

Grade I

Baseline Assessment

literacy, numeracy and life skills 2009

EASTERN CAPE DEPARTMENT OF EDUCATION



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<i>(Grade 1 Baseline Assessment document: Literacy, Numeracy, Life Skills September 2007, Western Cape Education Department)</i>	

FOREWORD

This resource material is based on the 2007 Grade 1 Baseline Assessment Programme (BAP) of the Western Cape Education Department (WCED). In preparation for implementation in the schools of the Province of the Eastern Cape in 2010, the BAP was piloted in 46 schools in the Province of the Eastern Cape in 2009 to determine the strengths and weaknesses of the programme. Recommendations for adaptations received from teachers and curriculum advisors have been included in this revised Baseline Assessment Programme which is offered to schools as a resource document to strengthen teaching and learning in the early grades.

Teachers should note the following:

- The Baseline Assessment Programme consists of daily lesson plans that include both orientation activities and baseline assessment activities. Not all the activities are assessed.
- The exemplar lesson plan is set out over 10 consecutive days.
- If necessary, 15 days can be used to complete the baseline assessment. This will accommodate contextual barriers e.g. large classes. It allows more time for opportunities for all learners to be assessed.
- Recording sheets have been strengthened by breaking down certain assessment standards e.g. Assessment Standard 1 of Thinking and Reasoning. Knowledge of concepts such as quantity, size, shape, direction and colour are recorded separately.

The following points must be emphasised with regard to the implementation of the BAP:-

1. The purpose of baseline assessment is to *determine what learners already know*. It is all about *assessing Grade 1 learners' current levels of understanding*, not about teaching.
2. Not all learners will have attended Grade R classes. Teachers should therefore not be discouraged if learners are unable to demonstrate the outcomes. Teachers should also not make any assumptions about the learners knowledge (stereotype/ label the learners). The NCS states: *"teachers need to remember that not all learners will have attended Grade R. Concepts, skills and strategies for Grade R need to be taught and consolidated in Grade 1"*. This teaching happens AFTER baseline assessment. This is the reason why we do a baseline: to determine the learners' prior knowledge, their strengths and weaknesses.
3. Recording of learners' performance: No codes are necessary as a baseline assessment is not intended to evaluate **levels** of performance. It is sufficient to indicate whether learners **can or cannot** demonstrate the Learning Outcomes and Assessment Standards (LOs and ASs).
4. A test is not an appropriate form of assessment for Grade 1 baseline assessment.
5. It is not necessary to also complete a school readiness assessment as the Grade 1 initial BAP includes aspects of 'school readiness assessment'. It is based on the Learning Outcomes and Assessment Standards of the previous grade (Grade R).
6. Teachers should use the information obtained from the Baseline Assessment to inform their planning and to identify which learners need intervention. This intervention should start immediately.

Implementation from 2010

The Eastern Cape Department of Education recognises that every class and every learner is unique. We also recognise that some teachers may require more detailed activities to assess learners who enter into Grade 1. In cases where the majority of learners in a class have attended Grade R, teachers are at liberty to streamline the activities in the Lesson Plans before they proceed with formal Grade 1 teaching.

The importance of **early assessment and identification of barriers to learning** cannot be over emphasised. It is envisaged that this exemplar of initial baseline assessment, will go a long way towards helping teachers to determine the strengths and needs of each and every Grade 1 learner. Working from this informed basis, teachers will be in a better position to provide differentiated learning experiences to their learners.

Teachers are advised to contact colleagues and District Curriculum Advisors for support where needed.



DR. F. PETERS
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INTRODUCTION

Exemplar Lesson Plan framework for an initial Grade 1 Baseline assessment: Day 1 to Day 10

CONTENTS

- * Exemplar Lesson Plans for Literacy, Numeracy and Life skills have been designed for 10 days as a guideline in order to lead to careful and thoughtful baseline assessment.
- * They have been designed from the planning reflected in the Grade 1 Literacy, Numeracy and Life Skills Work Schedules that forms part of the BAP.
- * Together the Work Schedule and Lesson Plans provide an exemplar Grade 1 teaching, learning and assessment programme for baseline assessment for the first 10 days of the year.

ASSESSMENT

- * Planned assessment is indicated with some activities. This has been included at the end of the activity.
- * You should not teach towards this planned assessment as this will defeat the purpose of the baseline assessment.
- * Your strategy to assess all your learners against that Assessment Standard / cluster of assessment standards will depend on what is manageable in your context with that activity: e.g. assess the whole class or select some learners only. Where only some learners are assessed the others need to be assessed on the same Learning Outcome and Assessment Standard at another time.
- * Ensure that for every activity the learners who are being assessed (all or some) know exactly what is being assessed and how. They then need your feedback (encouragement, praise, recognition of efforts, etc).
- * Use the recording tool as a checklist to record which learners can or cannot demonstrate the required skills / do the activity.
- * Where learners cannot demonstrate the skv's, then record this. **Use this information for planning your intervention and teaching.**
- * Most assessment standards are repeated several times throughout the 10 days. This allows for more than one opportunity to assess a learner, **but only if necessary** (for example, the learner was obviously upset, ill, tired, etc when the initial assessment was conducted). **This will not be necessary for the majority of learners.**
- * Repeat the assessments done with groups until all learners have been assessed. This is especially important with regard to mathematics assessment and those incorporated into morning routines.
- * **Learners' work that has been used for assessment purposes should remain at school as evidence of prior learning.**

ACTIVITIES

- * Fit in your assembly, break times, snack and toilet routines, etc. where relevant for your school timetable.
- * Work through all the activities in the first ten days of the school year.
- * Activities are numbered. Follow the number sequence as closely as possible.
- * Repeat and expand daily on the welcome routine until it includes all the activities described under that heading.
- * Do all the activities from a given day, or carry them over to the next day and so on until the learners have completed all activities.
- * You can add activities, e.g. daily outdoor physical activities.
- * You can adapt certain aspects of the activities e.g. make changes to the sequence/ make changes to the welcome routine e.g. introduce a new chart every 2nd or 3rd day rather than every day as suggested / make changes to accommodate your resources / make changes to include your style. The activities themselves, however, may not be adapted.
- * You can merge and collapse activities *but* only if it does not affect the planned assessment. Numeracy activities should be followed as suggested.
- * You should add relevant rhymes, songs, and games to reinforce the activity, e.g. as an introduction or as a conclusion to the activity.
- * *Please* ensure that no activities are omitted even if the programme takes you a little longer. The Baseline Assessment Programme may extend to 15 days, however, do not exceed 20 days.
- * A daily story time is included. This should take place at the end of each day. You will need to prepare before the day. Choose a story related to the context theme / topics of the day so that a variety of stories and story types are covered.
- * “Free play” activities should support these activities and provide further opportunity for continuous assessment.
- * Ensure learners take work home daily / as often as possible e.g. drawings, practice writing, etc as evidence of learning for the family / caregiver.

ROUTINES

- * E.g.: Arrival/reception; assembly; tidying up; snack; break; toilet; home time
- * Build these into your programme.
- * Use these times as a valuable opportunity for teaching, learning and assessment.

RESOURCES

- * Resources required for the activities are included next to the activity itself. You may prefer to list these separately so that you can see at a glance what is needed for the day or week.
- * You can adapt and substitute suggested resources but it is recommended that you provide similar types of resources. Substituting resources is not recommended for the Numeracy activities.

BARRIERS TO LEARNING

- * This depends on your context and you will need to indicate this in the lesson plan.

FEEDBACK INTO THE PROCESS

- * Please read all the documentation carefully, make your own notes after each day in the allocated space marked “Reflection”.
- * Use this baseline assessment programme period to establish your routines, rules and a positive teaching, learning and assessment environment for the year.

AFTER YOU HAVE COMPLETED THE BASELINE ASSESSMENT PROGRAMME WITH YOUR LEARNERS

- * Grade 1 teaching and /or intervention programmes should begin immediately.
- * Not all Grade R Assessment Standards have been included in this initial Baseline Assessment programme. Those that are not addressed will need to be covered at a later stage (when the related Grade 1 work is introduced).

The day before school starts, prepare your classroom :-

1. Arrange chairs, tables.
2. Set up a display table linked to your theme.
3. Set up literacy, numeracy and life skills focus areas. EG: Literacy – Story books and a reading nook; Numeracy – some Numeracy items; Life skills – e.g. dolls, puppets etc.
4. Prepare and display relevant charts / posters on board/walls – weather chart; calendar; birthday chart, etc. NB: Text should be printed, neatly, using lower case letters except for initial capitals.
5. Make neat, clear name cards for learners (see above for printing requirements) and put the name cards up in the class – arrange according to how you intend to reference them.
6. Tape a name label for each learner on their tables/desks (top left hand corner). And anywhere else that may be needed in your context. Add a symbol if required.
7. Label items in the classroom as “the door” or “the window”. Do use ‘the’ in front of the word as it links to isiXhosa where the article is attached to the word, e.g. “itafile.” Do this in as many languages as you have spoken in the classroom. Add labels or have learners add labels as related to activities.
8. Design a ‘menu’ of free play activities for the week.
 - * Ensure you cover the following range of skills: reading, drawing (*not colouring in*), cutting and pasting, modelling, building, threading, puzzles, perceptual games, literacy and numeracy games.
 - * Resources required include building blocks, construction kits, threading and fastening activities, games, puzzles, crayons and paper, playdough. Make your own playdough. It is possible to make resources from waste materials eg games and puzzles. Plan to increase your resources.
 - * Prepare the activities/resources and set them up daily on the mat and or tables for early arrivals. Teach learners how to use, tidy up and pack away for ready access.
 - * These activities are used daily during this 2-3 week period e.g. when learners have completed their set task they can participate in the free play activities until time is up.
 - * They provide a valuable opportunity for continuous assessment of many skills.
9. Storage: Collect boxes (e.g. cereals) and cut out one side piece. Have learners decorate them as their individual cases. Keep all loose work for assessment in this storage case. Learners’ books will also contain assessment activities and should be kept for assessment purposes.

Before each lesson, complete the following checklist to see if you have remembered everything:-

AM I PREPARED?	Yes	No	Required Action
Do I know exactly what my learners will be doing in this lesson?			
Do I have a clear idea about what each learner / group will be doing?			
Do I have all my materials and resources ready?			
Do I know how much time each part of the lesson will take?			
Is my lesson clearly set out on the planning sheet?			

SECTION A

RECORDING SHEETS **Literacy, Numeracy and Life Skills**

GRADE 1 INITIAL BASELINE ASSESSMENT RECORDING SHEET: LITERACY

LA: Home Language	LO 1: LISTENING											REMARKS
								Develops phonic awareness				
		AS 1	AS 2	AS 3	AS 3	AS 3.3	AS 3.5	AS 4.1	AS 4.2	AS 4.4	AS 4.5	
KEY ✓ Able to • Needs intervention and support	Did the learner attend Grade R? ✓ / ✗ (yes/ no)	Listens attentively and responds	Demonstrates appropriate listening behaviour, taking turns to speak	Listens with enjoyment to oral texts	Listens with enjoyment to oral texts and shows understanding	Draws a picture of the story, song or rhyme	Puts pictures in the right sequence	Recognises words made of sounds	Distinguishes between diff. Sounds, esp. at beginning and end of words	Segments spoken multisyllabic words into syllables	Recognises some rhyming words in common rhymes and songs	
NAMES OF LEARNERS												

GRADE 1 INITIAL BASELINE ASSESSMENT RECORDING SHEET: LITERACY

LA: Home Language	LO 2: SPEAKING									LO 3: READING & VIEWING						REMARKS		
										Uses visual cues to make meaning	Role plays reading		Makes meaning of written text	Makes meaning of letters & words	Begins to develop phonic awareness			
	AS 1	AS 2	AS 3	AS 5	AS 5	AS 6	AS 7	AS 8	AS 9	AS 1.1	AS 1.2	AS 1.3	AS 2.1	AS 2.2	AS 3.1		AS 4.2	AS 5.2
KEY ✓ Able to • Needs intervention and support	Talks about own family and friends	Expresses own feelings and feelings of real/imaginary people	Sings and recites simple songs and rhymes	Asks questions	Responds to questions	Passes on messages	Recounts own experiences	Retells a story in own words	Participates confidently and fluently in a group	Looks carefully at pictures to recognise common objects	Identifies a picture or figure from the background	Makes sense of picture stories	Holds book correctly, turn pages, looks at pictures, etc	Distinguishes pictures from print	Understands the purpose of print – that it carries meaning	Recognises and reads high frequency words - own name and print in the environment such as STOP	Recognises and names letter of alphabet own name begins with	Recognises some rhyming words in common rhymes
NAMES OF LEARNERS																		

GRADE 1 INITIAL BASELINE ASSESSMENT RECORDING SHEET: LITERACY

LA: Home Language	LO 4: WRITING												REMARKS
	AS 1.1	AS 1.3	AS 1.5	AS 1.7	AS 1.7	AS 1.8	AS 1.9	AS 1.10	AS 1.11	AS 1.12			
KEY ✓ Able to • Needs intervention and support	Creates/uses drawings to convey a message, starting point for writing	Understands that writing and drawing are different	Talks about own drawing and writing	Uses know n letters to represent writing – esp from own name	Uses know n numerals	Reads own emerging writing	Shows beginning awareness of directionality in own writing attempts	Copies print from the environment	Makes attempts at familiar forms of writing (cards) using known letters	Manipulates writing tools like crayons	Dominance: L- R	Drawing stage	
NAMES OF LEARNERS													

GRADE 1 INITIAL BASELINE ASSESSMENT RECORDING SHEET: LITERACY

LA: Home Language	LO 5: THINKING & REASONING							LO 6: STRUCTURE & USE			REMARKS	
	AS 1	AS 1	AS 1	AS 2.1	AS 2.2	AS 2.3	AS 2.4	AS 1.2	AS 2.1	AS 2.2		AS 3.1
KEY ✓ Able to • Needs intervention and support	Demonstrates developing knowledge of concepts such as colour	Demonstrates developing knowledge of concepts such as time	Demonstrates developing knowledge of concepts such as sequence	Identifies and describe similarities and differences	Matches things that go together & compares things that are different	Classifies things (e.g toys in box, crayons in tin etc.)	Identifies parts from the whole (e.g. parts of the body)	Recognises sounds at the beginning of some words	Groups words (e.g. words that rhyme)	Identifies a word, a letter and a space in print	Communicates using descriptions and action words	
NAMES OF LEARNERS												

GRADE 1 INITIAL BASELINE ASSESSMENT RECORDING SHEET: NUMERACY

GRADE 1 INITIAL BASELINE ASSESSMENT RECORDING SHEET: NUMERACY														
LA : Mathematics		LO1: NUMBERS, OPERATIONS & RELATIONSHIPS					LO 2: PATTERNS		LO 3: SPACE & SHAPE					REMARKS
		AS 1	AS 3	AS 4	AS 5	AS 6	AS 1	AS 2	AS 1	AS 2.1	AS 3	AS 5	AS 6	
KEY ✓ Able to • Needs intervention and support	Did the learner attend Grade R? ✓ / X (yes/ no)	Counts to at least 10 everyday objects reliably	Knows number symbols for 1 to 10	Orders/compares collections of objects (more, less, equal)	Solves & explains solutions to prac. Problems involve sharing/ grouping at least 10 that include remainders	Solves verbal add. and subtract. probs with single digit numbers	Copies and extends simple patterns using physical objects/drawings (e.g. colour/shape)	Creates own patterns	Recognises/identifies/names 3D objects in classroom/pictures, incl. • boxes (prisms) & • balls (spheres)	Describes, sorts and compares 3D objects according to: • size	Builds 3D objects using concrete apparatus (e.g. building blocks)	Describes 3-D objects in relation to another (in front of, behind)	Follows directions to move self or place self within the classroom (e.g. at the front or at the back)	
NAMES OF LEARNERS														

GRADE 1 INITIAL BASELINE ASSESSMENT RECORDING SHEET: NUMERACY

LA: Mathematics		LO 4: MEASUREMENT						LO 5: DATA HANDLING			REMARKS
		AS 1	AS 2	AS 3	AS 4.1	AS 4.2	AS 4.3	AS 1	AS 2	AS 4	
	<p>KEY</p> <ul style="list-style-type: none"> ✓ Able to • Needs intervention and support 	Describes the time of day in terms of day or night	Orders recurring events in own daily life	Sequences events within one day	Works concretely comparing/ordering using appropriate vocab to describe: mass, (light, heavy, heavier)	Works concretely comparing/ordering using appropriate vocab to describe: capacity (empty, full, less/more than)	Works concretely comparing/ordering using appropriate vocab to describe: length (longer, shorter, same)	Collects physical objects (alone/in team) in the environment according to stated features	Sorts physical objects according to one attribute (property)	Answers questions (e.g. which has the most?) based on own picture or sorted objects	
	NAMES OF LEARNERS										

GRADE 1 INITIAL BASELINE ASSESSMENT RECORDING SHEET: LIFE SKILLS

LA: Life Orientation	LO 1: HEALTH		LO 2: SOCIAL		LO 3: PERSONAL				LO 4: PHYSICAL DEVELOPMENT				REMARKS
	AS 2	AS 4	AS 1	AS 3	AS 1	AS 2	AS 3	AS 4	AS 1	AS 2	AS 3	AS 4	
KEY ✓ Able to do it • Needs intervention and support	Describes steps that can be taken to ensure personal hygiene	Explains safety at school	Identifies basic rights and responsibilities in classroom	Knows members of own family	Says own name and address	Describes what own body can do	Expresses emotions without harming self, others or property	Adjusts to classroom routine and follows instructions	Plays running, and chasing games using space safely	Explores different ways to locomote, balance.	Performs expressive movements using different parts of the body	Participates in free play activities	
NAMES OF LEARNERS													

SECTION B

WORK SCHEDULES

LITERACY, NUMERACY & LIFE SKILLS

GRADE 1 INITIAL BASELINE ASSESSMENT

DAYS 1 to 10



EASTERN CAPE EDUCATION DEPARTMENT

LITERACY

EXEMPLAR WORK SCHEDULE FOR INITIAL BASELINE ASSESSMENT GRADE 1

Time allocated to LITERACY over 10 days is 18hrs (1h 48min per day)

LEARNING OUTCOME	GRADE R ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	WHAT IS BEING ASSESSED SKV	INTEGRATION
LO1: LISTENING	<p>Underlying all the assessment standards:-</p> <ul style="list-style-type: none"> • Perceptual motor skills: auditory, oral, visual, kinaesthetic – spatial awareness • Cognitive skills: language, vocabulary, thinking and reasoning, problem solving 			
	AS 1 Listens attentively to questions, instructions and announcements, and responds appropriately	Day 2: activity 9 Day 3: activity 6 Day 5: activities 1, 8 Day 6: activities 1, 5 Day 7: activity 1 Day 8: activity 1 Day 9: activity 1 Day 10: activity	<ul style="list-style-type: none"> • Auditory perception • Concentration • Attention span • The ability to listen attentively and respond appropriately 	<i>Life Orientation</i> LO 3: AS 5 Adjusts to classroom routine and follows instructions <i>Arts & Culture:</i> LO 1: Creating, interpreting and presenting Music LO 4: Expressing and communicating Music
	AS 2 Demonstrates appropriate listening behaviour, taking turns to speak	Day 1: activity 10 Day 2: activity 12 Day 3: activity 12 Day 4: activity 9 Day 5: activities 1, 10 Day 6: activities 1, 10 Day 7: activities 1, 9 Day 8: activities 1, 10 Day 9: activities 1, 10 Day 10: activities 1, 10	<ul style="list-style-type: none"> • Knowledge of appropriate listening behaviour • Respect 	<i>Life Orientation</i> LO 3: AS 5 Adjusts to classroom routine and follows instructions
	AS 3 Listens with enjoyment to oral texts.	Day 1: activity 10 Day 2: activity 12 Day 3: activity 1	<ul style="list-style-type: none"> • The ability to listen for enjoyment • Appreciation 	

LEARNING OUTCOME	GRADE R ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	WHAT IS BEING ASSESSED SKV	INTEGRATION
LO1: LISTENING	AS 3 Listens with enjoyment to oral texts and shows understanding	Day 4: activity 9 Day 5: activity 10 Day 6: activity 10 Day 7: activity 10 Day 8: activity 10 Day 9: activity 10 Day 10: activity 10	<ul style="list-style-type: none"> The ability to listen with understanding Appreciation Understanding 	
	<ul style="list-style-type: none"> AS 3.3 Draws a picture of the song, story or rhyme 	Day 5: activity 8	<ul style="list-style-type: none"> The ability to use drawing to depict elements of the story, song, rhyme 	<i>Arts & Culture: LO 4: Expressing and communicating Visual Arts</i>
	<ul style="list-style-type: none"> AS 3.5 Puts pictures in the right sequence 	Day 5: activity 8	<ul style="list-style-type: none"> The ability to remember a sequence and reproduce it 	<i>Mathematics: LO 4 Measurement</i>
	AS 4 Develops phonic awareness		<ul style="list-style-type: none"> Knowledge of phonic awareness 	
	<ul style="list-style-type: none"> AS 4.1 Recognises that words are made up of sounds 	Day 6: activity 4 Day 8: activity 4	<ul style="list-style-type: none"> An understanding that words are made up of sounds Auditory discrimination and memory 	
	<ul style="list-style-type: none"> AS 4.2 Distinguishes between different sounds, especially at beginning and end of words 	Day 4: activity 7 Day 5: activity 8 Day 6: activity 4	<ul style="list-style-type: none"> The ability to distinguish between different sounds Auditory discrimination and memory 	<i>Mathematics: LO 4 Measurement</i>
	<ul style="list-style-type: none"> AS 4.4 Segments spoken multisyllabic words into syllables 	Day 9: activity 9 Day 10: activity 6	<ul style="list-style-type: none"> The ability to segment sentences into words Auditory discrimination and memory 	<i>Mathematics: LO 1 Numbers LO 4 Measurement</i>
	<ul style="list-style-type: none"> AS 4.5 Recognises some rhyming words in common rhymes and songs 	Day 8: activity 9 Day 9: activity 8 Day 10: activity 8	<ul style="list-style-type: none"> The ability to hear and match rhyming words Auditory discrimination and memory 	<i>Arts and Culture: LO 4: Expressing and communicating Music</i>
LO 2: SPEAKING	AS 1 Talks about family and friends	Day 1: activity 2 (Life Skills) Day 2: activity 2 (Life Skills) Day 3: activity 2a (Life Skills) Day 4: activity 4 Day 5: activity 3 Day 6: activity 2; activity 3 (Life Skills) Day 9: activity 5 (Life Skills)	<ul style="list-style-type: none"> Ability to express oneself Knowledge of concept of family Knowledge of concept of friends 	<i>Life Orientation: LO 2 Social Development AS 3 Knows members of own family, caregivers, peers Social Sciences Historical knowledge and understanding : LO 2</i>

EXEMPLAR Literacy Work Schedule for Revised Grade 1 Baseline Assessment Programme

LEARNING OUTCOME	GRADE R ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	WHAT IS BEING ASSESSED SKV	INTEGRATION
LO 2: SPEAKING	AS 2 Expresses own feelings and feelings of real / imaginary people	Day 6: activity 2; activity 8 (Life Skills) Day 10: activity 2	<ul style="list-style-type: none"> • Ability to express oneself • Knowledge of emotions • Empathy • Imagination • Self concept 	<i>Arts and Culture:</i> <i>LO 4: Expressing and communicating Music</i>
	AS 3 Sings and recites simple songs and rhymes	Day 2: activity 9 Day 3: activity 5 (Life Skills) Day 4: activity 5 (Life Skills) Day 5: activity 9 (Life Skills) Day 7: activity 7 (Life Skills) Day 8: activity 7 (Life Skills) Day 10: activity	<ul style="list-style-type: none"> • The ability to sing simple songs • The ability to recite simple rhymes • Auditory memory • Self confidence • Enjoyment 	<i>Arts and Culture:</i> <i>LO 4: Expressing and communicating Music</i> <i>Life Orientation</i> <i>LO 3: AS 5 Adjusts to classroom routine and follows instructions</i>
	AS 5 Asks questions when the learner does not understand or needs more information, and responds clearly to questions asked of the learner	Day 3: activity 1 Day 4: activity 1 Day 5: activity 1 Day 6: activity 1 Day 7: activity 1 Day 8: activity 1 Day 9: activity 1 Day 10: activity	<ul style="list-style-type: none"> • Ability to express oneself • Understanding of the need for / purpose of questions • Ability to formulate and use questions • Ability to respond verbally to questions • Self confidence • Respect 	<i>Life Orientation</i> <i>LO 3: AS 5 Adjusts to classroom routine and follows instructions</i>
	AS 6 Passes on messages	Day 8: activity 6	<ul style="list-style-type: none"> • Auditory memory • Auditory discrimination • Self confidence 	
	AS 7 Recounts own personal experiences	Day 4: activity 4 Day 5: activity 3 Day 6: activity 2 Day 10: activity	<ul style="list-style-type: none"> • Ability to express oneself • Ability to relay a personal story • Self concept 	<i>Social Sciences</i> <i>Geographical enquiry:</i> <i>LO 2: Historical knowledge and understanding</i>
	AS 8 Tells own stories and retells stories of others in own words	Day 9: activity 2 Day 10: activity 2	<ul style="list-style-type: none"> • Ability to express oneself • Ability to relay a story • Auditory memory 	

LEARNING OUTCOME	GRADE R ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	WHAT IS BEING ASSESSED SKV	INTEGRATION
LO 2: SPEAKING	AS 9 Participates confidently and fluently in a group	Day 1: activity 9 (Life Skills) Day 4: activity 4 Day 5: activity 3; activity 9 (Life Skills) Day 8: activities 6, 7 Day 10: activity 7; activity 9 (Life Skills)	<ul style="list-style-type: none"> • Ability to express oneself • Ability to speak fluently Able to demonstrate self – confidence when speaking in front of others	<i>Life Orientation</i> <i>LO 3: AS 5 Adjusts to classroom routine and follows instructions</i>

LO 3: READING & VIEWING	AS 1 Uses visual cues to make meaning	Day 4: activity 8	<ul style="list-style-type: none"> • Visual perception 	
	<ul style="list-style-type: none"> • AS 1.1 Looks carefully at picture to recognise common objects 	Day 6: activity 4 Day 7: activity 5 Day 9: activity	<ul style="list-style-type: none"> • Knowledge of objects • Visual discrimination • Vocabulary 	
	<ul style="list-style-type: none"> • AS 1.2 Identifies a picture or figure from the background 	Day 9: activity 6	<ul style="list-style-type: none"> • Visual discrimination and memory • Ability to express oneself 	
	<ul style="list-style-type: none"> • AS 1.3 Makes sense of picture stories 	Day 7: activity 8 Day 9: activity 10 Day 10: activity 10	<ul style="list-style-type: none"> • Visual discrimination • Imagination • Vocabulary • Ability to express oneself 	
	AS 2 Role plays reading			
	<ul style="list-style-type: none"> • AS 2.1 Holds book the right way up, turns pages, looks at pictures and words and understands their relationship, uses pictures to construct ideas 	Day 3: activity 11 Day 7: activity 8	<ul style="list-style-type: none"> • Visual discrimination • Knowledge of books • Knowledge of print • Ability to decode pictures • Imagination • Ability to express oneself 	
	<ul style="list-style-type: none"> • AS 2.2 Distinguishes pictures from print 	Day 9: activity 2	<ul style="list-style-type: none"> • Visual discrimination • Knowledge of difference between a picture and print 	
	AS 3 Makes meaning of written text			
	<ul style="list-style-type: none"> • AS 3.1 Understands the purpose of print – that it carries meaning 	Day 8: activity 4	<ul style="list-style-type: none"> • Knowledge of print • Understanding of role of print 	
AS 4 Starts recognising and making meaning of letters and words				

LEARNING OUTCOME	GRADE R ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	WHAT IS BEING ASSESSED SKV	INTEGRATION
LO 3: READING & VIEWING	<ul style="list-style-type: none"> AS 4.2 Recognises and reads high frequency word (e.g. own name; environmental print) 	Day 1: activity 1 Day 2: activity 1 Day 3: activity 1 Day 4: activity 1 Day 5: activity 1 Day 6: activity 1 Day 7: activity 1 Day 8: activity 1 Day 9: activities 1, 9 Day 10: activity	<ul style="list-style-type: none"> Visual discrimination Visual memory Knowledge of letters and words 	
	AS 5 Begins to develop phonic awareness			
	<ul style="list-style-type: none"> AS 5.2 Recognises and names some common letters of the alphabet (e.g. the letter own name begins with) 	Day 4: activity 7	<ul style="list-style-type: none"> Visual discrimination Visual memory Knowledge of letters Auditory discrimination Auditory memory 	
	<ul style="list-style-type: none"> AS 5.3 Recognises some rhyming words in common rhymes and songs 	Day 8: activity 8 Day 9: activity 8 Day 10: activity 8	<ul style="list-style-type: none"> Visual discrimination Visual memory Auditory discrimination Auditory memory 	

LO 4: WRITING	AS 1 Experiments with writing		<ul style="list-style-type: none"> Fine motor skills Pencil grip Dominance Laterality Ability to cross midline Hand-eye co-ordination Underpin these assessment standards	
	<ul style="list-style-type: none"> AS 1.1 Creates and uses drawings to convey a message and as a starting point for writing 	Day 3: activity 8 Day 9: activity 3 (Life skills)	<ul style="list-style-type: none"> Ability to draw or approximate drawing Understanding of writing Understanding of a message 	<i>Arts & Culture: LO 1: Creating, interpreting and presenting Visual Arts LO 4: Expressing and communicating Visual Arts</i>
	<ul style="list-style-type: none"> AS 1.3 Understands that writing and drawing are different 	Day 8: activity 8	<ul style="list-style-type: none"> Knowledge of writing Knowledge of drawing 	

LEARNING OUTCOME	GRADE R ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	WHAT IS BEING ASSESSED SKV	INTEGRATION
LO 4: WRITING	<ul style="list-style-type: none"> AS 1.5 Talks about own drawing and writing 	Day 3: activity 8	<ul style="list-style-type: none"> Ability to express oneself 	<i>Arts & Culture: LO 4: Expressing and communicating Drama</i>
	<ul style="list-style-type: none"> AS 1.7 Uses approximations of known letters to represent written language, especially from own name. 	Day 2: activity 1 Day 5: activity 8 Day 6: activity 8 (Life Skills)	<ul style="list-style-type: none"> Knowledge of letters Knowledge of letters of name Understanding of writing to convey meaning Able to form letters / approximations of letters 	<i>Arts and Culture LO 1: Creating, interpreting and presenting Visual Arts</i>
	<ul style="list-style-type: none"> AS 1.7 Uses approximations of known numerals to represent written language, especially own age, etc. 	Day 2: activity 8 Day 3: activity 7 (Numeracy) Day 9: activity 3 (Life skills) Day 10: activity 3 (Life Skills)	<ul style="list-style-type: none"> Knowledge of numerals Knowledge of age, phone no, etc Understanding of writing to convey meaning 	
	<ul style="list-style-type: none"> AS 1.8 "Reads own emergent writing" 	Day 8: activity 8 Day 10: activity 3 (Life Skills)	<ul style="list-style-type: none"> Ability to decode own "writing" Imagination 	
	<ul style="list-style-type: none"> AS 1.9 In own writing attempts, shows beginning awareness of directionality 	Day 2: activity 1 Day 5: activity 8 Day 10: activity 3 (Life Skills)	<ul style="list-style-type: none"> Writes from left to right, top to bottom of the page Spatial awareness 	
	<ul style="list-style-type: none"> AS 1.10 Copies print from the environment (e.g. labels) 	Day 6: activity 8 (Life Skills)	<ul style="list-style-type: none"> Visual memory Recognises shape 	
	<ul style="list-style-type: none"> AS 1.11 Makes attempts at familiar forms of writing (e.g. lists, letters) 	Day 8: activity 8	<ul style="list-style-type: none"> Knowledge of familiar forms of writing Imagination 	<i>Arts and Culture LO 1: Creating, interpreting and presenting Visual Arts</i>
	<ul style="list-style-type: none"> AS 1.12 Manipulates writing tools like crayons 	Day 1: activity 7	<ul style="list-style-type: none"> Holds crayons with correct pencil grip Dominance L - R Drawing stage 	<i>Arts and Culture LO 1: Creating, interpreting and presenting Visual Arts</i>

LEARNING OUTCOME	GRADE R ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	WHAT IS BEING ASSESSED SKV	INTEGRATION	
LO 5: THINKING & REASONING	AS 1 Uses language to develop concepts		<ul style="list-style-type: none"> Perceptual awareness and understanding 		
	<ul style="list-style-type: none"> AS 1 demonstrates developing knowledge of concepts such as quantity 	Day 1: activity 8 (Numeracy) Day 2: activity 6 (Numeracy) Day 3: activities 3, 4 (Numeracy) Day 4: activities 2a, 2b (Numeracy) Day 5: activity 6 (Numeracy) Day 6: activity 5 (Numeracy) Day 7: activities 3, 4 (Numeracy) Day 10: activity 4 (Numeracy)	<ul style="list-style-type: none"> Visual discrimination Knowledge and understanding of concept of quantity 	<i>Mathematics</i> <i>LO 1 Numbers, Relationships</i> <i>LO 4 Measurement</i>	
	<ul style="list-style-type: none"> AS 1 demonstrates developing knowledge of concepts such as size 	Day 7: activity 4 (Numeracy) Day 8: activity 3b (Numeracy) Day 9: activity 4 (Numeracy) Day 10: activity 4 (Numeracy)	<ul style="list-style-type: none"> Visual discrimination Knowledge and understanding of concept of size 	<i>Mathematics</i> <i>LO 2 Patterns</i> <i>LO 4 Measurement</i>	
	<ul style="list-style-type: none"> AS 1 demonstrates developing knowledge of concepts such as shape 	Day 2: activity 7 (Numeracy) Day 3: activity 9 (Numeracy) Day 4: activity 6 (Numeracy) Day 8: activity 3b (Numeracy) Day 9: activity 4 (Numeracy)	<ul style="list-style-type: none"> Visual discrimination Knowledge and understanding of concept of shape 	<i>Mathematics</i> <i>LO 2 Patterns</i> <i>LO 3 Space and shape</i>	
	<ul style="list-style-type: none"> AS 1 demonstrates developing knowledge of concepts such as colour 	Day 3: activity 6 Day 5: activity 4 Day 8: activity 3b (Numeracy)	<ul style="list-style-type: none"> Visual discrimination Knowledge and understanding of concept of colour 	<i>Mathematics</i> <i>LO 2 Patterns</i>	
	<ul style="list-style-type: none"> AS 1 demonstrates developing knowledge of concepts such as direction 	Day 8: activity 3b (Numeracy)	<ul style="list-style-type: none"> Visual discrimination Knowledge and understanding of concept of direction 	<i>Mathematics</i> <i>LO 3 Space and shape</i>	
	<ul style="list-style-type: none"> AS 1 demonstrates developing knowledge of concepts such as sequence 	Day 2: activity 3 Day 3: activity 10 (Numeracy) Day 6: activity 10	<ul style="list-style-type: none"> Visual discrimination Knowledge and understanding of concept of sequence 	<i>Mathematics</i> <i>LO 4 Measurement</i>	
	AS 2 Uses language to think and reason				
	<ul style="list-style-type: none"> AS 2.1 identifies and describes similarities and differences 	Day 7: activity 5 Day 7: activity 4 (Numeracy)	<ul style="list-style-type: none"> Visual discrimination Ability to express oneself 		

LEARNING OUTCOME	GRADE R ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	WHAT IS BEING ASSESSED SKV	INTEGRATION
LO 5: THINKING & REASONING	<ul style="list-style-type: none"> AS 2.2 matches things that go together and compares things that are different 	Day 5: activity 4	<ul style="list-style-type: none"> Visual discrimination Ability to express oneself 	
	<ul style="list-style-type: none"> AS 2.3 classifies things (e.g. toys in box, crayons in tin etc.) 	Day 7: activity 4 (Numeracy) Day 9: activity 4 (Numeracy)	<ul style="list-style-type: none"> Visual discrimination Ability to sort 	
	<ul style="list-style-type: none"> AS 2.4 identifies parts from the whole (e.g. parts of the body) 	Day 7: activity 4 (Numeracy) Day 8: activity	<ul style="list-style-type: none"> Visual discrimination Ability to express oneself 	

LO 6: LANGUAGE STRUCTURE & USE	AS 1 Relates sounds to letters and words			
	<ul style="list-style-type: none"> AS 1.2 recognises sounds at the beginning of some words 	Day 6: activity 4	<ul style="list-style-type: none"> Auditory awareness and discrimination 	
	AS 2 Works with words			
	<ul style="list-style-type: none"> As 2.1 groups words e.g. words that rhyme 	Day 5: activity 8	<ul style="list-style-type: none"> Auditory awareness and discrimination 	
	<ul style="list-style-type: none"> As 2.2 identifies a word, a letter and a space in print 	Day 8: activity 4 Day 10: activity 9	<ul style="list-style-type: none"> Visual awareness and discrimination Knowledge of the concepts of a word, a letter, a space i Understanding of what is print 	
	AS 3 Works with sentences			
	<ul style="list-style-type: none"> AS 3.1 communicates ideas using descriptions and action words 	Day 5: activity 3 Day 6: activity 2; activity 3 (Life Skills) Day 9: activity 10 Day 10: activity 2; activity 9 (Life Skills)	<ul style="list-style-type: none"> Auditory awareness and discrimination Ability to express oneself Imagination Vocabulary Fluency Self confidence 	<i>Life Orientation</i> <i>LO 2 Social Development</i> <i>AS 3 Knows members of family</i> <i>Arts & Culture</i> <i>LO 4 Expressing and communicating</i> <i>Drama</i>

Material Resources

<ul style="list-style-type: none">• Name tags• Calendar• Weather chart• Birthday chart• Helper chart• News frame• Hats/caps of different kinds• Exercise books• Crayons• Pencils• Play dough/Plasticine	<ul style="list-style-type: none">• Rhymes and songs• Picture cards• Flashcards• Story books• Boxes of Smarties• Seeds• Empty waste boxes (cereal or tea boxes)• Assorted games• News print• Paper• Logos from advertisements e.g. Coca Cola• Brand names e.g. Spar, Nike	<ul style="list-style-type: none">▪ Puzzles▪ Pictures▪ Story pictures for sequencing▪ Sentence strips▪ Prepared worksheets▪ Posters▪ Concrete objects of various kinds▪ Paper plates or similar
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Keep the context of your school and your learners in mind. Use your libraries – Edulis / community / school. Use the internet.



EASTERN CAPE EDUCATION DEPARTMENT

NUMERACY

WORK SCHEDULE FOR INITIAL BASELINE ASSESSMENT GRADE 1

Time allocated to Numeracy over 10 Days: 15h 50min (1h 35 min per day)

LEARNING OUTCOME	GRADE R ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	WHAT IS BEING ASSESSED SKV	INTEGRATION
LO 1: NUMBERS, OPERATIONS AND RELATIONSHIPS	Underlying <u>all</u> the assessment standards:- <ul style="list-style-type: none"> • Perceptual and motor skills: oral, visual, aural, kinaesthetic – spatial awareness • Cognitive skills: language, vocabulary, thinking and reasoning, problem solving 			
	AS 1 Counts to at least 10 everyday objects reliably	Day 1: activity 8 Day 2: activity 6 Day 3: activity 3 Day 4: activity 2a Day 7: activity 3	<ul style="list-style-type: none"> • The ability to count out correctly and to match the correct number name with the “amount” of a collection counted (cardinality) 	<i>Home Language</i> LO 1: Listening AS 1 Listens attentively to instructions and responds appropriately LO 5: Thinking and reasoning AS 1 Uses language to develop concept of quantity
	AS 3 Knows the number symbols for 1 to 10	Day 2: activity 7 Day 3: activity 7 Day 4: activity 6 Day 6: activity	<ul style="list-style-type: none"> • Knowledge of the number symbols: 1, 2, 3, 4, etc 	<i>Home Language</i> LO 4: Writing AS 1 Experiments with writing - uses known numerals (or approximations)
	AS 4 Orders and compares collections of objects using the words more, less, and equal	Day 3: activity 4 Day 4: activities 2 b, 6 Day 5: activity 6 Day 7: activity 4	<ul style="list-style-type: none"> • Knowledge of more, less, equal • An understanding of how equalising can work • The ability to compare different quantities • The ability to equalise different quantities by means of different “plans” – adding or subtracting 	<i>Home Language</i> LO 5: Thinking and reasoning AS 1 Uses language to develop concept of quantity, shape, size, etc AS 2 Uses language to think and reason <ul style="list-style-type: none"> • identifies and describes similarities and differences • compares things that are different • classifies things • identifies parts from the whole <i>Life Orientation</i> LO 1: Health Promotion AS 1 Explains the imp of eating fresh food

LEARNING OUTCOME	GRADE R ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	WHAT IS BEING ASSESSED SKV	INTEGRATION
LO 1: NUMBER OPERATIONS AND RELATIONSHIPS	AS 5 Solves and explains solutions to practical problems that involve equal sharing and grouping with whole numbers up to at least 10 and with solutions that include remainders	Day 8: activity 3a	<ul style="list-style-type: none"> An understanding of the ideas of equal sharing and grouping in division problems An understanding of remainders in division problems The ability to solve practical problems involving equal sharing, grouping and problems with remainders 	<i>Home Language</i> LO 1: Listening AS 1 Follows instructions and responds appropriately LO 5: Thinking and reasoning AS 1 Uses language to develop concept of quantity, shape, size, etc AS 2 Uses language to think and reason <ul style="list-style-type: none"> identifies and describes similarities and differences compares things that are different classifies things identifies parts from the whole AS 3 Uses language to investigate and explore: <ul style="list-style-type: none"> gives explanations and offers solutions offers explanations and solutions AS 4 Processes information <ul style="list-style-type: none"> Picks out selected information from a description
	AS 6 Solves verbally stated addition and subtraction problems with single digit numbers and with solutions to at least 10	Day 6: activity 5 (addition) Day 9: activity 7 (subtraction) Day 10: activity 4	<ul style="list-style-type: none"> An understanding of the structure of addition and subtraction situations The ability to implement a plan to solve practical problem situations that involve addition and subtraction 	<i>Home Language</i> LO 1: Listening AS 1 Follows instructions and responds appropriately LO 5: Thinking and reasoning AS 3 Uses language to investigate and explore: offers explanations and solutions
LO 2: PATTERNS, FUNCTIONS AND ALGEBRA	AS 1 Copies and extends simple patterns using physical objects and drawings (using colours and shapes)	Day 8: activity 3b	<ul style="list-style-type: none"> Visual perception: awareness; discrimination; closure An understanding of the idea of pattern as a repeating set of actions or objects The ability to copy a pattern	<i>Home Language</i> LO 5: Thinking and reasoning AS 2 Uses language to think and reason <ul style="list-style-type: none"> identifies and describes similarities and differences matches things that go together, compares things that are different classifies things <i>Life Orientation</i> LO 4 Physical Development
	AS 2 Creates own patterns	Day 8: activity 3b	<ul style="list-style-type: none"> Visual perception: awareness; discrimination; closure The ability to identify the elements of the pattern and therefore to extend the pattern 	
	Fine motor skills	Day 8: activity 3b	<ul style="list-style-type: none"> Ability to co-ordinate small movements: eg hand eye co-ordination 	

LEARNING OUTCOME	GRADE R ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	WHAT IS BEING ASSESSED SKV	INTEGRATION
LO 3: SPACE AND SHAPE	AS 1 Recognises, Identifies and names three-dimensional objects in the classroom and in pictures including: <ul style="list-style-type: none"> boxes (prisms) balls (spheres) 	Day 9: activity 4	<ul style="list-style-type: none"> An understanding of the differences between 3D objects and that they can be classified according to certain properties (at this level simply based on recognition) The ability to classify and name 3D objects, including balls and boxes (note that 3D objects cannot be named squares, circles, rectangles and triangles as these names identify only 2D (flat) shapes) 	<i>Home Language</i> LO 1: Listening AS 1 Follows instructions and responds appropriately LO 2: Speaking AS 5 Responds clearly to questions asked LO 5: Thinking and reasoning AS 2 Uses language to think and reason <ul style="list-style-type: none"> identifies and describes similarities and differences matches things that go together, compares things that are different <ul style="list-style-type: none"> classifies things AS 1 Uses language to develop concepts: <ul style="list-style-type: none"> developing concepts such as shape
	AS 2.1 Describes, sorts and compares 3D physical objects according to: <ul style="list-style-type: none"> size objects that roll objects that slide 	Day 7: activity 4 Day 9: activity 4	<ul style="list-style-type: none"> Cognition:- <ul style="list-style-type: none"> An understanding of size (big, small, medium) and relationships between objects in terms of size An understanding of characteristics of 'rolling' or 'sliding' movements The ability to group the objects according to similarities Knowledge of appropriate mathematical vocabulary and the ability to use this vocabulary correctly Perceptual skills: visual awareness and discrimination (of the size, etc and movement potential of the objects)	LO 5: Thinking and reasoning AS 1 Uses language to develop concepts such as shape, size, AS 2 Uses language to think and reason <ul style="list-style-type: none"> identifies and describes similarities and differences matches things that go together, compares things that are different classifies things
	AS 3 Builds three-dimensional objects using concrete materials (e.g. building blocks, lego, clay, sand)	Day 9: activity 4	<ul style="list-style-type: none"> The ability to build / assemble a coherent 3D structure, using available materials 	<i>Life Orientation</i> LO 4: Physical development and movement <ul style="list-style-type: none"> Participates in free play activities

LEARNING OUTCOME	GRADE R ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	WHAT IS BEING ASSESSED SKV	INTEGRATION
LO 3: SPACE AND SHAPE	AS 5 Describes one 3D object in relation to another (in front of, behind)	Day 9: activity 4 Day 10: activity 5	<ul style="list-style-type: none"> Understanding that position is an attribute of an object that is dependant on and can be described in terms of other objects Knowledge of and use of positional vocabulary (in front / behind / on top / below, etc 	<i>Home Language</i> <i>LO 5: Thinking and reasoning</i> <i>AS 2 Uses language to think and reason</i> <ul style="list-style-type: none"> demonstrates developing knowledge of concept of direction (position) <i>LO 6: Language structure and use</i> <i>AS 3 Works with sentences</i> <i>communicates ideas using descriptions</i>
	AS 6 Follows directions to move self within the classroom (e.g. at the front / at the back)	Day 10: activity 5	<ul style="list-style-type: none"> The ability to follow instructions to find a specific position with relation to specific reference points 	<i>Home Language</i> <i>LO 5: Thinking and reasoning</i> <i>AS 2 Uses language to think and reason</i> <ul style="list-style-type: none"> demonstrates developing knowledge of concept of direction (position) AS 4 Processes information <i>picks out selected information from a description</i>
LO 4 MEASUREMENT	AS 1 Describes the time of day in terms of day or night AS 2 Orders recurring events in own daily life AS 3 Sequences events in one day	Day 3: activity 10	<ul style="list-style-type: none"> An understanding of: <ul style="list-style-type: none"> the difference between day and night a sequence as a logical pattern / order of events that there is a sequence of events in the day, the week and the year that the sequence of events can be described in terms of standard time – eg day or night, the days of the week and the months of the year or even ordinal value eg first, second, third / first, last, etc The ability to sequence and position in time certain daily events 	<i>Home Language</i> <i>LO 5: Thinking and reasoning</i> <i>AS 1 Uses language to develop concepts:</i> <ul style="list-style-type: none"> demonstrates developing knowledge of concepts such as sequence, time

LEARNING OUTCOME	GRADE R ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	WHAT IS BEING ASSESSED SKV	INTEGRATION
LO 4 MEASUREMENT	AS 4 Works concretely comparing and ordering objects using appropriate vocabulary to describe: 4.1 mass (e.g. light, heavy, heavier) 4.2 capacity (e.g. empty, full, less, more than) 4.3 length (e.g. longer, shorter, wider, tall, short)	Day 2: activity 11b (capacity) Day 5: activity 6 (mass) Day 7: activity 4 (mass, length) Day 8: activity 4 (length)	<ul style="list-style-type: none"> Understanding exactly what is being measured Understanding that other properties of an object are not relevant to the property measured, for example size is not always related to mass; the height of a container does not indicate its capacity The ability to compare objects in a practical way (not just by estimation) as regards their mass, capacity and length 	<i>Home Language</i> LO 2: <i>Speaking</i> <i>Asks questions and responds to questions</i> LO 5: <i>Thinking and reasoning</i> AS 1 <i>Uses language to develop concepts:</i> <ul style="list-style-type: none"> demonstrates developing knowledge of concepts such as quantity and size AS 2 <i>Uses language to think and reason</i> <ul style="list-style-type: none"> identifies and describes similarities and differences matches things that go together, compares things that are different classifies things AS 3 <i>Uses language to investigate and explore:</i> <ul style="list-style-type: none"> asks questions gives explanations AS 4 <i>Processes information</i> <i>picks out selected information from a description</i>

LO 5 DATA HANDLING	AS 1 Collects physical objects (alone or as a member of a group or team) in the environment according to stated features	Day 3: activity 9	Understanding that different specific attributes (properties) can identify objects (e.g. colour, size, shape) which can then be grouped together according to that attribute.	<i>Home Language</i> LO 2: <i>Speaking</i> AS 5 <i>Asks questions and responds to questions</i> LO 5: <i>Thinking and reasoning</i> AS 1 <i>Uses language to develop concepts:</i> <ul style="list-style-type: none"> demonstrates developing knowledge of concepts e.g. such as quantity and size AS 2 <i>Uses language to think and reason</i> <ul style="list-style-type: none"> matches things that go together, and compares things that are different classifies things AS 3 <i>Uses language to investigate and explore</i> <i>gives explanations and offers solutions</i>
	AS 2 Sorts physical objects according to one attribute (property)	Day 5: activity 6 Day 7: activity 4	<ul style="list-style-type: none"> The ability to group objects according to an attribute 	AS 2 <i>Uses language to think and reason</i> <ul style="list-style-type: none"> matches things that go together, and compares things that are different classifies things AS 3 <i>Uses language to investigate and explore</i> <i>gives explanations and offers solutions</i>
	AS 4 Answers questions (e.g. which has the most?) based on own picture or sorted objects	Day 3: activity 4	<ul style="list-style-type: none"> The ability to interpret and represent the record of the sorted / classified objects 	<i>Home Language</i> LO 2: <i>Speaking</i> AS 5 <i>Asks questions and responds to questions</i> LO 5: <i>Thinking and reasoning</i> AS 1 <i>Uses language to develop concepts:</i> <ul style="list-style-type: none"> demonstrates developing knowledge of concepts e.g. such as quantity and size AS 3 <i>Uses language to investigate and explore</i> <i>gives explanations and offers solutions</i>

LEARNING OUTCOME	GRADE R ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	WHAT IS BEING ASSESSED SKV	INTEGRATION
LO 5 DATA HANDLING	AS 1 Collects physical objects (alone or as a member of a group or team) in the environment according to stated features	Day 3: activity 9	Understanding that different specific attributes (properties) can identify objects (e.g. colour, size, shape) which can then be grouped together according to that attribute.	<i>Home Language</i> LO 2: <i>Speaking</i> AS 5 <i>Asks questions and responds to questions</i> LO 5: <i>Thinking and reasoning</i> AS 1 <i>Uses language to develop concepts:</i> <ul style="list-style-type: none"> <i>demonstrates developing knowledge of concepts e.g. such as quantity and size</i> AS 2 <i>Uses language to think and reason</i> <ul style="list-style-type: none"> <i>matches things that go together, and compares things that are different</i> <i>classifies things</i> AS 3 <i>Uses language to investigate and explore gives explanations and offers solutions</i>
	AS 2 Sorts physical objects according to one attribute (property)	Day 5: activity 6 Day 7: activity 4	<ul style="list-style-type: none"> The ability to group objects according to an attribute 	
	AS 4 Answers questions (e.g. which has the most?) based on own picture or sorted objects	Day 3: activity 4	<ul style="list-style-type: none"> The ability to interpret and represent the record of the sorted / classified objects 	<i>Home Language</i> LO 2: <i>Speaking</i> AS 5 <i>Asks questions and responds to questions</i> LO 5: <i>Thinking and reasoning</i> AS 1 <i>Uses language to develop concepts:</i> <ul style="list-style-type: none"> <i>demonstrates developing knowledge of concepts e.g. such as quantity and size</i> AS 3 <i>Uses language to investigate and explore gives explanations and offers solutions</i>

Material Resources

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|---|--|
| <ul style="list-style-type: none">• Calendar• Names of the days• Names of the months• Weather chart• Birthday chart• Exercise books• Crayons• Pencils• Number posters (1-1 apple; 2-2 ducks; 3-3 kittens; etc.)• 3 Teddies or other similar soft animal or 2 pictures of 3 teddies/ dolls• Objects to compare masses like stones, brick, apple, eraser, thin and thick book• 3-D objects like cereal/tea/soap boxes; toilet rolls; balls | <ul style="list-style-type: none">• Play dough• wooden blocks• lego type blocks• unifix blocks• cuisenaire blocks• counters• geostacks• peg board• a funnel• balance scale• clock• die• number grid (1-100)• beads and string |
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Keep the context of your school and learners in mind.



EASTERN CAPE EDUCATION DEPARTMENT

LIFE SKILLS

WORK SCHEDULE FOR INITIAL BASELINE ASSESSMENT GRADE 1

Time allocation to Life Skills over 10 days is 11hrs 10mins (1hr 07 min per day)

LEARNING OUTCOMES	ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	WHAT IS BEING ASSESSED SKV	INTEGRATION
LO 1: HEALTH PROMOTION	Underlying all the assessment standards:- <ul style="list-style-type: none"> • Perceptual motor skills: oral, visual, kinaesthetic – spatial awareness • Cognitive skills: language, vocabulary, thinking and reasoning, problem solving 			
	AS 2 Describes steps that can be taken to ensure personal hygiene	Day 2: activity 10	Knowledge of toilet and basic personal hygiene	<i>Languages Home Language LO 2: Speaking AS 7 Recounts own personal experiences</i>
	AS 4 Explains safety at school	Day 2: activity 5	Knowledge and understanding of personal safety and precautions that can be taken Extension: Knowledge and understanding of traffic safety rules	<i>Languages Home Language LO 1: Listening AS 1 Listens attentively to questions, instructions and announcements, and responds appropriately.</i>
LO 2: SOCIAL DEVELOPMENT	AS 1 Identifies basic rights and responsibilities in the classroom	Day 4: activity 3	Understanding of rules and routines at school Understanding of responsibilities in the classroom	<i>Languages Home Language LO 1: Listening AS 1 Listens attentively to questions, instructions and announcements, and responds appropriately. LO 2: Speaking AS 2 Expresses own feelings and the feelings of real or imaginary people AS 5 Responds clearly to questions asked of the learner AS 7 Recounts own personal experiences AS 10 Shows sensitivity when speaking to others</i>
	AS 3 Knows members of own family and caregivers	Day 1: activity 2 Day 2: activity 2 Day 3: activity 2 a Day 6: activity 3 Day 9: activity 5	Understanding of own identity in terms of name, surname, address, telephone	<i>Languages Home Language LO 1: Listening AS 1 Listens attentively to questions, instructions and announcements, and responds appropriately. LO 2: Speaking AS 1 Talks about family and friends AS 3 Sings and recites simple songs and rhymes</i>

LEARNING OUTCOMES	ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	WHAT IS BEING ASSESSED SKV	INTEGRATION
LO 3: PERSONAL DEVELOPMENT	AS 1 Says own name and address	Day 1: activity 2 Day 2: activity 2 Day 3: activity 2 a Day 6: activity 3	Ability to: state name, surname and address accurately (telephone numbers)	<i>Languages</i> <i>Home Language</i> <i>LO 2: Speaking</i> <i>AS 5 Responds clearly to questions asked of the learner</i>
	Demonstrates self esteem; self concept; body image	Day 6: activity 8	Ability to depict self	<i>Languages</i> <i>Home Language</i> <i>LO 2: Speaking</i> <i>AS 2 Expresses own feelings and the feelings of real or imaginary people</i> <i>LO 4: Writing</i> <i>AS 1 Experiments with writing</i> <i>A&C LO 1 Creating, interpreting, presenting</i> <i>Visual Arts</i>
	AS 2 Describes what own body can do	Day 1: activity 9 Day 2: activity 4 Day 3: activity 5 Day 4: activity 5 Day 7: activity 2 Day 8: activity 2 Day 10: activity 3	Ability to: Identify body parts Use adjectives and verbs Respond accurately to instructions	<i>Languages</i> <i>Home Language</i> <i>LO 1: Listening</i> <i>AS 1 Listens attentively to questions, instructions and announcements, and responds appropriately.</i> <i>AS 3 Listens with enjoyment to oral texts (simple songs, rhymes) and shows understanding</i> <i>LO 4: Writing</i> <i>AS 1 Experiments with writing</i> <i>A&C Expressing and communicating - Dance, Drama</i>
	AS 3 Expresses emotions without harming self, others or property	Day 7: activity 6 Day 10: activity 9	Ability to: Express emotions appropriately	<i>Languages</i> <i>Home Language</i> <i>LO 1: Listening</i> <i>AS 1 Listens attentively to questions, instructions and announcements, and responds appropriately.</i> <i>LO 2: Speaking</i> <i>AS 9 Participates confidently and fluently in a group</i>
	AS 4 Adjusts to classroom routine and follows instructions	Day 1: activity 6 Day 3: activity 2 b Day 4: activity 2 Day 5: activity 2	Ability to: Follow routines and rules without disruption Follow instructions	<i>Languages</i> <i>Home Language</i> <i>LO 1: Listening</i> <i>AS 1 Listens attentively to questions, instructions and announcements, and responds appropriately.</i> <i>Mathematics</i> <i>LO 4 Measurement</i> <i>AS 3 Sequences events within one day</i>

LEARNING OUTCOMES	ASSESSMENT STANDARDS	ASSESSMENT ACTIVITIES	WHAT IS BEING ASSESSED SKV	INTEGRATION
LO 4: PHYSICAL MOVEMENT AND DEVELOPMENT	AS 1 Plays running, chasing and dodging games using space safely	Day 7: activity 6 Day 8: activity 5	Understanding of boundaries, rules of a game Understanding and awareness of space Understanding and awareness of direction Understanding of using space safely – avoid collisions, etc	<p><i>Languages</i> Home language LO 1: Listening AS 1 Listens attentively to questions, instructions and announcements, and responds appropriately. LO 2: Speaking AS 3 Sings and recites simple songs and rhymes LO 5: Thinking and Reasoning AS 1 Uses language to develop concepts LO 2: Speaking AS 9 Participates confidently and fluently in a group</p> <p><i>Mathematics</i> LO 3: Space and shape AS 4 Recognises symmetry in self and own environment (with focus on front and back)</p> <p><i>A&C</i> LO 1: Creating, interpreting Dance LO 3: Participating/collaborating Participates in drama games</p>
	AS 2 Explores different ways to locomote, rotate, elevate and balance	Day 4: activity 5 Day 5: activity 5 Day 7: activity 7 Day 8: activity 5	Ability to move the body in different ways and on different levels Ability to balance in different ways	
	AS 3 Performs expressive movement using different parts of the body	Day 4: activity 5 Day 5: activity 9	Ability to move parts of the body independently and together Understands the qualities of expressive movement – heavy, light, float, sink, dab, flick, slide, glide, wring, twist, bend, etc Ability to express oneself through movement Ability to move the body in time to rhythmic beat or music	
	Demonstrates dominance; Laterality and crossing midline	Day 8: activity 7	Ability to use left or right , move left and right sides together and independently, cross the midline	
	AS 4 Participates in free play	Day 2: activity 11	Ability to play independently - indoors and outdoors - with or without equipment - alone or with peers Understanding of rules	
	Demonstrates dominance; laterality and crossing midline	Day 9: activity 5	Ability to use left or right, move left and right sides together and independently, cross the midline	

Material Resources

<ul style="list-style-type: none"> Name tags Cards stickers with names Pencils Crayons Scrap books 	<ul style="list-style-type: none"> News papers & Magazines Glue Work sheets Play dough Scrap (anti-waste) 	<ul style="list-style-type: none"> Bean bags Posters Bags with objects Bell Scissors
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SECTION C

LESSON PLAN

LITERACY, NUMERACY & LIFE SKILLS

GRADE 1 INITIAL BASELINE ASSESSMENT

DAYS 1 to 10

LESSON PLAN – BASELINE ASSESSMENT GRADE 1

CONTEXT: Orientation of learners

DAY 1 - DATE:

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 1	<p>Activity 1: Welcome activity Resources: names tags/cards, free play activities As learners enter the classroom, welcome them and encourage them to find their name on a locker, chair, desk and/or name tag. Help them to unpack and invite them to sit on the floor or direct them to the free play activities that you have set out. Once all the learners have arrived, assemble them on the floor and welcome them as a class, introduce yourself. Have them answer some questions about themselves.</p> <p>Assessment: LO 3: AS 4.2 Recognises and reads own name. Method: Teacher Form: Observation</p> <p><i>Repeat as a daily routine until all learners are assessed.</i></p>	<p>Activity 2: Introductions Set up activities for free play while working with a group on the floor – e.g. I: Drawing II: Play dough III: Painting IV: Fantasy corner V: Building blocks VI: Shapes While the rest of the learners engage in structured indoor free play activities take a small group on the mat for the following activity:- Converse with learners in the small group. Ask the following questions:- Tell me your name? What is your surname? How old are you? When is your birthday? Where do you live? What is your address? Do you have a telephone? Do you know your number? Describe your family.</p> <p>Assessment: LO 3: AS 1 Says own name, address, telephone; LO 2: AS 3 Knows family members Method: Teacher Form: conversation and observation.</p> <p><i>This activity should be repeated over the following days with different learners until all learners are assessed.</i></p>	

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 1		<p>Activity 3: Learning about rules Put the learners into pairs and have them line up at the door. Take them outside to play the game 'Run, Stop, Run, Stop.' Explain that when you clap your hands they must stop. Do this a few times then ask what happens when you don't stop right away. Listening to the instruction and following it is a rule. Explain and reinforce the importance of rules. (Not for assessment)</p>	<p>Activity 5: Counting steps Game: Before learners return to class, ask them to count the number of steps between two specified points (e.g. the toilets and the classroom). Question learners – volunteers answer:- Who had the same steps as their partner? Who had more? Less? Why? (Not for assessment)</p>
		<p>Activity 4: Learning about school routine and layout Have learners run and get into pairs, then take them on a tour of the school, playground, etc and discuss where they are allowed to play and go. (rules) Show them where the toilet is located and explain toilet routine. Before sending them back to class in their original pairs, explain the counting Activity 5 (Not for assessment)</p>	
	<p>Activity 7: Experiment with writing Resources: A4 paper and crayons. Learners drawn picture of themselves.</p> <p>Assessment: LO 4: AS 1.12 Manipulates writing tools - Observe and record which learners cannot draw and use crayons; which hand is preferred? Type of grip? Pressure? Use of page? Use of colour? Drawing stage? Method: Teacher Form: Observation and recorded work (drawing)</p>	<p>Activity 6: Return to the class. Ask learners to tell you what they think a rule is and why we have them. Discuss class rules. Together come up with basic rules for the classroom. Make a chart with pictures that relate to these rules and add key words. Refer to this chart when necessary.</p> <p>Assessment: LO 3: AS 4 Adjusts to classroom routine and follows instructions Ongoing daily observation whether learners demonstrate understanding of basic rules/routines Method: Teacher Form: Observation</p>	<p>Activity 8: Counting Resources: Attendance chart (see addendum) Set up activities for free play (e.g. puzzles, games, building, drawing, moulding, etc). While the rest of the learners engage in structured free play activities take a small group on the mat for the following activity:- Let learners count up to 10. Use a variety of objects, counters, chairs, children, etc</p> <p>Assessment: LO 1: AS 1 Count everyday objects reliably to at least 10. Method: Teacher Form: Observation</p> <p><i>This activity should be repeated daily (e.g. as part of the early morning routine) with different learners until all learners are assessed.</i></p>

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 1	<p>Activity 10: Story Time (at the end of every day) Resources: Story book relating to the first day at school</p> <p><i>Title:</i> <i>Author:</i> Before starting the story, ensure that learners have packed up and put bags ready for home time. (Remind them that this is a rule) Gather the learners on the floor. Tell them you want to see if they can quietly listen to the story. Read the story you have chosen, e.g. <i>My First Day at School</i>, and ask questions about how the character/s felt on the first day at school. Discuss the feelings. Choose a strategy, e.g. 'Thumbs Up & Thumbs Down', to express how they felt about school on the first day.</p> <p>LO 1: AS 2 Demonstrates appropriate listening behaviour LO 1: AS 3 Listens with enjoyment to oral texts Method: Teacher Form: Observation</p> <p><i>Repeat this assessment every day until all learners have been assessed</i></p>	<p>Activity 9: Play a game: about the body and learners must point to the different parts of the body: <i>Simon Says</i> Learners can stand at their desks. Depending on the learners, scaffolding may be needed, e.g.: Say the words, show the actions, then Say the words together, do the actions together Ask learners: what can you do with your leg? eyes? etc</p> <p>Assessment: LO3: AS 2 Learner describes what own body can do Method: Teacher Form: Observation</p> <p><i>Similar activities to this are repeated over this period to allow opportunities to assess ALL learners against these outcomes. (i.e. repeat as frequently as necessary until all learners have been assessed.)</i></p>	
Barriers to learning			
Reflection			

LESSON PLAN – BASELINE ASSESSMENT GRADE 1

CONTEXT: Orientation of learners

DAY 2 - DATE:

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 2	<p>Activity 1: Welcome routine (Repeat from Day 1) Resources: Names tags (as previous day), A4 paper with “My name is _____” on the bottom. On the mat with whole class: Go over the daily routine and class rules. Ask learners to say their names and ‘write’ (emergent) them on their paper. Game: Learners move around to different classmates and ‘read their sentence to one another.</p> <p>Assessment: LO 3 AS 4.2 Starts recognising and making meaning of letters and words: recognises and reads high frequency word (own name) LO 4 AS 1.9 Experiments with writing - shows beginning awareness of directionality LO 4: AS 1.7 Experiments with writing - Uses known letters (or approximations) to represent letters from own name Method: Teacher Form: Observation and recorded work (written)</p>	<p>Activity 2: Introductions (Repeat from Day 1) Assessment: LO 3: AS 1 Says own name, address, telephone; LO 2: AS 3 Knows family members Method: Teacher Form: conversation and observation.</p> <p><i>This activity (or similar) should be repeated daily with different learners until all learners are assessed.</i></p>	
	<p>Activity 3: Charts Resources: Your previously prepared weather charts and calendar plus some examples of weather charts and various kinds of calendars, diaries etc for learners to look at. A4 jotter book and crayons / kokis Ask learners if they know what a chart is and what it is used for. Let them give examples. Discuss the weather charts and calendar you prepared and explain how they will be used daily to record days of the week, events and the weather. Draw the weather today. While learners are drawing and colouring in (their own drawings) select learners to tell you the days of the week.</p>	<p>Activity 4: Outside Warm up game: Run and freeze when the whistle blows! Development: Learners do simple movement exercises following instructions.</p> <ul style="list-style-type: none"> • <i>Put your left arm up</i> • <i>Put your right foot forward</i> • <i>Put your left hand on your right leg</i> • <i>Turn around and face the other way</i> • <i>Get into pairs facing each other. Put your right arm on your partner’s left shoulder</i> <p>Conclude: Sink slowly to the ground Consolidation: Ask some learners to describe one action what he/she can do and demonstrate it (Choose different learners from previous day - Day 1 Activity 9)</p>	<p>Activity 6: Counting (Repeat from Day 1) Resources: Attendance chart (see addendum) Set up activities for free play (e.g. puzzles, games, building, drawing, moulding, etc). While the rest of the learners engage in structured free play activities take a small group on the mat for the following activity:- Let learners count up to 10. Use a variety of objects, counters, chairs, children, etc</p> <p>Assessment: LO 1: AS 1 Count everyday objects reliably to at least 10. Method: Teacher Form: Observation</p> <p><i>This activity should be repeated daily (as part of the early morning routine) with different learners until all learners are assessed.</i></p>

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 2	<p>Assessment: LO 5: AS 1: Uses language to develop concepts – sequence (days of the week) Method: Teacher Form: Conversation and observation</p> <p><i>This activity (or another similar) should be repeated over this period until all learners are assessed.</i></p>	<p>Assessment: LO 3: AS 2 Describe what own body can do Method: Teacher Form: Questioning and observation</p> <p><i>This activity (or a similar one) should be repeated daily until all learners are assessed.</i></p>	
		<p>Activity 5: Safety Learners recall the rules. Ask why these rules are necessary. Explain aspects of safety.</p> <p>Assessment: LO 1: AS 4 Learner explains at least one safety rule at home and at school Method: Teacher Form: Questioning and observation of appropriate behaviour.</p> <p><i>Ongoing: Daily assessment of selected learners until all learners are assessed.</i></p>	<p>Activity 7: Number activity Resources: Number cards 1-10 Set up activities for free play (e.g. puzzles, games, building, "Maze" worksheet, patterns, moulding, etc). While the rest of the learners engage in structured free play activities take a small group on the mat for the following activity:- Ask identified learners to recognise numbers on flash cards.</p> <p>Assessment: LO 1: AS 3 Knows number symbols. Method: Teacher Form: Observation</p> <p><i>Use this activity daily until all learners have been assessed.</i></p>
	<p>Activity 8: Writing books Resources: Prepared sentence strips, crayons/pencils Hand out a sentence strip that says:</p> <p style="text-align: center;">I am _____ years old.</p> <p>Learners fill in the number (if they can). Then ask them to draw the number of objects that depicts their age e.g. 7 shapes. Give learners a chance to read the sentence on their own to the class.</p> <p>Assessment: LO 4: AS 1.7 Experiments with writing – makes attempts at using number symbols (numerals) Method: Teacher Form: Observation and recorded work</p>	<p>Activity 10: Personal Hygiene Discuss germs and sickness. Link to toilet routine, break, eating snack at school – even at home. Ask individual learners what ways they can assist with preventing the spread of germs.</p> <p>Assessment: LO 1: AS 2 Learner describes steps that can be taken to ensure personal hygiene Method: Teacher Form: Question and observation</p> <p><i>Ongoing: Daily assessment of selected learners until all learners are assessed. Also daily observation of learners personal hygiene habits/ behaviour.</i></p>	

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 2	<p>Activity 9: Sing an Action Song Take learners through the song “<i>Head and shoulders, knees and toes</i>”, Copies of the song in the three official languages can be found in the Addendum. Introduce the other two languages if and when appropriate.</p> <p>Assessment: LO 1: AS 1 Listens attentively and follows instructions LO 2: AS 3 Sings simple songs Method: Teacher Form: Observation</p>	<p>Activity 11a: Free Play outdoors</p> <p>Assessment: LO 4: AS 4 Participates in free play activities Method: Teacher Form: Observation</p> <p>Repeat outdoor free play opportunities regularly during this period. While the rest of the learners engage in structured free play activities (e.g. balls, bean bags, skipping ropes, hoops) take a small group for Numeracy Activity 11b. Repeat with other groups. <i>Ongoing: Observation of different individual learner’s participation in outdoor activities until all learners have been assessed.</i></p>	<p>Activity 11b: Measuring capacity Water trough / basin and variety containers. Ask learners to fill their container; empty it; half full; half empty. Now teacher does this and asks each learner to describe using appropriate vocabulary.</p> <p>Assessment: LO 4: AS 4.2 Works concretely to compare capacity using appropriate words to describe. Method: Teacher Form: Questioning and observation</p>
	<p>Activity 12: Story time Resources: Story about school or a new experience</p> <p><i>Story book- Title: _____ Author: _____</i> Read the story. Relate it to the activities of the day. Remind learners what the lesson was about that day. Ask questions that help learners to reflect on what they have learned.</p> <p>Assessment: LO 1: AS 3 Listens with enjoyment to oral text (story) LO 1: AS 2 Demonstrates appropriate listening behaviour Method: Teacher Form: Observation <i>Continue to assess until all learners have been assessed</i></p>		
Barriers to learning			
Reflection			

LESSON PLAN – BASELINE ASSESSMENT GRADE 1

CONTEXT: Orientation of learners

DAY 3 - DATE:

				LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 3	<p>Activity 1: Welcome routine Resources: Weather charts, calendar and prepared birthday charts, name cards Do the routine of greeting learners by name. Discuss the weather for the day and enter it on weather chart. Do the daily calendar. Ask learners if they know what a birthday is and if they know when theirs is. Introduce a “Birthday Chart” by drawing one on the board. (Draw a table with 12 columns, and fill in the names of the months in each column). Then, as each learner says their birth month, find their name card and stick it in the column under the month. Link the birthday chart to the calendar and months of the year. Use a previously prepared birthday chart with columns for the next activity. Add the celebration of birthdays to the daily routine. Ask whose birthday is on this day and sing happy birthday in three languages.</p> <p>Assessment: LO 3: 4.2 Starts recognising and making meaning of letters and words: recognises and reads high frequency word (own name) LO 2: AS 5 Responds to questions Method: Teacher Form: Observation</p> <p><i>Continue to assess until all learners have been assessed</i></p>		<p>Activity 2a: Introductions (Repeat from Day 1) Assessment: LO 3: AS 1 Says own name, address, telephone; LO 2: AS 3 Knows family members Method: Teacher Form: conversation and observation.</p> <p><i>This activity should be repeated daily with different learners until all learners are assessed.</i></p> <p>Activity 2b: Programme for the day Tell learners what is going to be done during the course of the day. Have learners say what comes next in the routine.</p> <p>Assessment: LO 3: AS 4 Adjusts to classroom routines Method: Teacher Form: Observation</p> <p><i>Ongoing daily observation of different learners until all learners have been assessed - Have learners adjusted to classroom routine?</i></p>		<p>Activity 3: Counting Count everyday objects.</p> <p>Assessment: LO 1: AS 1 Learner counts to at least 10 everyday objects. Method: Teacher Form: Observation</p>	
			<p>Activity 4: Data With the learners, count how many birthdays there are in each month of the year. Draw a line under each column and write the number of birthdays underneath it, (It should show how many birthdays in May, June etc.), and indicate each number on the number grid. Set up activities for free play (e.g. puzzles, games, building, “Figure ground” worksheet, patterns, sequences, etc). While the rest of the learners engage in structured free play activities call learners onto the mat – individually - for the following activity:- Ask which month has most, least, less than, more than etc. birthdays, etc.</p> <p>Repeat with other learners.</p> <p>Assessment: LO1: AS 4 Orders and compares LO 5: AS 4 Answers questions based on picture Method: Teacher Form: Observation</p>			

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 3	<p>Activity 6: Listening Skills Resources: Worksheets to colour in Play the game 'I Spy with my little eye something that is red' using colours of objects in the classroom. Do an example so that everyone understands the game. Hand out a large worksheet with a clear, simple line picture of a boy or girl that can easily be coloured in. Give oral instructions and learners must follow the directions e.g. <i>Colour the shoes in black</i> <i>Colour the shirt in red</i> <i>Colour the eyes in brown</i></p> <p>Assessment: LO 1: AS 1 Listens attentively and responds to instructions appropriately LO 5: AS 1 Demonstrates developing knowledge of colour Method: Teacher Form: Observation and recorded work</p>	<p>Activity 5: Action Rhyme <i>Teddy Bear, Teddy Bear</i> Learners do the actions as they say the rhyme. The Teddy Bear can be adjusted to suit different contexts as required in your classroom. Depending on the learners, scaffolding may be needed, e.g.: Say the words, show the actions Say the words together, do the actions together Sing the song and do the actions Sing the song together Sing the song and do the actions together Conclusion: Ask different learners from previous day to describe what they can do with their body.</p> <p>Assessment: LO 3: AS 2 Learner describes what own body can do Method: Teacher Form: Observation</p> <p><i>This activity (or a similar one) should be repeated daily until all learners are assessed.</i></p>	<p>Activity 7: Writing numbers In their writing books (no lines), learners experiment with writing numbers up to 10</p> <p>Assessment: LO 1: AS 3 Knows the number symbols Method: Teacher Form: Observation and recorded work</p>

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 3	<p>Activity 8: Writing Resources: Sentence strip, A3 paper Learners draw a picture related to their birthday (remember to be sensitive as some children have never experienced birthdays), e.g.: picture of a birthday cake with candles. (number relating to their age) Those who have not had recognised birthdays must draw a picture of what they would like on their birthday / their special day. Give learners a sentence strip with the following sentence on it: My birthday is in _____ Complete the sentence ('copy' the month). Paste the strip onto their paper.</p> <p>Assessment: LO 4: AS 1 Experiments with writing: LO 4 AS 1.1 Creates and uses drawings to convey a message, and as a starting point for writing; LO 4: AS 1.5 Talks about own drawing Method: Teacher Form: Observation and recorded work</p>		<p>Activity 9: Collect and sort At the end of free play ask learners to collect objects from their environment that are – <i>for example</i> Green e.g. leaves / grass Sharp e.g. stones Creating litter e.g. packets, paper, etc Give learners one attribute e.g. colour. They must collect at least 3 objects and bring them back to class. Put them out on own desk. Discussion.</p> <p>Assessment: LO 5: AS 1 Collects physical objects according to stated features Method: Teacher Form: Observation</p>
	<p>Activity 11: Reading Resources: Enough copies of a book/s to go round. Hand out a book to each learner. Ask them to show you the front of the book. Ask them how they know it is the front, and show them how to turn a page carefully. (Warn them of paper cuts.) Indicate the author's name and the title on the cover. Discuss what they see on the front cover (picture) and what they think the story might be about. Ask: <i>What do you see at the bottom/ top of the picture?</i></p> <p>Assessment: LO 3: AS 2.1 Holds a book the right way up, turns pages appropriately etc. Method: Teacher Form: Observation</p>		<p>Activity 10: Time Set up activities for free play (e.g. puzzles, games, building, "Dot to Dot" worksheet, patterns, moulding, etc). While the rest of the learners engage in structured free play activities take a small group on the mat for the following activity:- Ask learners about their daily routine: On a school day, what do you do when you wake up? And then? After school, what happens? And then? What do you do before you go to bed at night? etc. Also have picture cards for learners to sequence</p>

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 3			.Assessment: LO 4: AS 1, 2 & 3 Knows to some extent which activities belong where in the day (take learners' backgrounds into account); can describe appropriate sequences of activities (first the school comes out, then I go home). Method: Teacher Form: Observation <i>Repeat this activity daily until all learners have been assessed.</i>
	<p>Activity 12: Story time Resources: a relevant story e.g. related to the poster or picture used in the previous activity, or one about birthday parties. Ask questions about the story. Allow time for learners to think about their answers.</p> <p>Assessment: LO 1: AS 3 Listens with enjoyment to oral text (story) LO 1: AS 2 Demonstrates appropriate listening behaviour Method: Teacher Form: Observation <i>Continue to assess daily until all learners have been assessed</i></p>		
Barriers to learning			
Reflection			

LESSON PLAN – BASELINE ASSESSMENT GRADE 1

CONTEXT: Orientation of learners

DAY 4 - DATE:

				LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 4	<p>Activity 1: Welcome routine Resources: Various charts for weather, birthdays, calendar, names. Greet learners by name. Find names etc. Check the weather for the day and enter it on the weather chart. Identify any birthdays and then fill in the calendar for the day. Revise the rules of the classroom and tell learners you will be adding a few new ones.</p> <p>LO 2: AS 5 Responds to questions LO 3: AS 4.2 Starts recognising and making meaning of letters and words: recognises and reads high frequency word (own name) Method: Teacher Form: Observation</p> <p><i>Continue to assess daily, until all learners have been assessed</i></p>	<p>Activity 3: Discuss “I – care” rules Resource: Prepared poster with appropriate pictures and space to write the rules alongside. Discussion: Ask what they understand by caring. Ask for individual explanations or stories with examples of what they think caring is. Ask learners if it is important to care for others. Introduce the rules below and ask what could happen if we don't obey these rules:</p> <ul style="list-style-type: none"> • <i>We listen to each other</i> • <i>Hands are for helping not hurting</i> • <i>We use I care language</i> • <i>We care about each others feelings</i> • <i>We are responsible for what we say and do</i> <p>Write the rules on a poster, add matching pictures and stick it on the wall. Refer to it as needed.</p> <p>Assessment : LO 2: AS 1 Learner is able to identify rights and responsibilities in the classroom. Method: Teacher Form: Observation</p> <p><i>Ongoing daily observation: Continue to assess daily, until all learners have been assessed.</i></p>	<p>Activity 2a: Counting As before, count everyday objects.</p> <p>Assessment: LO 1: AS 1 Learner counts to at least 10 everyday objects. Method: Teacher Form: Observation</p> <p>Activity 2b: Set up activities for free play (e.g. puzzles, games, building, “What’s missing?” worksheet, patterns, sorting and counting, etc). While the rest of the learners engage in structured free play activities take a small group on the mat for the following activity:- Count how many learners are present, how many girls, and how many boys are present. Discuss ‘whether there are <i>more or less</i>’ boys/girls/learners than on other days. Use sentences like “<i>Yesterday there were....but today there are.....</i>’ Repeat with other groups.</p> <p>Assessment: LO 1: AS 4 Orders and compares collection of objects using the words “more”, “less”, “equal”. Method: Teacher Form: Observation</p>			

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 4	<p>Activity 4: Speaking/sharing Ask learners if they watch the news on TV or look at the newspaper. Get their opinion on what “News” is. Tell learners that each day there will be “news time” when they can share their own news with the class. Ask for one or two volunteers for this day and for the following day. (This participation should be on a voluntary basis.)</p> <p>Assessment: LO 2: AS 1 Talks about family and friends LO 2: AS 7: Recounts own experiences LO 2: AS 9 Participates confidently in a group Method: Teacher Form: Observation</p> <p><i>Continue to assess daily until all learners have been assessed.</i> <i>Choose different learners at each daily news session to recount their own personal experiences. Some may only be willing to share news in smaller groups or individually with teacher. This can be done during free play, etc.</i></p>	<p>Activity 5: Action Song: Hokey Pokey Conclusion: Ask different learners from previous activities like this to describe what they can do with their body.</p> <p>Assessment: LO 3: AS 2 Learner describes what own body can do Method: Teacher Form: Observation</p>	<p>Activity 6: Number Recognition Resources: Number cards and posters for numbers 1-10, e.g. Number 1, one and one apple on a card, Number 2, two and two apples on a card, ... (see addendum), counters. Set up activities for free play (eg puzzles, games, building, “Same / Different?” worksheet, patterns, sorting and counting, etc). While the rest of the learners engage in structured free play activities take a small group on the mat for the following activity:- Put down the number cards 1 to 10. <i>If we count 1, 2, 3, 4, ..., which card must come first?</i> (Wait for a suggestion) <i>Yes, this one.</i> <i>How many counters must go with it? One.</i> <i>Which one comes next?</i> Repeat until the number cards are arranged in sequence with the correct number of counters next to each card. Ask learners to check the sequence/arrangement against the number posters/grid. Now remove the cards, leaving the counters. Give each learner in the group a card and ask them to put their cards in the correct positions (next to the counters). Repeat several times to provide for assessment opportunities for each learner.</p> <p>Repeat activity with other groups.</p> <p>Assessment: LO 1: AS 3 Knows the number names and symbols for 1 to 10. Method: Teacher Form: Observation</p>
	<p>Activity 7: Letter sounds Resources: Write the alphabet on the board in a chart, each letter in its own column. Small group work: Learners write / find own name card and place it under correct column. Check with learners if they know the <u>sound</u> their name starts with, e.g.: Sss for Siphon or Susan</p> <p>Assessment: LO 3: AS 5.2 Recognises and names letter his/her name begins with LO 1: AS 4.2 Develops phonic awareness – distinguishes beginning sound. Method: Teacher Form: Observation</p>		

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 4	<p>Activity 8: Visual Memory game Resources: Objects for memory game, poster/picture</p> <p>Small group at a time: First tell learners that the aim of the game is to see who can remember the most items, so they should look very carefully at what they will be shown and try as hard as possible to remember what they have seen.</p> <p>Place a few objects on the mat – you can use anything e.g.: a book, a pencil and a ruler. Allow the learners to look at the objects for a few minutes then cover them. Ask who can remember one item, who can remember 2 items and who can remember all 3. This game can be made more complex by adding variety and increasing the number of items.</p> <p>Posters or pictures can also be used. Allow learners to look at the poster/picture for a few seconds. Cover it up and see if they can remember what was on the poster and what colour it was. Encourage them to remember the details by pointing them out systematically. e.g.: do you remember what was in the top left corner?, what was right in the middle of the poster?, did you see the small girl – what was she holding? Etc. depending on the poster.</p> <p>If all the learners cannot be assessed today then find another opportunity on another day to complete this assessment activity.</p> <p>Assessment: LO 3: AS 1.1 Uses visual cues to make meaning. Method: Teacher Form: Observation</p>		

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 4	<p>Activity 9: Story time Resources: Choose a fairytale, fable or indigenous folk- tale to read. (While some stories may not always be culturally relevant, they usually carry morals and deep meaning that lend themselves to discussion. Young learners identify readily with themes of good and evil and can usually explain the story in terms of these issues.) Discuss the story with the learners. <i>Is it true or not and why? Does it make a difference if a story is not true? What is the difference?</i> Ask the learners if they have a favourite story they would like to share.</p> <p>Assessment: LO 1: AS 3 Listens with enjoyment to oral text (story) and shows understanding LO 1: AS 2 Demonstrates appropriate listening behaviour Method: Teacher Form: Observation</p> <p><i>Continue to assess daily until all learners have been assessed</i></p>		
Barriers to learning			
Reflection			

LESSON PLAN – BASELINE ASSESSMENT GRADE 1

CONTEXT: Orientation of learners

DAY 5 - DATE:

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 5	<p>Activity 1: Welcome routine Resources: Helper chart, other charts used during the week. Usual greetings routine. Fill in the calendar and remind learners that this is the 5th day at school. Ask identified learners to review all the charts that have been used – weather, calendar, birthday and rules - and explain how they are important for themselves and their families. Introduce a new chart - the Helper chart. Explain the responsibilities of helpers and how learners will be chosen as helpers each week.</p> <p>Assessment: LO 1: AS 1 Listens attentively and responds LO 1: AS 2 Demonstrates appropriate listening behaviour LO 2: AS 5 Responds to questions LO 3: AS 4.2 Starts recognising and making meaning of letters and words: recognises and reads high frequency words Method: Teacher Form: Observation <i>Continue to assess this daily as before, until all learners have been assessed</i></p>	<p>Activity 2: Choosing roles Resources: name tags Explain all the different roles of a helper and what each will entail. Identify particular learners for these tasks. Give them prepared name tags that identify the task.</p> <p>Assessment : LO 3: AS 4 Adjusts to classroom routines and follows instructions Ongoing: daily observation of different learners – have they adjusted to routines? Can they follow instructions?</p>	
	<p>Activity 3: Telling news (similar to previous day) Select learners to tell news.</p> <p>Assessment: LO 2: AS 1 Talks about family and friends LO 2: AS 7 Recounts own experiences LO 2: AS 9 Participates confidently in a group LO 6: AS 3.1 Communicates ideas using descriptions and action words Method: Teacher Form: Observation <i>Continue to assess this daily until all learners have been assessed</i></p>		

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 5	<p>Activity 4: Colours Resources: a picture with a rainbow to show to the whole class, magazines for cutting, scissors and glue Ask who has seen a rainbow, where it comes from, when we see rainbows and why? Show the 7 different colours of the rainbow and write down the names of the colours in columns on the board. Give each learner a prepared table with the colour names at the top of the columns. Divide learners into 7 groups (to become teams in next activity) Give each group a colour. Ask the groups to discuss their colour and think of objects that are the same colour, e.g. red – tomatoes, blood, cherry, rose..... Facilitate the discussion and remind learners of the rule that everyone listens when one person is talking. Call on different learners in each group to give the name of one object for their colour. Matching Give learners magazines and ask them to cut out pictures of objects that match their group colour. Paste them onto a large group poster.</p> <p>Assessment: LO 5: AS 1.1 Users language to develop concepts - demonstrates knowledge of colour LO 5: AS 2.2 Uses language to think and reason – matches things that go together. Method: Teacher Form: Observation and recorded work</p>	<p>Activity 5: Gross motor movements Take learners outside. Each team has to complete 5 tasks: <i>Cross-crawl to a given point. (Opposite knee and elbow must touch)</i> <i>Kick the ball to a partner who must catch it.</i> <i>Kick with left foot and right foot alternately.</i> <i>Throw ball with left and right arm alternately.</i> <i>Identify left and right sides on a partner.</i> While the rest of the learners engage in structured free play activities (e.g. balls, bean bags, skipping ropes, hoops) take one team at a time for assessment. Repeat with other groups.</p> <p>Assessment: LO 4: AS 2 Explores different ways to move Also check <u>dominance</u> and ability to cross the <u>midline</u>. Method: Teacher Form: Observation</p>	<p>Activity 6: Sorting, comparing mass Resources: Same boxes (e.g. matchboxes) but filled with different things for different weights) OR different weights of objects, etc – enough for each learner to have a set of 3 (heavy, light, in between); MST kit</p> <p>Set up activities for free play (e.g. puzzles, games, building, “Numbers” worksheet, patterns, sorting and counting, etc). While the rest of the learners engage in structured free play activities take a small group on the mat for the following activity:-</p> <ul style="list-style-type: none"> • Get learners to handle the boxes / objects and compare weights • Now sort them according to weight • Ask learner to describe (vocabulary: light / heavy / lighter than / heavier than) <p>Repeat with other groups.</p> <p>Assessment: LO 4: AS 4.1 Works concretely comparing / ordering according to mass and using vocabulary to describe LO 5: AS 2 Sorts according to weight Can the learner sort according to one colour? LO1: AS 4 Orders and compares collections of objects and uses “more, less, equal” to describe</p> <p>Method: Teacher Form: Observation</p>
	<p>Activity 7: Rhyming game Play I spy with my little eye something that rhymes with ... Eg “look” – book Eg “ pair” – chair, etc. Assessment standard: R.1.7 Develops phonic awareness Not for assessment.</p>		

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 5	<p>Activity 8: Listening – Auditory Discrimination Resources: Prepared recorded sounds or actual objects to make the sounds Books, worksheet with objects : at least 3 rhyme Strip of pictures/ loose pictures relating to previous story – pictures muddled, long paper Alphabet letters Glue, scissors</p> <p>Small groups:- Teacher-guided activity with one group on the floor. The rest of the learners are divided into groups. Learners work at their desks but all those in the same group do the same activity. Give clear instructions of what each activity entails. Rotate the groups so that they all have a turn on the floor Act 1 (Teacher guided) Play/make the sounds and learners must guess what it is. e.g. telephone, bell, whistleetc. Other groups work independently:- Act II Draw a picture of yesterday’s story Act III Paste pictures of story (told to learners eg on day 1) in sequence Act IV Cut out pictures of objects that rhyme and paste into books. Colour in Act V Find loose alphabet letters and make up your name. Copy into your book. Rotate groups</p> <p>Assessment: LO 1: AS 1 Listens attentively and responds; Listens attentively and follows instructions LO 1: AS 3.3 Draws a picture of the story LO 6: AS 2.1 Groups words that rhyme LO 1: AS 3.5 Puts pictures of story into correct sequence LO 4: AS 1.7 Uses known letters to represent writing LO 4: AS 1.9 Shows beginning awareness of directionality in own writing LO 1: AS 4.2 Develops phonic awareness - Distinguishes between different sounds Method: Teacher Form: Observation</p>	<p>Activity 9: Action song <i>“Six White Ducks”</i> This song can be translated into different languages to accommodate the various languages in the class where and when possible. Learners act the song and perform expressive movements relevant to the song.</p> <p>Assessment: LO 4: AS 3 Performs expressive movements Method: Teacher Form: Observation</p>	

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 5	<p>Activity 10: Discussion and story Resources: An adventure story from '100 Book Kit' Before reading the story, discuss what learners have learned at school in the first 5 days. Ask learners to tell the class what they enjoyed most and why.</p> <p>Assessment: LO 1: AS 3 Listens with enjoyment to oral text (story) and shows understanding LO 1: AS 2 Demonstrates appropriate listening behaviour Method: Teacher Form: Observation, conversation and recorded work (drawing)</p> <p><i>Continue to assess daily until all learners have been assessed</i></p>		
Barriers to learning			
Reflection			

LESSON PLAN – BASELINE ASSESSMENT GRADE 1

CONTEXT: Orientation of learners

DAY 6 - DATE:

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 6	<p>Activity 1: Welcome activity Review the daily routines of calendar, weather chart and rules. Ask the helpers to report on their tasks.</p> <p>Assessment: LO 1: AS 1 Listens attentively and responds LO 1: AS 2 Demonstrates appropriate listening behaviour LO 2: AS 5 Responds to questions and asks questions LO 3: AS 4.2 Starts recognising and making meaning of letters and words: recognises and reads high frequency words Method: Teacher Form: Observation</p> <p><i>Continue to assess as before, until all learners have been assessed</i></p>	<p>Activity 3: Personal information As before- see Day 1</p> <p>Assessment: LO 3: AS 1 Says own name, address, telephone LO 2: AS 3 Knows family members Method: Teacher Form: conversation and observation.</p> <p><i>If still necessary, this activity should be repeated (on other days/times) with different learners until all learners are assessed.</i></p>	
	<p>Activity 2: News time Ask identified learners to report on their news. Give an example, using the News frame (in addendum) and your own news. Learners take turns to give their news.</p> <p>Assessment: LO 2: AS 1 Talks about family and friends LO 2: AS 2, Expresses own feelings LO 2: AS 7 Recounts own personal experiences. LO 6: AS 3 Communicates ideas using descriptions and action words Method: Teacher Form: Observation</p> <p><i>Continue to repeat this activity on other days until all learners have been assessed.</i></p>		

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 6	<p>Activity 4: Letters and words Resources: Choose a letter from the list of first letters of learners names. Stick pictures of objects that start with that letter/sound on the board e.g.: “c” sound - cat, clown, camel, cow, caterpillar, crocodile etc. Ask learners to name the pictures and say what sound the word starts with</p> <p>Assessment: LO 1: AS 4 Develops phonic awareness – AS 4.1 recognises that words are made up of sounds AS 4.2 distinguishes beginning sounds LO 6: AS 1.2 Recognises the sounds at the beginning of words LO 3: AS 1.1 Uses visual cues to make meaning – recognises objects in picture Method: Teacher Form: Observation</p>	<p>Activity 6: ‘Copycat’ game Divide children into pairs and tell them to stand facing their partners. In turn, each partner performs a series of movements to music which the other must mimic. Assessment standards: LO 4: AS 2</p> <p>(Not for assessment)</p>	<p>Activity 5: Group activities (also see Literacy)</p> <p>Numbers - Activity III: Resources: Crayons, worksheet Give learners each a picture of a clown to colour by number.</p> <p>Assessment: LO 1: AS 3 Knows the number symbols 1 – 10 Method: Teacher Form: Recorded work</p> <p>Adding - Activity IV (Teacher-guided): Resources: Counters, sweets, sticks etc. Ask learners to take 2 sweets. I give you one more. “<i>How many sweets do you have? etc.</i>” Everybody counts them together. Change the number of counters and repeat the counting exercise .Count again and ask the learners how many counters they have? Use larger numbers if learners are ready.</p> <p>Rotate groups</p> <p>Assessment: LO 1: AS 6 Solve verbally stated addition problems with single-digit numbers. Use concrete apparatus.</p> <p>Method: Teacher Form: Observation</p>
	<p>Activity 5: Group activities (also see Numeracy)</p> <p>Resources: Paper, crayons, play dough or plasticine, Cardboard pieces, glue, paint, antiwaste.</p> <p>Letters - Activity I: Collage – tearing paper and pasting the pieces onto a sheet of paper to make (in the shape of) the first letter of their names. Decorate.</p> <p>Letters - Activity II: Learners practice making the letters of own names, out of plasticine or play dough. Decorate. They put their model on a base board with their name on it</p> <p>Rotate groups</p> <p>Assessment: LO 1: AS 1 Listens attentively and follows instructions Method: Teacher Form: Recorded work</p>	<p>Activity 7: Self Image –</p> <p>Activity 7a: I am special Resources: Prepare a box with a lid and a mirror inside. Keep the box closed. Ask the learners to pass the box around so that each one can look inside and see the most special person in the class. The learners open the box and see themselves. Discuss what “special” means. Ask learners what makes them feel special.</p> <p>Activity 7b: Names (Optional) Tell learners that many names have a meaning. Ask them to ask their parent/s or caregiver what the family members’ names mean, or why it was chosen, and to bring the information to school the following day.</p> <p>(Not for assessment)</p>	

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 6	<p>9. Action game Resources: Writing books (no lines), crayons/pencils Play 'Simon Says' using words that begin with the most common letter sound in the names of the learners in the class, e.g.: if that letter is 'S', then Simon Says – You must <i>stand, sleep, sit, sneeze, sniff, slip</i> When a word is said that does not start with an 's' sound, the learners must keep still. Explain these rules carefully and have a few practice runs. You can repeat this with other letters. (Not for assessment)</p> <p>Writing: Ask learners to practice writing the selected letter on the floor, in the air, on each other's backs etc. Give verbal directions as they are doing it, e.g.: Start here at 2 o'clock (show this position on the clock first) go around.... Write the letter on the board, explaining how it should be formed while doing so. Learners go back to desks and copy the letter into their books. Learners then practice writing rows of the letter in their books. Once they have done this, they draw pictures of objects that start with the letter. This procedure can be used for all languages.</p> <p>(Not for assessment)</p>	<p>Activity 8: Drawing faces Resources: Crayons, writing books, sentence strips Ask learners to draw a picture of their face in their books. Write the sentence: <p style="text-align: center;">I am special</p> on the board and read it with the class. Give them sentence strips containing the sentence to stick into their writing books under their pictures. Ask learners to copy the sentence below the sentence strip and 'write' one word about how they are feeling. If time allows, ask learners to draw someone who is special in their lives (mother etc.). Talk about what being special means Assessment: <u>Body image</u> (Self <u>esteem</u>) of learners</p> <p>Assessment: Body image; Self esteem of learners LO 3: AS 3 Expresses emotions Method: Teacher Form: Observation and recorded work (drawing)</p>	

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 6	<p>Activity 10: Story time Resources: Choose a story, which illustrates the concept of sequencing (first, second, etc.) <i>Title: Author:</i> Ask learners questions relating to sequencing, using words like <i>before, after, first, second, then, next</i></p> <p>Assessment: LO 5: AS 1 Ask identified learners questions about sequences and time and record whether they grasp the concepts. Assessment: LO 1: AS 3 Listens with enjoyment to oral text (story) and shows understanding LO 1: AS 2 Demonstrates appropriate listening behaviour Method: Teacher Form: Observation</p> <p><i>Continue to assess until all learners have been assessed</i></p>		
Barriers to learning			
Reflection			

LESSON PLAN – BASELINE ASSESSMENT GRADE 1

CONTEXT: Orientation of learners

DAY 7 - DATE:

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 7	<p>Activity 1: Welcome routine On the floor, go over the daily routine and class rules as necessary.</p> <p>Assessment: LO 1: AS 1 Listens attentively and responds LO 1: AS 2 Demonstrates appropriate listening behaviour LO 2: AS 5 Responds to questions and asks questions LO 3: AS 4.2 Starts recognising and making meaning of letters and words: recognises and reads high frequency words Method: Teacher Form: Observation</p> <p><i>Continue to assess this daily as before, until all learners have been assessed</i></p>	<p>Activity 2: Play a game: about the body and learners must point to the different parts of the body (Repeat from Day 1) <i>Simon Says</i></p> <p>Assessment : As before</p>	<p>Activity 3: Counting As before, count everyday objects.</p> <p>Assessment: LO 1: AS 1 Learner counts to at least 10 everyday objects. Method: Teacher Form: Observation</p>
	<p>Activity 5: Spot the difference & Reading Resources: Worksheets: logo puzzles (pieces to be cut out and put back together), <i>spot the difference</i> pictures, glue, scissors, crayons Small groups Act I: (Teacher guided) Spot the difference game eg Snap Act II: Hand out a worksheet with 6 pieces of a logo, which has been cut up, on it. (in addendum) Learners cut on the dotted lines and join the pieces of the puzzle to make a complete picture and then paste it into their books. Act III: Worksheet with 2 pictures that look the same. Learners must spot the differences eg learners colour in the parts of the pictures that are different Act IV: Each learners makes own "spot the difference" picture</p>		<p>Activity 4: Sorting Resources: Different kinds of seeds, different fruits (with a variety of seeds e.g. orange, apple, tomato, avocado pear, paw-paw - use pictures if you cannot access the real thing) water, towel and soap MST kit - cubes Set up sorting activities at work stations. While the rest of the learners engage at work stations, take a small group on the mat for the teacher-guided activity. EG: Work stations:- Act I: Sort pictures of fruit and paste in similar kinds of groups Act II Sort counters into colours and draw Act III Sort cuisenaire rods according to size (length) Act IV Sort an assortment of objects e.g. counters, pegs, cubes, laces, beads, buttons Act V (Teacher-guided) Wash hands. Pass the fruit around for learners to look at and name.</p>

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 7	<p>Rotate groups</p> <p>Assessment LO 3: AS 1 Uses visual cues to make meaning AS 1.1 Recognises common objects / experiences in the picture LO 5: AS 2.1 Identifies and describes similarities and differences Method: Teacher Form: Observation and recorded work</p>	<p>Activity 6: Outdoor games: Play Wolf, Wolf, what is the time, crabs and crows etc.</p> <p>Assessment: LO 4: AS 1 Plays running, dodging, chasing games using space safely LO 3: AS 3 Expresses emotions without harming others Method: Teacher Form: Observation.</p>	<p>Cut the fruit in half and show the learners the seeds. Count them. <i>Arrange fruit according to size.</i> <i>Which have more/less?</i> <i>Which fruit and vegetables have seeds?</i> <i>What do seeds do?</i> Rotate groups.</p> <p>Assessment: LO 1: AS 4 Orders and compare collections of objects using the words less an equal. LO 3: AS 2 Describes, sorts and compares 3D objects (fruit) according to size LO 4 AS 4.3 Works concretely comparing / ordering using appropriate vocabulary to describe length LO 5: AS 2 Sorts physical objects according to one property Method: Teacher Form: Observation, conversation and recorded work</p>
	<p>Activity 8: Reading Resources: Enough copies of a book/s from the <i>100 books Kit</i> to go round. Hand out a book to each learner. Ask them to show you the front of the book. Ask them how they know it is the front, and show them how to turn a page carefully. (Warn them of paper cuts.) Indicate the author's name and the title on the cover. Discuss what they see on the front cover (picture) and what they think the story might be about. Ask: <i>What do you see at the bottom/ top of the picture?</i></p> <p>Assessment: LO 3: AS 2.1 Holds a book the right way up, turns pages appropriately etc. LO 3: AS 1.3 Makes sense of picture stories Method: Teacher Form: Observation</p>	<p>Activity 7: Action rhyme <i>Sometimes</i> (See addendum) Say the rhyme for the class once and then say and do the actions with them.</p> <p>Assessment: LO 4: AS 2 Explores different ways to locomote, rotate, elevate and balance Method: Teacher Form: Observation</p>	

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 7	<p>Activity 9: Story Time: Choose a story with a factual basis (e.g. about plants / seeds) and read it to the learners. Ask different kinds of questions. (literal, comprehension and inferential). Avoid questions requiring only yes/no or one word answers (closed questions).</p> <p>Assessment: LO 1: AS 3 Listens with enjoyment to oral text (story) and shows understanding LO 1: AS 2 Demonstrates appropriate listening behaviour Method: Teacher Form: Observation</p> <p><i>Continue to assess daily until all learners have been assessed</i></p>		
Barriers to learning			
Reflection			

LESSON PLAN – BASELINE ASSESSMENT GRADE 1

CONTEXT: Orientation of learners

DAY 8 - DATE:

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 8	<p>Activity 1: Morning routines: as before Assessment: continue as for previous days until all learners have been assessed</p>	<p>Activity 2: Names Follow on from Activity 7b – Day 6 Resources: You will need information on the meaning of names. Get this from the library / the internet / knowledgeable sources within your community.</p>	<p>Activity 3a: Sharing and grouping Resources: collage material, glue, worksheet, beads. Learners sit in pairs. Even numbers of counters e.g. six. Learners divide the counters between the two of them. Change the number of counters.</p>
	<p>Activity 4: Pictures and Logos Resources: Copies of logos containing words or pictures with similar logos, puzzles, matching item worksheets, selection of sequencing activities, photocopies of a selection of letters on cards representing the missing letters. Small groups: Act I Teacher-guided (for assessment): Hold up pictures/logos for learners to read. Learners can call out the logos they recognise. Hand out a logo/picture to each learner with a covered up letter in a word. Learners need to recognise what letter is missing. Learners must choose the missing letter from a selection of copies of the letters and stick it on their logo/picture in the correct position. Ask the learners to give the sound and/or letter name.</p> <p>Other learners are working on alternative activities. Activity II: variety puzzles 12, 24, 36 pieces Activity III: Worksheet – draw a line to match the logo and the word Activity IV: Sequencing activity cards – use beans, beads, patterns etc Activity V: Copy a logo</p> <p>Rotate groups</p>	<p>Ask learners who found out the meaning of their names (from home) to tell others. Teacher provides for learners who did not manage to get theirs.</p> <p>Learners create a picture to describe / depict own name – learners can chose to paint, draw, make a collage, etc. Free expression. Resources: a wide variety of colourful media – including unusual antiwaste.</p> <p>Not for assessment.</p>	<p>Assessment: LO 1: AS 5 Solves and explains practical problems that involve equal sharing to at least ten. Method: Teacher Form: Observation</p> <p>Activity 3b Set up pattern activities at work stations. While the rest of the learners engage at work stations, take a small group on the mat for the teacher-guided activity. EG: Work stations:- Act I Create own patterns (collage / draw / paste) Act II Copy shape, colour patterns (threading beads) Record on paper. Act III Copy and extend pattern with matches (glue to card strips). Act IV Copy and extend number patterns - worksheet. Act V (Teacher-guided) Arrange a simple pattern (eg of 2 shapes) – learners copy and extend. Arrange a more complex pattern – learners copy and extend. Arrange an even more difficult pattern – learners copy and extend. Now make own pattern Rotate groups. Assessment: LO 2: AS 1 Copies and extends simple patterns using physical objects / drawings LO 2: AS 2 Creates own patterns Method: Teacher Form: Recorded work</p>

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 8	<p>Assessment: LO 1: AS 4.1 Recognises words are made up of sounds LO 3: AS 3.1 Understands the meaning of print LO 5: AS 2.4 Uses language to think and reason – identifies parts from whole LO 6: AS 2.2 Works with words - identifies a word, a letter and a space in print Method: Teacher Form: Observation</p>	<p>Activity 5: Outside time Resources: Ball for each pair (try to get different sized balls) Take learners outside. Tell them to follow these instructions: <i>Run till I clap, then get into 3's;</i> <i>Run again and get into 4's.</i> Get each pair to do one of the following: hop, skip, jump, run, crawl.....then swap groups around. Have them run freely and get into pairs again. Give each pair a ball (spatial orientation). Set up an obstacle course Warm up: Learners run around dodging classmates, objects of the obstacle course. Learners walk, climb, run, round, over under objects Assessment: LO 4: AS 1 Plays running, chasing and dodging games using space safely. LO 4: AS 2 Explores locomote, elevate and balance Method: Teacher Form: Observation</p>	
	<p>Activity 6: Listening and auditory perception <u>Group activity:</u> all groups do the activity simultaneously. Play 'Broken telephone'. Whisper a message in ear of one learner in each group. They in turn whisper what they heard to the person next to them. The message is passed on until it reaches the last member of the group. The first and last members of each group report back. Ask those who did not heard the message correctly to put up their hands. Repeat this activity with different messages as part of the morning routine until all learners have been assessed. Assessment: LO 2: AS 6 Pass on the message LO 2: AS 9 Participates confidently in a group. Method: Teacher Form: Observation</p>	<p>Activity 7: Action song <i>'Head & Shoulders'</i> Sing the song, with actions across the midline Sing in two different languages, if possible. Assessment: Laterality and midline Assessment: LO 4: AS 3 Performs expressive movements using different parts of the body. Method: Teacher Form: Observation</p>	

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 8	<p>Activity 8: Writing for a purpose Resources: variety of cardboard, paper, crayons, collage items Learners make a greeting card / invitation card / etc Draw and write a message. Decorate. Show to teacher and read message.</p> <p>Assessment: LO 4: AS 1.3 Understands that writing and drawing are different LO 4: AS 1.8 Reads own emerging writing LO 4: AS 1.11 Makes attempt at familiar form of writing (card) using known letters Method: Teacher Form: Conversation and observation</p>		
	<p>Activity 9: Listening skill: auditory perception Resources: rhymes</p> <p>Assessment: LO 1: AS 4.5; LO 3: AS 5.3 Recognises some rhyming words in common rhymes and songs Method: Teacher Form: Observation</p> <p><i>Continue to assess daily until all learners have been assessed</i></p>		
	<p>Activity 10: Story: African Folk Tale Resources: An African folk tale from the <i>100 Books Kit</i> or similar</p> <p>Discuss what country the story comes from; show learners the country on a map. Read the story and ask learners a few learners to retell it in their own words, explaining the message/moral of the story and their feelings about the characters in the story.</p> <p>Ask: <i>Which was your favourite character – why? Who was your least favourite – why? What would you have done in a similar situation?</i></p> <p>Assessment: As before Method: Teacher Form: Observation</p>		

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Barriers to learning			
Reflection			

LESSON PLAN – BASELINE ASSESSMENT GRADE 1

CONTEXT: Orientation of learners

DAY 9 - DATE:

				LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 9				<p>Activity 1: Morning routines: as before</p> <p>Assessment: continue as for previous days until all learners have been assessed</p> <p>Method: Teacher Form: Observation</p>	<p>Activity 3: Planning Resources: Crayons, paper with learners name written by teacher.</p> <p>Explain concept of planning to learners. Now they must plan their day:- Describe the indoor and outdoor 'free play menu' of activities that are available to learners today. Tell them to think about these and then choose which ones they want to do today. Encourage them to decide on at least 3 – and sequence them 1st, 2nd, 3rd. Get them to "draw" these activities on a list (can number them). List stays with each learner who ticks off as each activity is you completed. Discuss / Hand in at the end of the day.</p> <p>Assessment: LO 3: AS 4 Adjusts to classroom routine and follows instructions</p> <p>Method: Teacher Form: Observation: Observe who can follow these instructions; manage the task; complete the activities (how many). Recorded work: "List" created and maintained by learner</p>	<p>Activity 4: Sorting & building Resources: Blocks in different shapes and colours. Boxes (matchboxes, toothpaste, tea, soap powder, etc) and toilet roll cylinders, glue, tangram, doll, big and small balls.</p> <p>Set up activities at work stations. While the rest of the learners engage at work stations, take a small group on the mat for the teacher-guided activity.</p> <p>EG: Work stations:- Act I: Make a box construction</p> <p>Act II: Build a Tangram puzzle and pictures</p> <p>Act III: Make playdough shapes – use to eg build tower</p> <p>Act IV: Sort an assortment of 3D objects eg buttons, beads, straws, counters. Act V (Teacher-guided): Let each learner build with the blocks/ boxes, whatever they like, for about 5-10 minutes. Use the following or similar questions/instructions:</p> <ul style="list-style-type: none"> • <i>Can you name some of these shapes?</i> • <i>Show me a box.; Show me a ball.</i> • <i>Choose the biggest thing you have and hold it up.</i> • <i>Choose the smallest thing and hold it up.</i> • <i>Which is the biggest thing in the whole group?</i> • <i>Which is the smallest thing in the whole group?</i> • <i>Which boxes are the same sizes?</i> • <i>Teacher places a ball in front of a doll – ask learners to describe positions (doll is behind the ball; ball is in front of the doll). Repeat with other examples and positions.</i> <p>Rotate groups</p>

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Lesson Plans Day 9	<p>Activity 2: Retelling a story Whilst other learners get on with 'reading' (emergent reading), teacher selects individual learners to retell the story from yesterday. (With or without the book.) Then ask the learner to identify words (print) and pictures</p> <p>Assessment: LO 2: AS 8 Retells story in own words LO 3: AS 2.2 Distinguishes pictures from print</p> <p><i>Repeat this activity again on other days until all learners have been assessed.</i></p>		<p>Assessment: LO 3: AS 1 Recognises, identifies and names 3D-objects in the classroom. LO 3: AS 2.1 Describes, sorts and compares physical 3D- objects according to size LO 3: AS 3 Builds 3D – objects using concrete material LO 3: AS 5 Describes objects in relation to another Method: Teacher Form: Observation</p>
	<p>Activity 6: Visual figure-ground Resources: a picture/poster with enough detail for discussion Put up the picture/poster for the whole class to see. Ask learners to identify figures from the picture</p> <p>Assessment: LO 3: AS 1.1 Recognises common objects in pictures LO 3: AS 1.2 Identifies the picture or figure from the background Method: Teacher Form: Observation</p> <p><i>Repeat this activity again (or similar) on other days until all learners have been assessed.</i></p>	<p>Activity 5: Experiments with writing - Painting Resources: Sheet of A3 paper Learners paint "My family" Walk around, observe and determine learners' use of brush and dominant hand. Not those who are left handed or who have not yet established dominance. Ask learners to name figures in their painting – teacher labels.</p> <p>Assessment: LO 2: AS 3 Knows members of own family Method: Teacher Form: Observation</p> <p><i>Fine motor skills: Note how the learner manipulates the paint brush: for grip, dominance and midline.</i></p>	<p>Activity 7: Subtraction Resources: Counters, sweets, sticks etc. Set up number activities at work stations. While the rest of the learners engage at work stations, take a small group on the mat for the teacher-guided activity. EG: Work stations:- Act I: Dominoes: number game Act II: Dice number game Act III: Tangram puzzle and pictures Act IV: Number puzzle worksheet – cut, match and paste Act V (Teacher-guided): Subtraction:- Ask learners to take 4 sweets. I take one - "How many sweets do you have now? etc. Everybody counts them together. Change the number of counters and repeat the counting exercise. Count again and ask the learners how many counters they have? Repeat with larger numbers. Rotate groups.</p> <p>Assessment: LO 1: AS 6 Solve verbally stated subtraction problems with single-digit numbers. Use concrete apparatus. Method: Teacher Form: Observation</p>

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Lesson Plans Day 9	<p>Activity 8: Listening skill: auditory perception Resources: rhymes</p> <p>Assessment: LO 1: AS 4.5, LO 3: AS 5 Recognises some rhyming words in common rhymes and songs Method: Teacher Form: Observation</p> <p><i>Repeat daily until all learners are assessed.</i></p>		
	<p>Activity 9: Reading Resources: Examples of well known brand names Before this lesson, collect a variety of different logos, e.g. 'Checkers, SPAR.... From a magazine, junkmail, adverts, etc. Introduction: Auditory discrimination: Say the names of logos. Learners listen and then clap them –clap the syllables Development: Visual discrimination: Let each learner choose 1 logo / brand name that they recognise, cut it out and paste it on group paper. Whilst learners are busy call individual learners to read 2 logos to teacher and identify syllables e.g. "OMO" and "AQUAFRESH" Conclusion: Learners recognise and read logos to each other.</p> <p>Assessment: LO3: AS 4.2 Recognises and reads high frequency words (from known environment) LO 1: AS 4.4 Segments multisyllabic words into syllables LO 6: AS 2.2 Identifies a word, letter, space in print Method: Teacher Form: Conversation and observation</p>		

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Lesson Plans Day 9	<p>Activity 10: Story time Resources: A humorous story with good pictures. <i>Title:</i> <i>Author:</i> Read a book/story . Show learners the pictures and ask them questions – open and closed questions.</p> <p>Assessment: As before and LO 3: AS 1.3 Makes sense of picture stories LO 6: AS 3 Communicates ideas using descriptions and action words Method: Teacher Form: Observation</p>		
Barriers to learning			
Reflection			

LESSON PLAN – BASELINE ASSESSMENT GRADE 1

CONTEXT: Orientation of learners

DAY 10 - DATE:

	LITERACY: 1 hr 48 min per day	LIFE SKILLS: 1 hr 07 min per day	NUMERACY: 1 hr 35 min per day
Lesson Plans Day 10	<p>Activity 1: Morning routines: as before</p> <p>Assessment: continue as for previous days until all learners have been assessed Introduce greeting in other languages.</p> <p>Method: Teacher Form: Observation</p>		<p>Activity 4: Adding and subtracting Resources: sweets, matchsticks, glue, cardboard. Cuisenaire rods</p> <p>Set up measuring activities at work stations. While the rest of the learners engage at work stations, take a small group on the mat for the teacher-guided activity.</p> <p>E.G.: Work stations:- Act I: Big & Small: Trace own feet, cut and colour. Glue onto class poster.</p> <p>Act II Tall & Short: Build and glue 3 matchstick ladders – short, medium, tall</p> <p>Act III Empty and full: Worksheet - 3 bottles / glasses. Learners colour in one full, other half, other empty.</p> <p>Act IV: Long & Short: Sort cuisenaire rods according to size (length), cut strips of paper to match. Colour to match and paste into books,</p> <p>Act V (Teacher-guided): Give each learner a number of sweets. Ask: <i>If you eat 3 sweets how many do you have left?</i> Do a variety of examples, such as: <i>If you give me 3 of your sweets, how many sweets do you have left? How many sweets do I have I add your 3 to my 3?</i> Repeat with different amounts. Do allow time for learners to think through their answers and ask for explanations. If the answer is incorrect, suggest alternate routes for working out the answer saying, for example, what would happen if.... Repeat with larger numbers if learners are able to. Repeat with other groups.</p>
	<p>Activity 2: News Ask learners to get into pairs and tell each other their news. Remind them to include when, where, how and who when doing this. Walk around observing, facilitating and recording individual performance. Choose a few pairs and ask them to report on their partner's news.</p> <p>Assessment: LO 2: AS 2 Expresses own feelings LO 2: AS 7 Recounts own experiences LO 2: AS 8 Retell others' stories in own words LO 6: AS 3 Communicates ideas using descriptions and action words Method: Teacher Form: Observation</p>	<p>Activity 3: My body Resources: a prepared worksheet with pictures of body parts Learners cut out each body part and glue them onto a piece of paper to make a body. Write a sentence strip with: <i>This is my body</i></p> <p>Learners copy the sentence into their writing books and add what they can do (emergent writing level – i.e. invented writing is appropriate). Choose learners to 'read' the sentence aloud from their book. Ask what they can do with e.g. "your arms" / "feet" etc</p> <p>Assessment: LO 3: AS 2 Describes what own body can do Method: Teacher Form: Conversation, observation, recorded work.</p>	

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Lesson Plans Day 10			<p>Assessment: LO 1: AS 6 Assess learners' understanding of addition and subtraction. Also remember to assess their number knowledge and counting skills during such an activity, and note those learners who have not yet understood the concept fully. Method: Teacher Form: Observation</p>
	<p>Activity 6: Breaking words into syllables This activity can be done with the whole class. Clap on each syllable as you say a child's name, e.g. Jen-ny, Than-di-le Go around the class and ask learners to clap out their own names. Together, clap out objects in the classroom, e.g. ta-ble, win-dow, shelf, cup-board, chair, pen-cil...</p> <p>Assessment: LO 1 AS 4.4 Segments spoken multi-syllabic words into syllables clapping Method: Teacher Form: Observation</p>		<p>Activity 5: Position This is a whole class activity (it could be done outside). Ask identified learners to come forward and give them the following instructions: <i>(name), come here. Face the door. Stand in front of the door.</i> (make sure they all face the same direction) <i>(name) stand behind (name)</i> <i>(name), come and stand in between (name) and (name)</i> <i>Ben now stand behind (name)</i> (Use as many learners as you have space for.) Repeat with other learners. Tell them to go back to the group and give the whole group instructions to follow: <i>Everybody sit down.</i> <i>Put your hands on top of your table</i> <i>Put your hands under your table</i> <i>Put your hands behind your backs</i> <i>Wave your hands in front of your face</i> <i>Everybody stand up</i> <i>Now turn towards the back of the classroom</i> <i>Turn towards the front of the classroom</i></p> <p>Assessment: LO 3: AS 5 & 6 Observe and note those who are still unable to understand and execute instructions relating to position.</p>

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Lesson Plans Day 10	<p>Activity 7: Rhymes and songs Learners repeat rhymes or songs they have learnt / know</p> <p>Assessment: LO 2: AS 3 Sings and recites simple rhymes and songs R.2.10 Participates confidently in a group Method: Teacher Form: Observation</p>	<p>Activity 9: Expressing feelings Dramatise previous story (e.g. birthday party). ALL learners take the same roles together – no specialised parts! Learners express their own feelings through actions and expressions. How do you feel when you ...receive a present? Show me! ...your friend is nasty to you? Show me! ...you go to the doctor, clinic? Show me!</p> <p>Assessment: LO 3: AS 3 Expresses own feelings/emotions Method: Teacher Form: Questioning and observation</p> <p><i>Repeat this activity again over the period (i.e. dramatising a different story and exploring emotions) until all learners have been assessed.</i> PLUS <i>Ongoing, daily observation of individual learners' behaviour – how they express themselves in different situations.</i></p>	
	<p>Activity 8: Listening skill: auditory perception Resources: rhymes</p> <p>Assessment: LO 1: AS 4.5; LO 3: AS 5 Recognises some rhyming words in common rhymes and songs Method: Teacher Form: Observation</p>		
	<p>Activity 10: Story time Resources: A book/story with good pictures <i>Title: Author:</i> Read a book/story. Show learners the pictures and ask them questions – open and closed questions.</p> <p>Assessment: As before and LO 3: AS 1.3 Makes sense of picture stories Method: Teacher Form: Observation</p>		
Barriers to learning			
Reflection			

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