehension skills during visual reading and viewing lessons</p> <p>Use self-correcting strategies when</p>	<p>The whole group “reads” the same recorded text</p> <p>Make use of contextual cues to make meaning:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict signs that will be used Look at context to identify new signs <p>Use recognition of signs and comprehension skills during visual reading and viewing lessons</p> <p>Use self-correcting strategies when</p>	<p>The whole group “reads” the same recorded text</p> <p>Make use of contextual cues to make meaning:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict signs that will be used Look at context to identify new signs <p>Use recognition of signs and comprehension skills during visual reading and viewing lessons</p> <p>Use self-correcting strategies when</p>	<p>The whole group “reads” the same recorded text</p> <p>Make use of contextual cues to make meaning:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict signs that will be used Look at context to identify new signs <p>Use recognition of signs and comprehension skills during visual reading and viewing lessons</p> <p>Use self-correcting strategies when</p>	<p>The whole group “reads” the same recorded text</p> <p>Make use of contextual cues to make meaning:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict signs that will be used Look at context to identify new signs <p>Use recognition of signs and comprehension skills during visual reading and viewing lessons</p> <p>Use self-correcting strategies when</p>	<p>The whole group “reads” the same recorded text</p> <p>Make use of contextual cues to make meaning:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict signs that will be used Look at context to identify new signs <p>Use recognition of signs and comprehension skills during visual reading and viewing lessons</p> <p>Use self-correcting strategies when</p>	<p>The whole group “reads” the same recorded text</p> <p>Make use of contextual cues to make meaning:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict signs that will be used Look at context to identify new signs <p>Use recognition of signs and comprehension skills during visual reading and viewing lessons</p> <p>Use self-correcting strategies when</p>	<p>The whole group “reads” the same recorded text</p> <p>Make use of contextual cues to make meaning:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict signs that will be used Look at context to identify new signs <p>Use recognition of signs and comprehension skills during visual reading and viewing lessons</p> <p>Use self-correcting strategies when</p>	<p>The whole group “reads” the same recorded text</p> <p>Make use of contextual cues to make meaning:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict signs that will be used Look at context to identify new signs <p>Use recognition of signs and comprehension skills during visual reading and viewing lessons</p> <p>Use self-correcting strategies when</p>	

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THEME/TOPIC	TOPICS NOT ADDRESSED IN PREVIOUS GRADE						ABOUT ME		FEELINGS		
	SIX WEEKS CATCHUP PROGRAMME TEN DAY BASELINE INTEGRATED INTO THE TEACHING AND LEARNING PROCESS						TERM 1 CONTENT				
Core Concepts, Skills and Values Paired/ Independent Visual Reading (Not done)	<p>Use self-correcting strategies when “reading”: “re-reading” and pausing</p> <ul style="list-style-type: none"> • “Read” with a partner • “Read” own recording, starting to correct errors • “Read” own and others’ recordings • “Read” a variety of available recorded texts, e.g. simple fiction and non-fiction 	<p>“reading”: “re-reading” and pausing</p> <ul style="list-style-type: none"> • “Read” with a partner • “Read” own recording, starting to correct errors • “Read” own and others’ recordings • “Read” a variety of available recorded texts, e.g. simple fiction and non-fiction 	<p>“reading”: “re-reading” and pausing</p> <ul style="list-style-type: none"> • “Read” with a partner • “Read” own recording, starting to correct errors • “Read” own and others’ recordings • “Read” a variety of available recorded texts, e.g. simple fiction and non-fiction 	<p>“reading”: “re-reading” and pausing</p> <ul style="list-style-type: none"> • “Read” with a partner • “Read” own recording, starting to correct errors • “Read” own and others’ recordings • “Read” a variety of available recorded texts, e.g. simple fiction and non-fiction 	<p>“reading”: “re-reading” and pausing</p> <ul style="list-style-type: none"> • “Read” with a partner • “Read” own recording, starting to correct errors • “Read” own and others’ recordings • “Read” a variety of available recorded texts, e.g. simple fiction and non-fiction 	<p>“reading”: “re-reading” and pausing</p> <ul style="list-style-type: none"> • “Read” with a partner • “Read” own recording, starting to correct errors • “Read” own and others’ recordings • “Read” a variety of available recorded texts, e.g. simple fiction and non-fiction 	<p>“reading”: “re-reading” and pausing</p> <p>Show an understanding of SASL conventions</p> <ul style="list-style-type: none"> • “Read” with a partner • “Read” own recording, starting to correct errors • “Read” own and others’ recordings • “Read” a variety of available recorded texts, e.g. simple fiction and non-fiction 	<p>“reading”: “re-reading” and pausing</p> <p>Show an understanding of SASL conventions</p> <ul style="list-style-type: none"> • “Read” with a partner • “Read” own recording, starting to correct errors • “Read” own and others’ recordings • “Read” a variety of available recorded texts, e.g. simple fiction and non-fiction 	<p>“reading”: “re-reading” and pausing</p> <p>Show an understanding of SASL conventions</p> <ul style="list-style-type: none"> • “Read” with a partner • “Read” own recording, starting to correct errors • “Read” own and others’ recordings • “Read” a variety of available recorded texts, e.g. simple fiction and non-fiction 	<p>Use self-correcting strategies when “reading”: “re-reading” and pausing</p> <p>Show an understanding of SASL conventions</p> <ul style="list-style-type: none"> • “Read” with a partner • “Read” own recording, starting to correct errors • “Read” own and others’ recordings • “Read” a variety of available recorded texts, e.g. simple fiction and non-fiction 	
CAPS Topic	RECORDING (Minimum time: 3 x 20 minutes per day; Maximum time 3 x 20 minutes per day)										
Core Concepts, Skills and Values	<p><i>These are suggested activities. Teacher to continue with what could not be completed in previous grade.</i></p> <p>Sequence signed text by using signs like FIRST, NEXT and FINALLY</p> <p>Use correct SASL grammar so that others can understand what has been recorded</p> <p>Indicate time/tense correctly (present, past, future)</p> <p>Use fingerspelling where appropriate</p>	<p><i>These are suggested activities. Teacher to continue with what could not be completed in previous grade.</i></p> <p>Participate in a discussion and contribute ideas</p> <p>Experiment with signs: present a simple poem</p> <p>Record at least two chunks (at least 10 sentences) on personal experiences or happenings</p> <ul style="list-style-type: none"> • Christmas. How does your family celebrate Christmas? <p>Sequence signed text by using signs like FIRST, NEXT and FINALLY</p> <p>Use correct SASL grammar so that others can understand what has been recorded</p>	<p><i>These are suggested activities. Teacher to continue with what could not be completed in previous grade.</i></p> <p>Participate in discussions and contribute ideas for a story</p> <ul style="list-style-type: none"> • How did the night ape feel? <p>Record at least two chunks (at least 10 sentences) on personal experiences or happenings</p> <ul style="list-style-type: none"> • Choose any night animal and “tell” us where he lives, what he eats and what he does etc. <p>Sequence signed text by using signs like FIRST, NEXT and FINALLY</p> <p>Use correct SASL grammar so that others can understand what has been recorded</p>	<p><i>These are suggested activities. Teacher to continue with what could not be completed in previous grade.</i></p> <p>Participate in discussions and contribute ideas for a story</p> <p>Experiment with signs: present a simple poem</p> <p>Organise information and answer comprehension questions</p> <ul style="list-style-type: none"> • Comprehension questions on night animals. <p>Sequence signed text by using signs like FIRST, NEXT and FINALLY</p> <p>Use correct SASL grammar so that others can understand what has been recorded</p>	<p><i>These are suggested activities. Teacher to continue with what could not be completed in previous grade.</i></p> <p>Participate in discussions and contribute ideas for a story</p> <ul style="list-style-type: none"> • Emotion signs – happy signs and signs when you are afraid <p>Record at least two chunks (at least 10 sentences) on personal experiences or happenings</p> <ul style="list-style-type: none"> • Imagine you see a shooting star and you can make a wish • I wish.... • I would like to dream about... <p>Organize information in a chart or table</p> <ul style="list-style-type: none"> • Emotions <p>Use correct SASL grammar so that others</p>	<p><i>These are suggested activities. Teacher to continue with what could not be completed in previous grade.</i></p> <p>Draft, record and “publish” own story of at least two chunks, using an appropriate beginning and ending</p> <ul style="list-style-type: none"> • Look at pictures and record what kind of work the people are doing in the night <p>Use correct SASL grammar so that others can understand what has been recorded</p> <p>Indicate time/tense correctly (present, past, future)</p> <p>Use fingerspelling where appropriate</p>	<p>Draw pictures and record sentences to show understanding of a story</p> <p>Contribute ideas, signs and sentences for a class story (shared recording)</p> <ul style="list-style-type: none"> • Class rules for the year – learners give ideas <p>Discuss with a partner to begin planning for recording</p> <p>Record at least one chunk of eight sentences, e.g. own news, creative story, description of an incident</p> <ul style="list-style-type: none"> • My birthday wish <p>Record different sentence types using appropriate SASL grammar</p> <p>Indicate time / tense correctly</p> <p>Use fingerspelling where</p>	<p>Draw pictures and sign sentences to show understanding of a story</p> <p>Use pictures to choose a topic to record about</p> <ul style="list-style-type: none"> • Choose a photo or a picture of yourself. Put the pictures in the correct sequence and record a story about them <p>Plan the recording process with a friend</p> <p>Record different sentence types using appropriate SASL grammar</p> <p>Indicate time / tense correctly</p> <p>Use fingerspelling where appropriate</p>	<p>Record instructions, for example to a friend</p> <p>Contribute ideas, signs and sentences for a class story (shared recording)</p> <ul style="list-style-type: none"> • What makes us happy in class? <p>Plan the recording process with a friend</p> <p>Ask questions to help define the recording task</p> <p>Record at least one chunk of eight sentences such as:</p> <ul style="list-style-type: none"> • Record a diary entry about a day when you were happy and a day when you felt sad <p>Record different sentence types using appropriate SASL grammar</p> <p>Indicate time / tense correctly</p>	<p>Contribute ideas, signs and sentences for a class story (shared recording)</p> <ul style="list-style-type: none"> • Complete a mind map – things children love <p>Plan the recording process with a friend</p> <p>Ask questions to help define the recording task</p> <ul style="list-style-type: none"> • Questions such as Why, Where, When, Who, etc. <p>Record at least one chunk of eight sentences</p> <ul style="list-style-type: none"> • Now complete your own mind map and record a chunk about what you like to do and why you enjoy this activity <p>Record different sentence types using appropriate SASL grammar</p>	

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	SIX WEEKS CATCHUP PROGRAMME TEN DAY BASELINE INTEGRATED INTO THE TEACHING AND LEARNING PROCESS						TERM 1 CONTENT				
Resources to enhance learning	Flash cards Pictures Posters Webcams Video camera	Flash cards Pictures Posters Webcams Video camera	Flash cards Pictures Posters Webcams Video camera	Flash cards Pictures Posters Webcams Video camera	Flash cards Pictures Posters Webcams Video camera	Flash cards Pictures Posters Webcams Video camera	Flash cards Pictures Posters Webcams Video camera	Flash cards Pictures Posters Webcams Video camera	Flash cards Pictures Posters Webcams Video camera	Flash cards Pictures Posters Webcams Video camera	
Informal Assessment	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills practically. This must be done informally and ongoing. 										
SBA (Formal Assessment)	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills practically. Rubrics, checklists and recording activities can be used. Assessment can only take place if the concepts have been taught and learners had enough time to practice. <p>Observing and Signing:</p> <ul style="list-style-type: none"> Signs about personal experiences. For example, signs news expressing feelings and opinions Observes a complex sequence of instructions (at least 4) and responds appropriately "Listens for" the main idea and for detail in stories and answers higher-order questions, e.g., "Do you think the title is the best one for this story? Why?" <p>Visual Reading and Viewing:</p> <ul style="list-style-type: none"> Assess each learner on visual reading. Choose a recorded text of at least 2 minutes and ask 2-3 questions related to the text Choose 2 graphical texts <p>Types of questions:</p> <ul style="list-style-type: none"> Multiple choice questions Sequence events in a story in the right order Recall & higher order type questions (express an opinion, cause and effect, etc.) <p>Recording:</p> <ul style="list-style-type: none"> Records at least one chunk of eight sentences on own news, creative story, description of an incident/experiment etc. Records different sentence types using appropriate SASL grammar Uses fingerspelling where appropriate Indicates time/tense correctly <p>Phonological Awareness:</p> <ul style="list-style-type: none"> Identifies commonly used handshapes Recognises that signs are made up of parameter Recognises some rhyming signs in simple signed texts. Forms different signs by changing the parameters Understands and groups signs into parameter families 										

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 3 Term 2

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
THEME/ TOPIC	HEALTH EDUCATION	KEEPING MY BODY SAFE		RIGHTS AND RESPONSIBILITIES		HEALTHY EATING		INSECTS		LIFE CYCLES		
CAPS Topic	TERM 1 CONTENT					TERM 2 CONTENT						
CAPS Topic	OBSERVING & SIGNING (Minimum time 3 x 15 minutes per week; Maximum time 4 x 15 minutes per week)											
<p>Core Concepts, Skills and Values</p>	<p>Observe a complex sequence of instructions (at least 4) and respond appropriately</p> <ul style="list-style-type: none"> A clinic sister tells the children about e.g. how to stop a nosebleed, treat a cut, etc. <p>Observe stories, identify the main idea and details and answer higher-order questions</p> <ul style="list-style-type: none"> Sign about the most important aspects regarding the treatment of the above <p>Ask questions for clarity and comment on what was observed</p> <ul style="list-style-type: none"> The learners may pose questions for the clinic sister to answer 	<p>Observe a complex sequence of instructions (at least 4) and respond appropriately</p> <ul style="list-style-type: none"> The teacher signs about "Keeping my body safe" When we like something and want to continue, we get a "yes" feeling When something makes us uneasy and we want to stop, we get a "no" feeling <p>Observe stories, identify the main idea and details and answer higher-order questions. For example: "Do you think this is the best title for the story? Why?"</p> <ul style="list-style-type: none"> The social worker signs a story to the learners <p>Ask questions for clarity and comment on what was observed</p> <p>Express feelings about a text and provide reasons.</p> <ul style="list-style-type: none"> Why does he/she feel that way? <p>Participate in discussions, ask questions and show sensitivity for other's feelings</p>	<p>Observe stories, identify the main idea and details and answer higher-order questions. For example: "Do you think this is the best title for the story? Why?"</p> <ul style="list-style-type: none"> "Observe a story about how I should keep myself healthy" <p>Ask questions for clarity and comment on what was observed. For example: "Did it really happen? What did you do?"</p> <ul style="list-style-type: none"> Answer questions about the story <p>Participate in discussions, ask questions and show sensitivity for other's feelings</p> <ul style="list-style-type: none"> How did the characters in the story feel? <p>Answer questions and provide reasons for the answers. For example: "Yes. I think the title tells you what the story is about."</p>	<p>Observe stories, identify the main idea and details and answer higher-order questions. For example: "Do you think this is the best title for the story? Why?"</p> <ul style="list-style-type: none"> Observe a story about a learner breaking the school rules <p>Ask questions for clarity and comment on what was observed</p> <ul style="list-style-type: none"> Discuss: Why should we have rules? What is the difference between rights and responsibilities? <p>Express feelings about a signed text and provide reasons</p> <ul style="list-style-type: none"> Why do you think the child is upset about being punished? <p>Answer questions and provide reasons for the answers. For example: "Yes. I think the title tells the "reader" what the story is about." Discuss the title of the story; can you think of another title?</p>	<p>Observe stories, identify the main idea and details and answer higher-order questions.</p> <ul style="list-style-type: none"> Observe a story about e.g. Lisa helps around the house <p>Ask questions for clarity and comment on what was observed</p> <ul style="list-style-type: none"> As questions about the story "read" <p>Answer questions and provide reasons for the answers</p> <p>Learners sign to each other about which chores they help with at home</p>	<p>Observe stories, identify the main idea and details and answer higher-order questions.</p> <ul style="list-style-type: none"> Observe a story about e.g. Lisa helps around the house <p>Ask questions for clarity and comment on what was observed</p> <ul style="list-style-type: none"> As questions about the story "read" <p>Answer questions and provide reasons for the answers</p> <p>Learners sign to each other about which chores they help with at home</p>	<p>Observe a complex sequence of instructions (at least 5) and respond appropriately</p> <p>Make a presentation e.g. "show and tell" – describe and compare an object</p> <ul style="list-style-type: none"> Learners show each other what healthy food they packed for school Discuss and give reasons <p>Observe stories, express feelings about the stories and give reasons</p> <ul style="list-style-type: none"> Observe a story about healthy food. <p>Ask questions to clarify, plan and get information on an activity</p> <ul style="list-style-type: none"> Healthy eating <p>Analyse, compare and contrast information such as the eating habits of a child and a monkey</p> <ul style="list-style-type: none"> Analyse the eating habits of others <p>Propose solutions for a problem</p>	<p>Make a presentation e.g. "show and tell" – describe and compare an object</p> <ul style="list-style-type: none"> Learners show each other what healthy food they packed for school Discuss and give reasons <p>Observe stories, express feelings about the stories and give reasons</p> <ul style="list-style-type: none"> Observe a story about healthy food. <p>Ask questions to clarify, plan and get information on an activity</p> <ul style="list-style-type: none"> Healthy eating <p>Analyse, compare and contrast information such as the eating habits of a child and a monkey</p> <ul style="list-style-type: none"> Analyse the eating habits of others <p>Propose solutions for a problem</p>	<p>Make a presentation e.g. "show and tell" – describe and compare an object</p> <ul style="list-style-type: none"> Discuss the different body parts of an insect Learners can bring insects to school Are the insects useful or harmful? <p>Sign about personal experiences e.g. sign news expressing feelings and opinions</p> <ul style="list-style-type: none"> What insects have you seen? <p>Observe stories, express feelings about the stories and give reasons</p> <ul style="list-style-type: none"> Story about e.g. an ant <p>Recognise and identify the relationship between cause and effect</p> <ul style="list-style-type: none"> Insects can be useful or harmful.... 	<p>Observe stories signed by the teacher for longer period with interest</p> <ul style="list-style-type: none"> Observe the story signed by the teacher about e.g. The buzzy mosquito <p>Sign a short story with a simple plot and different characters</p> <ul style="list-style-type: none"> One day there were three busy little bees The learners sign the rest of the story <p>Observe stories and give an opinion, with reasons</p> <ul style="list-style-type: none"> Observe a story about e.g. The busy little bees <p>With support, predict what will happen in a story. For example: "Look at DVD cover/pictures. "What do you think is going to happen?"</p> <p>Recognise and identify the relationships between cause and effect in stories using connecting signs such as "WHY?"</p> <ul style="list-style-type: none"> Why did the mosquito fly away? 	<p>Sign about personal experiences, such as sharing news, expressing feelings and give an opinion</p> <ul style="list-style-type: none"> Learners sign to each other how they will make their butterflies <p>Use language to investigate and explore such as suggesting alternatives. E.g. using conditionals "IF"</p> <ul style="list-style-type: none"> Make your own butterfly <p>Ask questions to clarify, plan and get information on an activity</p> <ul style="list-style-type: none"> Make your own butterfly <p>Analyse, compare and contrast information</p> <ul style="list-style-type: none"> Different ways I can make my butterfly <p>Propose solutions for a problem</p>	<p>Observe stories signed by the teacher for longer period with interest</p> <ul style="list-style-type: none"> The life cycle of e.g. the frog <p>Observe stories, express feelings about the stories and give reasons</p> <ul style="list-style-type: none"> Observe a story about, e.g. The new little frog. <p>With support, predict what will happen in a story. For example: "Look at DVD cover/pictures. "What do you think is going to happen?"</p> <ul style="list-style-type: none"> Observe a story about, e.g. The new little frog <p>Work out cause and effect in a story using connecting signs such as "WHY?"</p> <ul style="list-style-type: none"> Why, for example, was the new little frog scared? <p>Propose solutions for a problem</p> <p>Use problems from the story to provide solutions</p>

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 3

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
THEME/ TOPIC	HEALTH EDUCATION	KEEPING MY BODY SAFE		RIGHTS AND RESPONSIBILITIES		HEALTHY EATING		INSECTS		LIFE CYCLES	
	TERM 1 CONTENT					TERM 2 CONTENT					
(Minimum 2h30 minutes per week - 30 minutes per day)	<ul style="list-style-type: none"> Predicts the story by making use of cues Make use of the storyline to predict signs that will be used Look at context to identify new signs <p>Use recognition of signs and comprehension skills during visual reading and viewing lessons</p> <p>Use self-correcting strategies when “reading”: “re-reading” and pausing</p>	<ul style="list-style-type: none"> Look at context to identify new signs <p>Use recognition of signs and comprehension skills during visual reading and viewing lessons</p> <p>Use self-correcting strategies when “reading”: “re-reading” and pausing</p>	<ul style="list-style-type: none"> Look at context to identify new signs <p>Use recognition of signs and comprehension skills during visual reading and viewing lessons</p> <p>Use self-correcting strategies when “reading”: “re-reading” and pausing</p>	<ul style="list-style-type: none"> Look at context to identify new signs <p>Use recognition of signs and comprehension skills during visual reading and viewing lessons</p> <p>Use self-correcting strategies when “reading”: “re-reading” and pausing</p>	<ul style="list-style-type: none"> Look at context to identify new signs <p>Use recognition of signs and comprehension skills during visual reading and viewing lessons</p> <p>Use self-correcting strategies when “reading”: “re-reading” and pausing</p>	<p>Learners monitor themselves during “reading” in terms of recognition of signs and comprehension skills</p> <p>Use diagrams and illustrations in signed text to increase understanding</p>	<p>Learners monitor themselves during “reading” in terms of recognition of signs and comprehension skills</p> <p>Use diagrams and illustrations in signed text to increase understanding</p>	<p>Learners monitor themselves during “reading” in terms of recognition of signs and comprehension skills</p> <p>Use diagrams and illustrations in signed text to increase understanding</p>	<p>Learners monitor themselves during “reading” in terms of recognition of signs and comprehension skills</p> <p>Use diagrams and illustrations in signed text to increase understanding</p>	<p>Learners monitor themselves during “reading” in terms of recognition of signs and comprehension skills</p> <p>Use diagrams and illustrations in signed text to increase understanding</p>	<p>Learners monitor themselves during “reading” in terms of recognition of signs and comprehension skills</p> <p>Use diagrams and illustrations in signed text to increase understanding</p>
Core Concepts, Skills and Values Paired/ Independent Visual Reading (Not done)	<ul style="list-style-type: none"> “Read” with a partner “Read” own recording, starting to correct errors “Read” own and others’ recordings “Read” independently signed text used in shared visual reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent “reading” level of the learners 	<ul style="list-style-type: none"> “Read” with a partner “Read” own recording, starting to correct errors “Read” own and others’ recordings “Read” independently signed text used in shared visual reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent “reading” level of the learners 	<ul style="list-style-type: none"> “Read” with a partner “Read” own recording, starting to correct errors “Read” own and others’ recordings “Read” independently signed text used in shared visual reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent “reading” level of the learners 	<ul style="list-style-type: none"> “Read” with a partner “Read” own recording, starting to correct errors “Read” own and others’ recordings “Read” independently signed text used in shared visual reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent “reading” level of the learners 	<ul style="list-style-type: none"> “Read” with a partner “Read” own recording, starting to correct errors “Read” own and others’ recordings “Read” independently signed text used in shared visual reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent “reading” level of the learners 	<ul style="list-style-type: none"> “Read” with a partner “Read” own recording, starting to correct errors “Read” own and others’ recordings “Read” independently signed text used in shared visual reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent “reading” level of the learners 	<ul style="list-style-type: none"> “Read” with a partner “Read” own recording, starting to correct errors “Read” own and others’ recordings “Read” independently signed text used in shared visual reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent “reading” level of the learners 	<ul style="list-style-type: none"> “Read” with a partner “Read” own recording, starting to correct errors “Read” own and others’ recordings “Read” independently signed text used in shared visual reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent “reading” level of the learners 	<ul style="list-style-type: none"> “Read” with a partner “Read” own recording, starting to correct errors “Read” own and others’ recordings “Read” independently signed text used in shared visual reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent “reading” level of the learners 	<ul style="list-style-type: none"> “Read” with a partner “Read” own recording, starting to correct errors “Read” own and others’ recordings “Read” independently signed text used in shared visual reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent “reading” level of the learners 	<ul style="list-style-type: none"> “Read” with a partner “Read” own recording, starting to correct errors “Read” own and others’ recordings “Read” independently signed text used in shared visual reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent “reading” level of the learners

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 3

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
THEME/ TOPIC	HEALTH EDUCATION	KEEPING MY BODY SAFE		RIGHTS AND RESPONSIBILITIES		HEALTHY EATING		INSECTS		LIFE CYCLES	
	TERM 1 CONTENT					TERM 2 CONTENT					
CAPS Topic	PHONOLOGICAL AWARENESS (Minimum time 4 x 15 minutes per week; Maximum time 5 x 15 minutes a week)										
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Recognise simple commonly used handshapes Recognise that signs are made up of different parameters Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text 	<ul style="list-style-type: none"> Recognise simple commonly used handshapes Recognise that signs are made up of different parameters Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text 	<ul style="list-style-type: none"> Recognise simple commonly used handshapes Recognise that signs are made up of different parameters Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text Form different signs by changing the parameters (e.g. handshapes and placement) 	<ul style="list-style-type: none"> Recognise simple commonly used handshapes Recognise that signs are made up of different parameters Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text Form different signs by changing the parameters (e.g. handshapes and placement) 	<ul style="list-style-type: none"> Recognise that signs are made up of different parameters Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text Understand and group different signs which have the same parameter Link handshapes to specific meanings (e.g. person classifiers) 	<ul style="list-style-type: none"> Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Distinguish between different parameters of signs Recognise parameters in different signed text Form different signs by changing the parameters (e.g. handshapes and placement) Link handshapes to specific meanings (e.g. person classifiers) 	<ul style="list-style-type: none"> Distinguish between different parameters of signs Recognise parameters in different signed text Form different signs by changing the parameters (e.g. handshapes and placement) Understand and group different signs which have the same parameter Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign 	<ul style="list-style-type: none"> Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Form different signs by changing the parameters (e.g. handshapes and placement) Understand and group different signs which have the same parameter Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Link handshapes to specific meanings (e.g. person classifiers) 	<ul style="list-style-type: none"> Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Form different signs by changing the parameters (e.g. handshapes and placement) Understand and group different signs which have the same parameter Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) Segment simple one handed and two handed (same handshape) signs into parameters 	<ul style="list-style-type: none"> Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text Form different signs by changing the parameters (e.g. handshapes and placement) Link handshapes to specific meanings (e.g. person classifiers) Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) Segment simple one handed and two handed (same handshape) signs into parameters 	<ul style="list-style-type: none"> Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text Form different signs by changing the parameters (e.g. handshapes and placement) Link handshapes to specific meanings (e.g. person classifiers) Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) Segment simple one handed and two handed (same handshape) signs into parameters
Requisite Pre-Knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge
Resources to enhance learning	Pictures Posters Webcams Video camera	Pictures Posters Webcams Video camera	Pictures Posters Webcams Video Cameras	Pictures Posters Webcams Video Cameras	Pictures Posters Webcams Video Cameras	Pictures Posters Webcams Video Cameras	Pictures Posters Webcams Video Cameras	Pictures Posters Webcams Video Cameras	Pictures Posters Webcams Video Cameras	Pictures Posters Webcams Video Cameras	Pictures Posters Webcams Video Cameras
Informal Assessment	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills practically. This must be done informally and ongoing. 										

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 3

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
THEME/ TOPIC	HEALTH EDUCATION	KEEPING MY BODY SAFE		RIGHTS AND RESPONSIBILITIES		HEALTHY EATING		INSECTS		LIFE CYCLES	
	TERM 1 CONTENT					TERM 2 CONTENT					
SBA (Formal Assessment)	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills practically. and practically. Rubrics, checklists and recording activities can be used. Assessment can only take place if the concepts have been taught and learners had enough time to practice. <p>Observing and Signing:</p> <ul style="list-style-type: none"> Observes stories for the main idea and for detail in stories and answers open-ended questions Observes stories and poems and expresses feelings about the story or poem giving reasons Observes a complex sequence of instructions and responds appropriately Engages in “conversation” as a social skill, accepting and respecting the way others sign Participates in discussions, giving useful feedback to others <p>Visual Reading and Viewing:</p> <ul style="list-style-type: none"> Assess each learner on visual reading. Choose a recorded text of at least 2 minutes and ask 2-3 questions related to the text Choose a short visual reading text of at least 2 minutes <p>Types of questions:</p> <ul style="list-style-type: none"> Multiple choice questions Sequence events in a story in the right order Recall & higher order type questions (express an opinion, cause and effect etc) Use the information from a graphical text e.g. follow the directions of a map <p>Recording:</p> <ul style="list-style-type: none"> Records and illustrates a familiar story with a title (beginning, middle and end) in at least 10 sentences (2 chunks) and uses correct SASL grammar so that others can understand what has been recorded Indicates time/tense correctly Uses fingerspelling where needed Records a signed diary for one week <p>Phonological Awareness:</p> <ul style="list-style-type: none"> Understands and group signs into parameter families Recognises some rhyming signs in simple signed texts Forms different signs by changing the parameters e.g. handshapes and placement Links different handshapes to specific meaning e.g. person classifiers Segments simple one handed and two handed (same handshape) signs into parameters 										

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 3 Term 3

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
THEME/ TOPIC	LIFE CYCLES	RECYCLING		PUBLIC SAFETY		POLLUTION		HOW PEOPLE LIVED LONG AGO		SPACE		
	TERM 2 CONTENT			TERM 3 CONTENT								
CAPS Topic	OBSERVING & SIGNING (Minimum time 3 x 15 minutes per week; Maximum time 4 x 15 minutes per week)											
<p>Core Concepts, Skills and Values</p>	<p>Participate in group and class discussions, suggest topics and ideas for discussions</p> <ul style="list-style-type: none"> Choose some of the groups' life cycles and discuss <p>Observe stories and give an opinion, with reasons</p> <ul style="list-style-type: none"> Learners in the class get silkworms. Discuss the life cycle of the silkworm <p>Ask questions to get clarity on an activity, to do planning and to obtain information</p> <ul style="list-style-type: none"> How are we going to take care of our silkworms? <p>Analyse, compare and contrast information.</p> <ul style="list-style-type: none"> Differences in the life cycles of different animals 	<p>Participate in group and class discussions, suggest topics and ideas for discussions</p> <ul style="list-style-type: none"> We protect our environment <p>Sign about a general news event, expressing feelings and opinions</p> <ul style="list-style-type: none"> Recycling – We protect our environment Look at the poster and sign to your friend about it <p>Sign about personal experiences, such as sharing news, expressing feelings and giving own opinion</p> <ul style="list-style-type: none"> How do you protect your surroundings at home? <p>Ask questions to get clarity on an activity, to do planning and to obtain information</p> <ul style="list-style-type: none"> How can we protect our environment? <p>Understand and use appropriate language for different subjects, such as Life Skills</p> <ul style="list-style-type: none"> Recycling <p>Suggest solutions to a problem</p> <ul style="list-style-type: none"> How can we protect the environment? 	<p>Participate in group and class discussions, suggest topics and ideas for discussions</p> <ul style="list-style-type: none"> What products can be recycled? What can it be used for? How do we recycle e.g. paper? <p>Work out cause and effect in a story using connecting signs such as "WHY?"</p> <ul style="list-style-type: none"> What will happen if we do not start recycling products? <p>Analyse, compare and contrast information</p> <ul style="list-style-type: none"> Recycling of products <p>Understand and use appropriate language of different subjects, such as Life Skills</p> <p>Suggest solutions to a problem</p> <p>Observe and use fingerspelling accurately and appropriately</p>	<p>Conduct interviews with people for a specific purpose, such as finding out more about their work</p> <ul style="list-style-type: none"> The teacher invites a police officer to class The learners interview the police officer to find out what his/her job entails <p>Make a signed presentation: "tell" news or sign about an experience in a logical sequence</p> <ul style="list-style-type: none"> Learners relate what the job of a policeman entails <p>Use an increasing vocabulary when signing</p> <ul style="list-style-type: none"> Use vocabulary on safe and unsafe places <p>Observe and use fingerspelling accurately and appropriately</p>	<p>Conduct interviews with people for a specific purpose, such as finding out more about their work</p> <ul style="list-style-type: none"> The teacher invites a traffic officer to class The learners interview the traffic officer to find out what his/her work entails <p>Observe a story and work out cause and effect in the story</p> <ul style="list-style-type: none"> Observe a story about safety <p>Use an increasing vocabulary when signing</p> <ul style="list-style-type: none"> Vocabulary on safety <p>Suggest solutions to a problem</p> <p>Observe and use fingerspelling accurately and appropriately</p>	<p>Observe a story and work out cause and effect in the story</p> <ul style="list-style-type: none"> Observe factual text – What is pollution? Different types of pollution <p>Make a signed presentation: "tell" news or sign about an experience logically and in sequence</p> <ul style="list-style-type: none"> Learners "tell" each other what pollution is and the types of pollution around us <p>Use an increasing vocabulary when signing</p> <ul style="list-style-type: none"> Descriptive vocabulary on pollution types <p>Observe and use fingerspelling accurately and appropriately</p>	<p>Participate in discussions and give useful feedback</p> <ul style="list-style-type: none"> Effects of pollution <p>Observe a story and work out cause and effect in the story</p> <ul style="list-style-type: none"> Observe a story about e.g. The litterbugs who pollute our water <p>Suggest solutions for problems</p> <ul style="list-style-type: none"> How can we help to reduce pollution? <p>Observe and use fingerspelling accurately and appropriately</p>	<p>Participate in discussions and give useful feedback</p> <ul style="list-style-type: none"> How people lived long ago – The things we do and how we change them over time Look at the pictures. Think about the kind of work the people in the pictures did and where they worked How far from their homes do you think they worked? What did they eat, etc.? <p>Conduct interviews with people for a specific purpose, such as finding out more about their work</p> <ul style="list-style-type: none"> Invite an older person to the class and conduct an interview with the person <p>Observe and use fingerspelling accurately and appropriately</p>	<p>Give the logical sequence of events</p> <ul style="list-style-type: none"> Sign the course of the story <p>Observe a story and work out cause and effect in the story</p> <ul style="list-style-type: none"> For example, observe a story that the teacher signs <p>Use an increasing vocabulary when signing</p> <ul style="list-style-type: none"> How people lived long ago Learners can bring something old from home – they can "tell" their friends what it was used for <p>Observe and use fingerspelling accurately and appropriately</p>	<p>"Listen for" the detail in stories and other signed texts and answer open-ended questions e.g. YOU GROW UP DO WHAT?</p> <ul style="list-style-type: none"> More on how things were done in the past Look at the picture of life on a farm about 200 years ago <p>Use an increasing vocabulary when signing</p> <ul style="list-style-type: none"> In groups, learners discuss – Look at the clothes, the tools, the implements and the means of transport. Groups provide feedback to the class <p>Observe and use fingerspelling accurately and appropriately</p>	<p>"Listen for" the detail in stories and other signed texts and answer open-ended questions e.g. YOU GROW UP DO WHAT?</p> <ul style="list-style-type: none"> Observe a signed text on the planets and the rest of the solar system Answer open-ended questions <p>Sign a story with a beginning, middle and an end</p> <ul style="list-style-type: none"> Planets <p>Use an increasing vocabulary when signing.</p> <ul style="list-style-type: none"> Vocabulary on the planets and the solar system <p>Observe and use fingerspelling accurately and appropriately</p>	

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
THEME/ TOPIC	LIFE CYCLES	RECYCLING		PUBLIC SAFETY		POLLUTION		HOW PEOPLE LIVED LONG AGO		SPACE	
	TERM 2 CONTENT				TERM 3 CONTENT						
CAPS Topic	VISUAL READING AND VIEWING										
<p>Core Concepts, Skills and Values Shared Visual Reading</p> <p>(maximum time 5 x 15 minutes; minimum time 3 x 20 minutes)</p>	<p>“Read” signed texts as a whole class with teacher (shared visual reading) and describe the sequence of events, setting and the relationship between cause and effect</p> <ul style="list-style-type: none"> The life cycle of the silkworm <p>Answer a variety of higher-order questions based on the text “read”</p> <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>Interpret information from graphical texts, e.g. advertisements</p> <ul style="list-style-type: none"> The purpose of advertisements Determine the audience/target group it is intended for <p>Answer a variety of higher-order questions based on the text “read”</p> <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>“Read” signed texts as a whole class with the teacher (shared visual “reading”)</p> <ul style="list-style-type: none"> How is paper recycled? <p>“Read” a DVD as a whole class with teacher (shared visual reading) and describe the sequence of events, setting and the relationship between cause and effect</p> <ul style="list-style-type: none"> How can paper be recycled? <p>Find and use sources of information such as Deaf community members, library texts</p> <ul style="list-style-type: none"> Recycle paper <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>Interpret information from graphic texts such as advertisements, pictures, graphs, charts.</p> <ul style="list-style-type: none"> Look at the pictures of safe and unsafe places and sign to your friend about it Discuss why it is dangerous to play in places that are unsafe <p>“Read” signed texts as a whole class with teacher (shared visual reading) and discuss the main idea, characters and plot</p> <ul style="list-style-type: none"> The teacher uses a DVD <p>Answer a variety of higher-order questions based on the text “read”</p> <ul style="list-style-type: none"> Answer questions on the story “read” <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>“Read” a variety of signed texts as a whole class with the teacher</p> <p>“Read” a range of different types of poems and discuss these (both the form and meanings)</p> <p>“Read” signed texts as a whole class with the teacher (shared visual reading) and discuss the main idea, characters and plot</p> <ul style="list-style-type: none"> Discuss the main idea of the story read”. <p>Answer a variety of higher-order questions based on the passage “read”</p> <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>Interpret information from graphical texts such as advertisements, pictures, graphs, charts</p> <ul style="list-style-type: none"> Pictures of pollution <p>Answer a variety of higher-order questions based on the passage “read”</p> <ul style="list-style-type: none"> Answer questions on pollution <p>Use contextual decoding skills when “reading” unfamiliar signs</p> <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>“Read” signed texts as a whole class with teacher and discuss the main idea, characters and plot”</p> <ul style="list-style-type: none"> Learners “read” a story about pollution <p>Express whether a story was liked and justify the answer</p> <ul style="list-style-type: none"> Discuss the story that was “read” about pollution <p>Answer a variety of higher-order questions based on the passage “read”</p> <ul style="list-style-type: none"> How can we become more aware of the different types of pollution? <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>“Read” signed texts as a whole class with teacher and discuss the main idea, characters and plot”</p> <ul style="list-style-type: none"> “Read” how people lived in the past <p>Interpret information from graphic texts such as advertisements, pictures, posters, graphs, charts</p> <ul style="list-style-type: none"> Discuss the pictures of how people lived long ago <p>Answer a variety of higher-order questions based on the story “read.”</p> <ul style="list-style-type: none"> Can you imagine what it must have felt like to have lived long ago? <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>“Read” signed texts as a whole class with teacher and discuss the main idea, characters and plot”</p> <ul style="list-style-type: none"> “Read” a story about life on a farm many year ago <p>Express whether a story was liked and justify the answer</p> <ul style="list-style-type: none"> Discuss the story that was “read” <p>Answer a variety of higher-order questions based on the passage “read”</p> <ul style="list-style-type: none"> Answer questions on the story that was “read.” <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>“Read” signed texts as a whole class with teacher and discuss the main idea, characters and plot”</p> <ul style="list-style-type: none"> Look at the picture of a farm about 200 years ago <p>Interpret information from graphic texts such as advertisements, pictures, posters, graphs, charts.</p> <ul style="list-style-type: none"> Look at the picture of the farm and discuss <p>Answer a variety of higher-order questions based on the story “read”</p> <ul style="list-style-type: none"> Answer questions on the story and the picture of the farm <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>“Read” signed texts as a whole class with teacher and discuss the main idea, characters and plot”</p> <ul style="list-style-type: none"> With the teacher, “read” the factual text about the planets and the solar system <p>Answer a variety of higher-order questions based on the story “read”</p> <ul style="list-style-type: none"> Answer questions on the facts that were “read” <p>Recognise familiar, age-appropriate fingerspelling</p>
<p>Core Concepts, Skills and Values Group Guided Visual Reading</p> <p>(Minimum 2h30 minutes per week - 30</p>	<p>The whole group “reads” the same recorded text</p> <p>“Read” different genres such as dramas</p> <p>Make use of contextual cues to make meaning</p> <p>Use a range of self-correcting methods when “reading”: “re-reading”, “reading” further on and pausing</p> <p>Use contextual decoding skills when “reading” unfamiliar signs</p>	<p>The whole group “reads” the same recorded text</p> <p>“Read” different genres such as dramas</p> <p>Make use of contextual cues to make meaning</p> <p>Use a range of self-correcting methods when “reading”: “re-reading”, “reading” further on and pausing</p> <p>Use contextual decoding skills when “reading” unfamiliar signs</p>	<p>The whole group “reads” the same recorded text</p> <p>“Read” different genres such as dramas</p> <p>Make use of contextual cues to make meaning</p> <p>Use a range of self-correcting methods when “reading”: “re-reading”, “reading” further on and pausing</p> <p>Use contextual decoding skills when “reading” unfamiliar signs</p>	<p>The whole group “reads” the same recorded text</p> <p>“Read” different genres such as dramas</p> <p>Make use of contextual cues to make meaning</p> <p>Use a range of self-correcting methods when “reading”: “re-reading”, “reading” further on and pausing</p> <p>Use contextual decoding skills when “reading” unfamiliar signs</p>	<p>The whole group “reads” the same recorded text</p> <p>“Read” different genres such as dramas</p> <p>Make use of contextual cues to make meaning</p> <p>Use a range of self-correcting methods when “reading”: “re-reading”, “reading” further on and pausing</p> <p>Use contextual decoding skills when “reading” unfamiliar signs</p>	<p>The whole group “reads” the same recorded text</p> <p>“Read” different genres such as dramas</p> <p>Make use of contextual cues to make meaning</p> <p>Use a range of self-correcting methods when “reading”: “re-reading”, “reading” further on and pausing</p> <p>Use contextual decoding skills when “reading” unfamiliar signs</p>	<p>The whole group “reads” the same recorded text</p> <p>“Read” different genres such as dramas</p> <p>Make use of contextual cues to make meaning</p> <p>Use a range of self-correcting methods when “reading”: “re-reading”, “reading” further on and pausing</p> <p>Use contextual decoding skills when “reading” unfamiliar signs</p>	<p>The whole group “reads” the same recorded text</p> <p>“Read” different genres such as dramas</p> <p>Make use of contextual cues to make meaning</p> <p>Use a range of self-correcting methods when “reading”: “re-reading”, “reading” further on and pausing</p> <p>Use contextual decoding skills when “reading” unfamiliar signs</p>	<p>The whole group “reads” the same recorded text</p> <p>“Read” different genres such as dramas</p> <p>Make use of contextual cues to make meaning</p> <p>Use a range of self-correcting methods when “reading”: “re-reading”, “reading” further on and pausing</p> <p>Use contextual decoding skills when “reading” unfamiliar signs</p>	<p>The whole group “reads” the same recorded text</p> <p>“Read” different genres such as dramas</p> <p>Make use of contextual cues to make meaning</p> <p>Use a range of self-correcting methods when “reading”: “re-reading”, “reading” further on and pausing</p> <p>Use contextual decoding skills when “reading” unfamiliar signs</p>	<p>The whole group “reads” the same recorded text</p> <p>“Read” different genres such as dramas</p> <p>Make use of contextual cues to make meaning</p> <p>Use a range of self-correcting methods when “reading”: “re-reading”, “reading” further on and pausing</p> <p>Use contextual decoding skills when “reading” unfamiliar signs</p>

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 3

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
THEME/ TOPIC	LIFE CYCLES	RECYCLING		PUBLIC SAFETY		POLLUTION		HOW PEOPLE LIVED LONG AGO		SPACE		
	TERM 2 CONTENT			TERM 3 CONTENT								
minutes per day)												"reading" unfamiliar signs
Core Concepts, Skills and Values Paired/ Independent Visual Reading	<ul style="list-style-type: none"> • "Read" with a partner • "Read" own and other's recordings • "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners • Find information independently or in pairs from level appropriate non-fiction signed texts 	<ul style="list-style-type: none"> • "Read" with a partner • "Read" own and other's recordings • "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners • Find information independently or in pairs from level appropriate non-fiction signed texts 	<ul style="list-style-type: none"> • "Read" with a partner • "Read" own and other's recordings • "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners • Find information independently or in pairs from level appropriate non-fiction signed texts 	<ul style="list-style-type: none"> • "Read" with a partner • "Read" own and other's recordings • "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners • Find information independently or in pairs from level appropriate non-fiction signed texts 	<ul style="list-style-type: none"> • "Read" with a partner • "Read" own and other's recordings • "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners • Find information independently or in pairs from level appropriate non-fiction signed texts 	<ul style="list-style-type: none"> • "Read" with a partner • "Read" own and other's recordings • "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners • Find information independently or in pairs from level appropriate non-fiction signed texts 	<ul style="list-style-type: none"> • "Read" with a partner • "Read" own and other's recordings • "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners • Find information independently or in pairs from level appropriate non-fiction signed texts 	<ul style="list-style-type: none"> • "Read" with a partner • "Read" own and other's recordings • "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners • Find information independently or in pairs from level appropriate non-fiction signed texts 	<ul style="list-style-type: none"> • "Read" with a partner • "Read" own and other's recordings • "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners • Find information independently or in pairs from level appropriate non-fiction signed texts 	<ul style="list-style-type: none"> • "Read" with a partner • "Read" own and other's recordings • "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners • Find information independently or in pairs from level appropriate non-fiction signed texts 	<ul style="list-style-type: none"> • "Read" with a partner • "Read" own and other's recordings • "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners • Find information independently or in pairs from level appropriate non-fiction signed texts 	<ul style="list-style-type: none"> • "Read" with a partner • "Read" own and other's recordings • "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners • Find information independently or in pairs from level appropriate non-fiction signed texts

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
THEME/ TOPIC	LIFE CYCLES	RECYCLING		PUBLIC SAFETY		POLLUTION		HOW PEOPLE LIVED LONG AGO		SPACE	
TERM 2 CONTENT			TERM 3 CONTENT								
CAPS Topic	<p style="text-align: center;">RECORDING (Minimum time: 3 x 20 minutes per day; Maximum time 3 x 20 minutes per day)</p>										
<p>Core Concepts, Skills and Values</p>	<p>Keep a signed diary for one week, noting the weather and other pieces of information</p> <ul style="list-style-type: none"> Life cycle of the silkworm <p>Use correct SASL grammar so that others can understand what has been recorded</p> <ul style="list-style-type: none"> Vocabulary on the life cycle of the silkworm <p>Identify and use nouns, adjectives, verbs and adverbs correctly</p> <p>Indicate time/tense correctly</p> <p>Use fingerspelling where needed</p> <p>View and edit own recording</p>	<p>Participate in a discussion to select a topic to record about</p> <ul style="list-style-type: none"> How can we keep the school grounds clean? <p>Record at least two chunks (ten or more sentences) on personal experiences such as daily news or a school event</p> <ul style="list-style-type: none"> How do we keep the school grounds clean? What practical tips can you give? <p>Use correct SASL grammar so that others can understand what has been recorded</p> <p>Use fingerspelling where needed</p> <p>View and edit own recording</p> <p>Show (publish) own recording to a friend or a group</p>	<p>Participate in a discussion to select a topic to record about</p> <ul style="list-style-type: none"> Recycle – Keep our country clean! <p>Record at least two chunks (ten or more sentences) on personal experiences such as daily news or a school event</p> <ul style="list-style-type: none"> Design something you can make from objects you've recycled Record the name of the object What is the object made of? Draw a picture of your design <p>Use correct SASL grammar so that others can understand what has been recorded</p> <p>Identify and use nouns, adjectives, verbs and adverbs correctly</p> <p>View and edit own recording</p> <p>Show (publish) own recording to a friend or a group</p>	<p>Record personal signed texts in different forms: a diary entry, a message to a relative, a description</p> <ul style="list-style-type: none"> Record a daily entry, relating what happened today Explain how you felt <p>Draft, record, edit and publish own story of at least two chunks (ten or more sentences) with a title</p> <ul style="list-style-type: none"> Record holiday news <p>Use different sentence types when recording e.g. statements, questions, commands</p> <p>Use SASL grammar correctly</p> <p>Identify and use nouns, referencing, adjectives, verbs, adverbs and placement (prepositions) correctly</p> <p>Join sentences by using conjunctions such as AND, BUT</p> <p>Use a variety of vocabulary to make the recording more interesting</p> <p>Use fingerspelling where needed</p> <p>Show (publish) own recording to a friend or a group</p>	<p>Record with illustrations sentences on a topic to contribute to a signed text for the class library</p> <ul style="list-style-type: none"> Record an ending for the story in which you say what you think may happen next <p>Summarise and record information using visual images</p> <ul style="list-style-type: none"> Create a mind map and record 5 road safety rules You can draw pictures next to it <p>Use SASL grammar correctly</p> <p>Identify and use nouns, referencing, adjectives, verbs, adverbs and placement (prepositions) correctly</p> <p>Join sentences by using conjunctions such as AND, BUT</p> <p>Use a variety of vocabulary to make the recording more interesting</p> <p>Use fingerspelling where needed</p> <p>Show (publish) own recording to a friend or a group</p>	<p>Draft, record, edit and publish own story of at least two chunks (ten or more sentences) with a title</p> <ul style="list-style-type: none"> What is pollution? Different types of pollution <p>Summarise and record information using visual</p> <p>Use different sentence types when recording e.g. statements, questions, commands</p> <p>Use correct SASL grammar correctly</p> <p>Identify and use nouns, referencing, adjectives, verbs, adverbs and placement (prepositions) correctly</p> <p>Join sentences by using conjunctions such as AND, BUT</p> <p>Use a variety of vocabulary to make the recording more interesting</p> <p>Use fingerspelling where needed</p>	<p>Record personal signed texts in different forms: A diary entry, a message to a relative, a description</p> <ul style="list-style-type: none"> Record a letter to your friend, "telling" him/her what you learnt about pollution <p>Draft, record, edit and publish own story of at least two chunks (ten or more sentences) with a title</p> <ul style="list-style-type: none"> 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 <p>Use different sentence types when recording e.g. statements, questions, commands</p> <p>Use correct SASL grammar correctly</p> <p>Identify and use nouns, referencing, adjectives, verbs, adverbs and placement (prepositions) correctly</p> <p>Join sentences by using conjunctions such as AND, BUT</p> <p>Use a variety of vocabulary to make the recording more interesting</p>	<p>Record personal texts in different forms: a diary entry, a message to a relative, a description</p> <ul style="list-style-type: none"> Record the questions you want to ask your parents about your ancestors <p>Summarise and record information using visual images</p> <ul style="list-style-type: none"> Use a mind map to plan your questions (when, where, what, why and how) <p>Use different sentence types when recording e.g. statements, questions, commands</p> <p>Use SASL grammar correctly</p> <p>Identify and use nouns, referencing, adjectives, verbs, adverbs and placement (prepositions) correctly</p> <p>Join sentences by using conjunctions such as AND, BUT</p> <p>Use a variety of vocabulary to make the recording more interesting.</p> <p>Use fingerspelling where needed</p>	<p>Record personal texts in different forms: a diary entry, a message to a relative, a description</p> <ul style="list-style-type: none"> Record a letter to your friend <p>Record with illustration sentences on a topic to contribute to a signed text for the classroom library</p> <ul style="list-style-type: none"> Record two or three interesting facts about a story <p>Use different sentence types when recording e.g. statements, questions, commands</p> <p>Use SASL grammar correctly</p> <p>Identify and use nouns, referencing, adjectives, verbs, adverbs and placement (prepositions) correctly</p> <p>Join sentences by using conjunctions such as AND, BUT</p> <p>Use a variety of vocabulary to make the recording more interesting</p> <p>Use fingerspelling where needed</p> <p>Show (publish) own recording to class</p>	<p>Draft, record, edit and publish own story of at least two chunks (ten or more sentences) with a title</p> <ul style="list-style-type: none"> Imagine you are a child who lived on such a farm 200 years ago 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 <p>Summarise and record information using visual images</p> <ul style="list-style-type: none"> Plan your story – use a mind map <p>Use different sentence types when recording e.g. statements, questions, commands</p> <p>Use SASL grammar correctly</p> <p>Identify and use nouns, referencing, adjectives, verbs, adverbs and placement (prepositions) correctly</p> <p>Join sentences by using conjunctions such as AND, BUT</p> <p>Use fingerspelling where needed</p>	<p>Record with illustrations sentences on a topic to contribute to a signed text for the class library</p> <ul style="list-style-type: none"> We have many interesting neighbours in the solar system Which one is most interesting to you? Record your choice and give two reasons for your choice <p>Use different sentence types when recording e.g. statements, questions, commands</p> <p>Use SASL grammar correctly</p> <p>Identify and use nouns, referencing, adjectives, verbs, adverbs and placement (prepositions) correctly</p> <p>Join sentences by using conjunctions such as AND, BUT</p> <p>Use a variety of vocabulary to make the recording more interesting.</p> <p>Use fingerspelling where needed</p> <p>Show (publish) own recording to class</p>

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Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
THEME/ TOPIC	LIFE CYCLES	RECYCLING		PUBLIC SAFETY		POLLUTION		HOW PEOPLE LIVED LONG AGO		SPACE	
TERM 2 CONTENT				TERM 3 CONTENT							
CAPS Topic	<p style="text-align: center;">PHONOLOGICAL AWARENESS (Minimum time 4 x 15 minutes per week; Maximum time 5 x 15 minutes a week)</p>										
<p>Core Concepts, Skills and Values</p>	<ul style="list-style-type: none"> Recognise simple commonly used handshapes Recognise that signs are made up of different parameters Understand and group different signs which have the same parameter Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Form different signs by changing the parameters (e.g. handshapes and placement) Link handshapes to specific meanings (e.g. person classifiers) Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) 	<ul style="list-style-type: none"> Recognise simple commonly used handshapes Recognise that signs are made up of different parameters Understand and group different signs 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Segment simple one handed and two handed (same handshape) signs into parameters 	<ul style="list-style-type: none"> Understand and group different signs which have the same parameter Distinguish between different parameters of signs Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Form different signs by changing the parameters (e.g. handshapes and placement) Link handshapes to specific meanings (e.g. person classifiers) Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) Segment simple one handed and two handed (same handshape) signs into parameters 	<ul style="list-style-type: none"> Understand and group different signs which have the same parameter Distinguish between different parameters of signs Understand that changing one of the parameters of a sign can change the meaning of the sign or 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THEME/ TOPIC	LIFE CYCLES	RECYCLING		PUBLIC SAFETY		POLLUTION		HOW PEOPLE LIVED LONG AGO		SPACE	
	TERM 2 CONTENT			TERM 3 CONTENT							
	<ul style="list-style-type: none"> Segment simple one handed and two handed (same handshape) signs into parameters 	<ul style="list-style-type: none"> Segment simple one handed and two handed (same handshape) signs into parameters 	<ul style="list-style-type: none"> Segment simple one handed and two handed (same handshape) signs into parameters 								<ul style="list-style-type: none"> Segment simple one handed and two handed (same handshape) signs into parameters Segment one-handed and two-handed (different handshape) signs into parameters Recognise that in some two-handed signs there is a dominant and a passive hand, e.g. HELP, STAND
Requisite Pre-Knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge
Resources to enhance learning	Pictures Posters Webcams Video Cameras	Pictures Posters Webcams Video Cameras	Pictures Posters Webcams Video Cameras	Pictures Posters Webcams Video Cameras	Pictures Posters Webcams Video Cameras	Pictures Posters Webcams Video Cameras	Pictures Posters Webcams Video Cameras	Pictures Posters Webcams Video Cameras	Pictures Posters Webcams Video Cameras	Pictures Posters Webcams Video Cameras	Pictures Posters Webcams Video Cameras
Informal Assessment	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills practically. This must be done informally and ongoing. 										
SBA (Formal Assessment)	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills practically. Rubrics, checklists and signing activities can be used. Assessment can only take place if the concepts have been taught and learners had enough time to practice. <p>Observing and Signing:</p> <ul style="list-style-type: none"> Signs a story with a simple plot with a beginning, middle and end and different characters (using props such as masks, puppets etc, integrate with Visual Reading and Viewing, Life Skills) Observes the detail in stories and other signed texts and answers open-ended questions, e.g., "What will you do when you grow up?" Observes a story and works out cause and effect in the story Participates in discussions, giving useful feedback to others <p>Visual Reading and Viewing:</p> <ul style="list-style-type: none"> Assess each learner on visual reading. Choose a recorded text of at least 3 minutes and ask questions related to the text Choose a short visual reading text of at least 3 minutes <p>Types of questions:</p> <ul style="list-style-type: none"> Multiple choice questions Sequence events in a story in the right order Recall & higher order type questions (express an opinion, cause and effect etc) Use the information from a graphical text e.g. follow the directions of a map 										

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 3

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
THEME/ TOPIC	LIFE CYCLES	RECYCLING		PUBLIC SAFETY		POLLUTION		HOW PEOPLE LIVED LONG AGO		SPACE	
	TERM 2 CONTENT			TERM 3 CONTENT							
	<p>Recording:</p> <ul style="list-style-type: none"> Records with illustrations a familiar story with a title (beginning, middle and end) in at least 10 sentences (2 chunks) and use SASL grammar correctly Uses time/tense correctly Uses different sentence types when recording e.g. statements, questions, commands Records personal signed texts in different forms a diary entry, a message to a relative, a description <p>Phonological Awareness:</p> <ul style="list-style-type: none"> Recognises parameters in different signed texts Understands and groups signs into parameter families Understands that changing one parameter of a sign can change the meaning of a sign or forms another sign Forms different signs by changing the parameters (e.g. handshapes and placement) Links handshapes to specific meanings (e.g. person classifiers) Segments one-handed and two-handed (different hand shapes) signs into parameters 										

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 3 Term 4

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME/ TOPIC	PRODUCTS AND PROCESSES		DISASTERS AND WHAT WE SHOULD DO			ANIMALS			CONSOLIDATION	
TERM 4 CONTENT										
CAPS Topic	<p style="text-align: center;">OBSERVING AND SIGNING (Minimum time 3 x 15 minutes per week; Maximum time 4 x 15 minutes per week)</p>									
Core Concepts, Skills and Values	<p>Engage in conversation as a social skill, accepting and respecting the way others sign</p> <ul style="list-style-type: none"> Where does food come from? Look at the pictures and sign to your friend about it <p>“Listen for” the detail in stories and answer open-ended questions. For example: “Do you think it’s necessary to come to school?”</p> <ul style="list-style-type: none"> The teacher signs about plants <p>Understand and use appropriate language during discussions</p> <ul style="list-style-type: none"> Plants – what we get from them <p>Understand and use appropriate language for different subjects</p> <ul style="list-style-type: none"> Terminology of plant parts and foods made from plants <p>Observe and use fingerspelling accurately and appropriately</p>	<p>Engage in conversation as a social skill, accepting and respecting the way others sign</p> <ul style="list-style-type: none"> Discuss the stories the teacher has signed <p>“Listen for” the detail in stories and answer open-ended questions</p> <ul style="list-style-type: none"> The teacher signs a story to the learners <p>Sign a story using descriptive language</p> <ul style="list-style-type: none"> Sign the story with a beginning, middle and end <p>Observe and use fingerspelling accurately and appropriately</p>	<p>Engage in conversation as a social skill, accepting and respecting the way others sign</p> <ul style="list-style-type: none"> The flood disaster <p>“Listen for” details in stories and answer open-ended questions.</p> <ul style="list-style-type: none"> Observe a news item that the teacher signs about e.g. The flood disaster Answer questions based on the content of the article <p>Understand and use appropriate language for different subjects</p> <ul style="list-style-type: none"> Disasters and what we need to do <p>Observe and use fingerspelling accurately and appropriately</p>	<p>“Listen for” details in stories and answer open-ended questions.</p> <ul style="list-style-type: none"> Observe a story about e.g.: The firefighter saves little Peter or The accident <p>Sign a story using descriptive language</p> <ul style="list-style-type: none"> Sign the story with a beginning, middle and end <p>Observe and use fingerspelling accurately and appropriately</p>	<p>Engage in conversation as a social skill, accepting and respecting the way others sign</p> <ul style="list-style-type: none"> Discuss the story the teacher has signed about e.g. My worst experience <p>“Listen for” details in stories and answer open-ended questions</p> <ul style="list-style-type: none"> Observe the story the teacher has signed about e.g. My worst experience <p>Express feelings and opinions about a signed text and give reasons</p> <p>Observe and use fingerspelling accurately and appropriately</p>	<p>Plan and do a signed presentation: Use a visual resource</p> <ul style="list-style-type: none"> Dogs – Dogs are pets, but they can also perform other important tasks Type of tasks that dogs perform – Guide dogs help the blind, police dogs track criminals, sheep dogs gather sheep, watch dogs keep watch, hunting dogs hunt <p>Discuss solutions to a problem and use higher-order skills</p> <ul style="list-style-type: none"> Ask questions such as e.g. What other animals can be used to do the work of dogs? <p>Sign a story using descriptive language</p> <ul style="list-style-type: none"> Sign a story about a dog <p>Use language imaginatively: sign jokes using appropriate signing modes</p> <p>Observe and use fingerspelling accurately and appropriately</p>	<p>“Listen for” details in stories and answer open-ended questions</p> <ul style="list-style-type: none"> Animals that give us food and clothes e.g.: cattle, chickens or bees Observe live signed texts e.g. Animals that give us food and clothes Discuss the texts signed <p>Discuss solutions to a problem and use higher-order skills</p> <ul style="list-style-type: none"> Answer questions based on the signed text <p>Observe and use fingerspelling accurately and appropriately</p>	<p>Plan and make a signed presentation: e.g. My pet.</p> <ul style="list-style-type: none"> Learners can bring a picture of their pet or the pet itself to school They “tell” the class, e.g., what the pet eats, where it sleeps, how the pet is cared for <p>Discuss solutions to a problem using higher-order skills</p> <ul style="list-style-type: none"> Discuss questions such as We stay in a flat. What type of pet am I allowed to keep? <p>Observe and use fingerspelling accurately and appropriately</p>	<p>“Listen for” details in stories and answer open-ended questions</p> <p>Express feelings and opinions about a signed text and give reasons</p> <p>Discuss solutions to a problem using higher-order skills</p> <p>Observe and use fingerspelling accurately and appropriately</p>	<p>“Listen for” details in stories and answer open-ended questions</p> <p>Express feelings and opinions about a signed text and give reasons</p> <p>Discuss solutions to a problem using higher-order skills</p> <p>Observe and use fingerspelling accurately and appropriately</p>

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME/ TOPIC	PRODUCTS AND PROCESSES		DISASTERS AND WHAT WE SHOULD DO			ANIMALS			CONSOLIDATION	
	TERM 4 CONTENT									
CAPS Topic	VISUAL READING AND VIEWING									
<p style="text-align: center;">Core Concepts, Skills and Values Shared Visual Reading</p> <p>(maximum time 5 x 15 minutes; minimum time 3 x 20 minutes)</p>	<p>“Read” a variety of signed texts such as fiction and non-fiction, news items, dialogues and electronic texts as a whole class with the teacher</p> <ul style="list-style-type: none"> With the teacher, “read” about: Plants – what we get from them <p>Use visual clues to “read” graphical texts and start to analyse text for attitudes and assumptions</p> <ul style="list-style-type: none"> Look at the pictures (chicken, apple tree, cow, wheat and pumpkin) and discuss which foods we get from the figures in the pictures <p>Answer a range of higher-order questions based on the text “read”</p> <ul style="list-style-type: none"> Answer questions about the text and pictures <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>“Read” signed texts as a whole class with the teacher and discuss the characters, the “problem” in the story, the plot and values in the text</p> <p>Learner expresses whether a story was liked and give a good reason for his/her answer</p> <ul style="list-style-type: none"> Sign about the story that was “read” <p>Use visual clues to “read” graphical texts and to analyse text for attitudes and assumptions</p> <ul style="list-style-type: none"> Use the cover of the DVD to predict the outcomes of the story <p>Answer a variety of higher-order questions based on the text read</p> <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>“Read” a variety of signed texts such as fiction and non-fiction, news items, dialogues and electronic texts as a whole class with the teacher</p> <ul style="list-style-type: none"> “Read” the news item on the flood disaster with the teacher <p>Use visual clues to “read” about a graphic text</p> <ul style="list-style-type: none"> Discuss the photo that accompanies the news item <p>Answer a variety of higher-order questions based on the text read</p> <ul style="list-style-type: none"> Answer questions based on the news item that was read <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>Read” a variety of signed texts such as fiction and non-fiction, news items, dialogues and electronic texts as a whole class with the teacher</p> <ul style="list-style-type: none"> With the teacher, “read” the poster about: When fires break out <p>Use visual clues to “read” graphical texts and to analyse text for attitudes and assumptions.</p> <ul style="list-style-type: none"> The teacher lights a candle An empty glass is turned over the candle <p>Answer a variety of higher-order questions based on the text read.</p> <ul style="list-style-type: none"> Why did the candle’s flame die? <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>“Read” signed texts as a whole class with the teacher and discuss the characters, the “problem” in the story, the plot and values in the text</p> <ul style="list-style-type: none"> With the teacher, “read” a story about e.g. My worst experience <p>Learner expresses whether a story was liked and give a good reason for his/her answer</p> <ul style="list-style-type: none"> Learners give their opinions on the story that was “read” <p>Answer a variety of higher-order questions based on the text “read”. For example: “Suppose the shop owner left the door open when he went home that night. What might have happened?”</p> <ul style="list-style-type: none"> Answer questions about the story “read” <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>“Read” signed texts as a whole class with the teacher and discuss the characters, the “problem” in the story, the plot and values in the text</p> <ul style="list-style-type: none"> With the teacher, read a story about e.g. A day in the life of a guide dog or Rolo the police dog <p>Learner expresses whether a story was liked and give a good reason for his/her answer</p> <ul style="list-style-type: none"> Learners give their opinions on the story that was read <p>Use visual clues to read graphical texts and to analyse text for attitudes and assumptions</p> <ul style="list-style-type: none"> Look at the pictures of the different dogs Which tasks do which dogs perform? Discuss <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>“Read” signed texts as a whole class with the teacher and discuss the characters, the “problem” in the story, the plot and values in the text</p> <ul style="list-style-type: none"> Animals that give us food and clothes <p>Use visual clues to “read” graphical texts and to analyse text for attitudes and assumptions</p> <ul style="list-style-type: none"> Use a poster with animals Discuss each animal Do we get food or clothes from the animal or both? Name the type of clothing and type of food <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>“Read” signed texts as a whole class with the teacher and discuss the characters, the “problem” in the story, the plot and values in the text</p> <p>Learner expresses whether a story was liked and give a good reason for his/her answer</p> <ul style="list-style-type: none"> Learners give their opinions on the story that was read <p>Answer a variety of higher-order questions based on the passage read.</p> <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>“Read” a variety of signed texts such as fiction and non-fiction, news items, dialogues and electronic texts as a whole class with the teacher</p> <p>Use visual clues to read about a graphic text</p> <p>Recognise familiar, age-appropriate fingerspelling</p>	<p>“Read” a variety of signed texts such as fiction and non-fiction, news items, dialogues and electronic texts as a whole class with the teacher</p> <p>Use visual clues to read about a graphic text</p> <p>Recognise familiar, age-appropriate fingerspelling</p>
<p style="text-align: center;">Core Concepts, Skills and Values Group Guided</p>	<ul style="list-style-type: none"> The whole group “reads” the same story at the instructional level of the group Use contextual decoding skills to make meaning 	<ul style="list-style-type: none"> The whole group “reads” the same story at the instructional level of the group Use contextual decoding skills to make meaning 	<ul style="list-style-type: none"> The whole group “reads” the same story at the instructional level of the group Use contextual decoding skills to make meaning 	<ul style="list-style-type: none"> The whole group “reads” the same story at the instructional level of the group Use contextual decoding skills to make meaning 	<ul style="list-style-type: none"> The whole group “reads” the same story at the instructional level of the group Use contextual decoding skills to make meaning 	<ul style="list-style-type: none"> The whole group “reads” the same story at the instructional level of the group Use contextual decoding skills to make meaning 	<ul style="list-style-type: none"> The whole group “reads” the same story at the instructional level of the group Use contextual decoding skills to make meaning 	<ul style="list-style-type: none"> The whole group “reads” the same story at the instructional level of the group Use contextual decoding skills to make meaning 	<ul style="list-style-type: none"> The whole group “reads” the same story at the instructional level of the group Use contextual decoding skills to make meaning 	<ul style="list-style-type: none"> The whole group “reads” the same story at the instructional level of the group Use contextual decoding skills to make meaning

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 3

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME/ TOPIC	PRODUCTS AND PROCESSES		DISASTERS AND WHAT WE SHOULD DO			ANIMALS			CONSOLIDATION	
TERM 4 CONTENT										
Visual Reading (Minimum 2h30 minutes per week - 30 minutes per day)	<ul style="list-style-type: none"> Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use self-correcting strategies when "reading": "re-reading", "reading" further on, pausing 	<ul style="list-style-type: none"> Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use self-correcting strategies when "reading": "re-reading", "reading" further on, pausing 	<ul style="list-style-type: none"> Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use self-correcting strategies when "reading": "re-reading", "reading" further on, pausing 	<ul style="list-style-type: none"> Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use self-correcting strategies when "reading": "re-reading", "reading" further on, pausing 	<ul style="list-style-type: none"> Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use self-correcting strategies when "reading": "re-reading", "reading" further on, pausing 	<ul style="list-style-type: none"> Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use self-correcting strategies when "reading": "re-reading", "reading" further on, pausing 	<ul style="list-style-type: none"> Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use self-correcting strategies when "reading": "re-reading", "reading" further on, pausing 	<ul style="list-style-type: none"> Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use self-correcting strategies when "reading": "re-reading", "reading" further on, pausing 	<ul style="list-style-type: none"> Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use self-correcting strategies when "reading": "re-reading", "reading" further on, pausing 	<ul style="list-style-type: none"> Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use self-correcting strategies when "reading": "re-reading", "reading" further on, pausing
Core Concepts, Skills and Values Paired/ Independent Reading	<ul style="list-style-type: none"> "Read" own and other's recordings "Read" with a partner "Read" independently at a more complex level for enjoyment or information from a variety of available signed texts: simple fiction and non-fiction and texts from different cultures, and signed texts used in Shared Visual Reading 	<ul style="list-style-type: none"> "Read" own and other's recordings "Read" with a partner "Read" independently at a more complex level for enjoyment or information from a variety of available signed texts: simple fiction and non-fiction and texts from different cultures, and signed texts used in Shared Visual Reading 	<ul style="list-style-type: none"> "Read" own and other's recordings "Read" with a partner "Read" independently at a more complex level for enjoyment or information from a variety of available signed texts: simple fiction and non-fiction and texts from different cultures, and signed texts used in Shared Visual Reading 	<ul style="list-style-type: none"> "Read" own and other's recordings "Read" with a partner "Read" independently at a more complex level for enjoyment or information from a variety of available signed texts: simple fiction and non-fiction and texts from different cultures, and signed texts used in Shared Visual Reading 	<ul style="list-style-type: none"> "Read" own and other's recordings "Read" with a partner "Read" independently at a more complex level for enjoyment or information from a variety of available signed texts: simple fiction and non-fiction and texts from different cultures, and signed texts used in Shared Visual Reading 	<ul style="list-style-type: none"> "Read" own and other's recordings "Read" with a partner "Read" independently at a more complex level for enjoyment or information from a variety of available signed texts: simple fiction and non-fiction and texts from different cultures, and signed texts used in Shared Visual Reading 	<ul style="list-style-type: none"> "Read" own and other's recordings "Read" with a partner "Read" independently at a more complex level for enjoyment or information from a variety of available signed texts: simple fiction and non-fiction and texts from different cultures, and signed texts used in Shared Visual Reading 	<ul style="list-style-type: none"> "Read" own and other's recordings "Read" with a partner "Read" independently at a more complex level for enjoyment or information from a variety of available signed texts: simple fiction and non-fiction and texts from different cultures, and signed texts used in Shared Visual Reading 	<ul style="list-style-type: none"> "Read" own and other's recordings "Read" with a partner "Read" independently at a more complex level for enjoyment or information from a variety of available signed texts: simple fiction and non-fiction and texts from different cultures, and signed texts used in Shared Visual Reading 	<ul style="list-style-type: none"> "Read" own and other's recordings "Read" with a partner "Read" independently at a more complex level for enjoyment or information from a variety of available signed texts: simple fiction and non-fiction and texts from different cultures, and signed texts used in Shared Visual Reading

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME/ TOPIC	PRODUCTS AND PROCESSES		DISASTERS AND WHAT WE SHOULD DO			ANIMALS			CONSOLIDATION	
CAPS Topic	<p style="text-align: center;">TERM 4 CONTENT</p> <p style="text-align: center;">RECORDING (Minimum time: 3 x 20 minutes per day; Maximum time 3 x 20 minutes per day)</p>									
Core Concepts, Skills and Values	<p>Use pre-recording strategies to gather information and plan the recording: discuss with a partner, create a mind map, planning a framework for recording</p> <ul style="list-style-type: none"> Use a framework to plan your message <p>Record a selection of short signed texts for different purposes e.g. narratives and dialogues</p> <ul style="list-style-type: none"> Record a message to the person who usually prepares your meals <p>Draft, record, edit and “publish” own story of at least two chunks</p> <p>Use SASL grammar correctly</p> <p>Use conjunctions to form compound sentences</p> <p>Use fingerspelling when needed</p>	<p>Record a selection of short signed texts for different purposes e.g. narratives and dialogues</p> <p>Draft, record, edit and “publish” own story of at least two chunks (at least 12 sentences)</p> <p>Sequence information and organise text in a coherent and cohesive way (can include use of space)</p> <ul style="list-style-type: none"> 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 <p>Use SASL grammar correctly</p> <p>Use conjunctions to form compound sentences</p>	<p>Record about personal experiences in different forms, e.g. a short news item</p> <ul style="list-style-type: none"> Record a short news item based on the news report <p>Use SASL grammar correctly</p> <ul style="list-style-type: none"> “Read” the news report again Answer/record the comprehension questions in full sentences <p>Use conjunctions to form compound sentences.</p> <p>Use fingerspelling when needed</p> <p>Discuss own and other’s recordings to get and give feedback</p>	<p>Use pre-recording strategies to gather information and plan recording: discuss with a partner, create a mind map, planning framework for recording</p> <ul style="list-style-type: none"> Group work: Make a poster of e.g. What causes fires? Record and draw. <p>Record about personal experiences</p> <ul style="list-style-type: none"> Why did the flame of the candle go out? Record what you observed <p>Use SASL grammar correctly</p> <p>Use conjunctions to form compound sentences</p> <p>Use fingerspelling when needed</p>	<p>Use pre-recording strategies to gather information and plan recording: discuss with a partner, create a mind map, planning framework for recording</p> <ul style="list-style-type: none"> Use a mind map and plan your story based on a photo <p>Draft, record, edit and “publish” own story of at least two chunks (at least 12 sentences)</p> <ul style="list-style-type: none"> 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 <p>Use fingerspelling when needed</p> <p>Use conjunctions to form compound sentences</p> <p>Discuss own and other’s recording to get and give feedback</p> <p>Record own signed texts and contribute to class DVD collection</p>	<p>Draft, record, edit and “publish” own story of at least two chunks (at least 12 sentences)</p> <ul style="list-style-type: none"> Choose a recording frame to record about a dog Record 2 chunks on A day in the life of a ... <p>Sequence information and organise text in a coherent and cohesive way (can include use of space)</p> <p>Use SASL grammar correctly</p> <p>Use conjunctions to form compound sentences</p> <p>Use fingerspelling when needed</p> <p>Discuss own and other’s recordings to get and give feedback</p>	<p>Record a selection of short signed texts for different purposes e.g. narratives and dialogues</p> <ul style="list-style-type: none"> Cut out pictures of the animals Describe each animal based on: <ul style="list-style-type: none"> Does the animal give us clothes? What type of clothes? Does the animal give us food? What type of food? <p>Use SASL grammar correctly</p> <p>Use conjunctions to form compound sentences</p> <p>Use fingerspelling when needed</p>	<p>Draft, record, edit and “publish” own story of at least two chunks (at least 12 sentences)</p> <ul style="list-style-type: none"> My pet. <p>Sequence information and organise text in a coherent and cohesive way (can include use of space)</p> <ul style="list-style-type: none"> My pet <p>Use SASL grammar correctly</p> <p>Use conjunctions to form compound sentences</p> <p>Use fingerspelling when needed</p> <p>Discuss own and other’s recordings to get and give feedback</p>	<p>Draft, record, edit and “publish” own story of at least two chunks (at least 12 sentences)</p> <p>Use SASL grammar correctly</p> <p>Use conjunctions to form compound sentences</p> <p>Use fingerspelling when needed</p>	<p>Draft, record, edit and “publish” own story of at least two chunks (at least 12 sentences)</p> <p>Use SASL grammar correctly</p> <p>Use conjunctions to form compound sentences</p> <p>Use fingerspelling when needed</p>

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME/ TOPIC	PRODUCTS AND PROCESSES		DISASTERS AND WHAT WE SHOULD DO			ANIMALS			CONSOLIDATION	
	TERM 4 CONTENT									
CAPS Topic	PHONOLOGICAL AWARENESS (Minimum time 4 x 15 minutes per week; Maximum time 5 x 15 minutes a week)									
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Recognise simple commonly used handshapes Recognise that signs are made up of different parameters Understand and group different signs which have the same parameter Distinguish between different parameters of signs Recognise parameters in different signed text 	<ul style="list-style-type: none"> Understand and groups signs into parameter families (e.g. signs made using the same handshapes or signs made in the same location) Recognise some rhyming signs in simple signed texts Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Form different signs by changing the parameters (e.g. handshapes and placement) 	<ul style="list-style-type: none"> Link handshapes to specific meanings (e.g. person classifiers) Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) Distinguish between different parameters of signs 	<ul style="list-style-type: none"> Segment simple one-handed and two – handed (same handshape) signs into parameters Segment one-handed and two-handed (different handshapes) signs into parameters Link handshapes to specific meanings (e.g. person classifiers) 	<ul style="list-style-type: none"> Recognise that in some two- handed signs there is a dominant and a passive hand e.g. help, stand Identify all the possible handshapes that the non-dominant hand can take Recognise simple commonly used handshapes Recognise that signs are made up of parameters 	<ul style="list-style-type: none"> Understand and group different signs which have the same parameter Recognise parameters in different signed texts Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts 	<ul style="list-style-type: none"> Understand and group common signs into parameter families (e.g. signs made with the same handshapes or signs made in the same location) Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Form different signs by changing the parameters (handshapes and placement) 	<ul style="list-style-type: none"> Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead, and signs to do with emotions are made on the chest) Segment simple one-handed and two-handed (same handshape) signs into parameters Segment simple one-handed and two-handed (different handshape) signs into parameters Identify all the possible handshapes that the non-dominant hand can take 	<ul style="list-style-type: none"> Recognise simple commonly used handshapes Recognise that signs are made up of different parameters Understand and group different signs which have the same parameter Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Form different signs by changing the parameters (e.g. handshapes and placement) Link handshapes to specific meanings (e.g. person classifiers) Understand that certain signs come from 	<ul style="list-style-type: none"> Recognise simple commonly used handshapes Recognise that signs are made up of different parameters Understand and group different signs which have the same parameter Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Form different signs by changing the parameters (e.g. handshapes and placement) Link handshapes to specific meanings (e.g. person classifiers) Understand that certain signs come from

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 3

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME/ TOPIC	PRODUCTS AND PROCESSES		DISASTERS AND WHAT WE SHOULD DO			ANIMALS			CONSOLIDATION	
TERM 4 CONTENT										
									specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest)	specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest)
Requisite Pre-Knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge
Resources to enhance learning	Pictures Posters Webcams Video camera	Pictures Posters Webcams Video camera	Pictures Posters Webcams Video camera	Pictures Posters Webcams Video camera	Pictures Posters Webcams Video camera	Pictures Posters Webcams Video camera	Pictures Posters Webcams Video camera	Pictures Posters Webcams Video camera	Pictures Posters Webcams Video camera	Pictures Posters Webcams Video camera
Informal Assessment	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills practically. This must be done informally and ongoing. 									
SBA (Formal Assessment)	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills practically. Rubrics, checklists and recording activities can be used. Assessment can only take place if the concepts have been taught and learners had enough time to practice. <p>Observing and Signing:</p> <ul style="list-style-type: none"> Signs a story using descriptive language Plans and does a signed presentation on a story linked to a theme topic (integrated with Life Skills) 									

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Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME/ TOPIC	PRODUCTS AND PROCESSES		DISASTERS AND WHAT WE SHOULD DO			ANIMALS			CONSOLIDATION	
TERM 4 CONTENT										
<ul style="list-style-type: none"> • “Listen for” the detail in stories and answers open-ended questions, e.g., “Do you think it is right that you have to wear a school uniform?” • Uses language imaginatively: signs jokes using appropriate signing mode <p>Visual Reading and Viewing:</p> <ul style="list-style-type: none"> • Assess each learner on visual reading. Choose a recorded text of at least 3 minutes and ask questions related to the text • Choose a short visual reading text of at least 3 minutes <p><u>Types of questions</u></p> <ul style="list-style-type: none"> • Multiple choice questions • Sequences events in a story in the right order • Recall and higher order questions based on the text “read” (express an opinion, cause and effect, etc.) <p>Recording:</p> <ul style="list-style-type: none"> • Records a familiar story with a title (beginning, middle and end) of at least 12 sentences (2 paragraphs) • Uses time/tense correctly • Sequences information and organise text in a coherent and cohesive way (can include use of space) • Uses SASL grammar correctly • Joins sentences using conjunctions such as AND, BUT <p>Phonological Awareness:</p> <ul style="list-style-type: none"> • Recognises that signs are made up of parameters • Understands that changing one of the parameters of a sign can change the meaning of the sign or forms another sign • Forms different signs by changing the parameters (e.g. handshapes and placement) • Links handshapes to specific meanings (e.g. person classifiers) • Understands that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) • Segments one-handed and two-handed (different handshapes) signs into parameter 										