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

1. South African Sign Language Home Language Grade 3

Revised National Teaching Plan

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

Please note the following:

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

Guidelines for assessment: Baseline assessment:

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

School Based Assessment:

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

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

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

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
THEME/TOPIC		ΤΟΡΙΟ	CS NOT ADDRESS	ED IN PREVIOUS	GRADE	'	ABO	JT ME
	TEN I	DAY BASELINE IN	DCESS	TER				
CAPS Topic			AND SIGNING ; Maximum time 4 x 15	minutes per week)				
Core Concepts, Skills and Values	 Observe a complex sequence of instructions and respond appropriately Sign the instructions for learners to follow Participate in discussions: suggest topics for discussion and ask questions for information. Report on the group work done. How do people that are deaf and blind communicate? Use pictures and discuss Participate in sign games e.g. guessing games Observe and use fingerspelling accurately and appropriately 	Observe without interrupting, ask questions for clarification and comment on what was observed • Take tums to sign about the holiday "Listen for" the detail in stories and answer higher-order questions. E.g. "Do you think he was right to" • Observe a story Answer open-ended questions and give reasons for your answer. E.g. "Why do you say so Answer questions based on the story Observe and use fingerspelling accurately and appropriately	"Listen for" the detail in stories and answer higher-order questions. E.g. "Do you think he was right to" • Observe a story Answer open-ended questions and give reasons for your answer, e.g. "Why do you say so?" Observe and use fingerspelling accurately and appropriately	"Listen for" the details in a story Answers open-ended questions and give reasons for your answer, e.g. "Why do you say so?" Express feelings about a signed text and give reasons for your answer. E.g. "It made me angry because" Observe and use fingerspelling accurately and appropriately	 Observe a "speaker" and react appropriately How do you feel when mother puts out the light? Discuss your feelings with a friend "Listen for" the detail in signed stories and answer higher-order questions. Observe a poem, expressing a feeling Express feelings on a text and give reasons for your answer. E.g. "It made me afraid because" Observe and use fingerspelling accurately and appropriately 	 "Listen for" the detail in signed stories and answer higher-order questions People working day shifts and night shifts Answer open-ended questions and give reasons for your answer, e.g. "Why do you say so?" Answer questions on the text. Observe and use fingerspelling accurately and appropriately 	 "Listen for" the details in stories, identify the main idea and answer higher-order thinking questions. For example: "Do you think this is the best title for the story? Why?" Observe a story signed by the teacher Ask questions for clarity and comment on what was observed. For example: "Did it really happen? and What did you do?" Ask questions about what was observed Express feelings about a signed text and provide reasons. Do you like receiving presents for your birthday? How do you feel when you get something you don't like that much? Observe and use fingerspelling accurately and appropriately 	 Observe a complex sequence of instructions (at least 4) and respond appropriately Give learners four instructions at a time on what they should do: e.g. Colour the biggest circle red and the smallest circle blue. Make a cross in the middle circle. Draw a square below the biggest circle. "Listen for" the main idea and for detail in stories and answer higher-order questions, e.g. "Do you think this is the best title for the story? Why?" Think of something that happened in your past and sign to your friend about it so that he or she can get to know you better Ask questions for clarity and comment on what was observed. Ask questions about the example of the timeline displayed Observe and use fingerspelling accurately and appropriately

Week 9

Week 10

FEELINGS

M 1 CONTENT

etions fond bur time fould ed and cle ross rcle. below	 Observe stories, identify the main idea and details and answer higher-order questions Look at the pictures and say how these children feel Sign about: What makes you happy? What makes you sad? What makes you scared? What makes you angry? 	Observe a complex sequence of instructions (at least 4) and respond appropriately • Friends give each other 4 instructions, e.g. Walk 5 steps forwards. Turn right. Give three huge steps. Stop. Clap your hands 3 times, etc.
e. n ons, his is	Ask questions for clarity and comment on what was observed. • Give questions to the learner. Express feelings about a text and provide reasons • Emotions – scared, angry, sad and	 Observe stories, identify the main idea and details and answer higher-order questions Observe a story about, e.g. The argument in the orchard (any story about emotions)
n ign to ut it e can	happy Observe and use fingerspelling accurately and appropriately	Ask questions for clarity and comment on what was observed • Things I like. What do you like? • Activities I enjoy.
larity nat about the ed		Express feelings about a signed text and provide reasons Observe and use fingerspelling

fingerspelling accurately and appropriately

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME/TOPIC		ΤΟΡΙΟ	S NOT ADDRESS	ED IN PREVIOUS	GRADE		ABOU	JT ME	FEEL	INGS
CAPS Topic	TEN [SIX WEEKS CATC		ND LEARNING PRO	DCESS		TERM 1 C	ONTENT	
Core Concepts, Skills and Values Shared Visual Reading (maximum time 5 x 15 minutes; minimum time 3 x 20 minutes)	Consolidate by using shared visual reading stories not completed in the previous grade. "Read" a variety of signed texts (fiction and non-fiction) as a whole class with the teacher Answer higher-order questions based on the text "read" e.g. What do you think? Learner signs whether he or she likes a story and gives a good reason for his/her answer. E.g. "I did not like the story because "	Consolidate by using shared visual reading stories not completed in the previous grade. "Read" a variety of signed texts (fiction and non-fiction) as a whole class with the teacher • "Read" a story Answer higher-order questions on text "read" e.g. What do you think? • Answer questions based on the story "read" Learner signs whether he or she likes a story and gives a good reason for his/her answer. E.g. "I did not like the story because"	Consolidate by using shared visual reading stories not completed in the previous grade. "Read" a variety of signed texts (fiction and non-fiction) as a whole class with the teacher • "Read" a story Answer higher-order questions on text "read" e.g. What do you think? • Answer questions based on the story "read" Learner signs whether he or she likes a story and gives a good reason for his/her answer. E.g. "I did not like the story because"	Consolidate by using shared visual reading stories not completed in the previous grade. "Read" a variety of signed texts (fiction and non-fiction) as a whole class with the teacher • "Read" fiction on night animals to the learners Answer higher-order questions on text "read" e.g. What do you think? • Answer questions based on the story "read"	Consolidate by using shared visual reading stories not completed in the previous grade. "Read" poems and sign songs with the teacher (shared visual reading) as a whole class. Discuss the form and the meanings • "Read" a poem on an emotion with the teacher "Read" fiction and non- fiction as a whole class with the teacher Answers higher-order questions based on text read e.g. What do you think? • Answer questions on the story "read"	Consolidate by using shared visual reading stories not completed in the previous grade. "Read" fiction and non - fiction as a whole class with teachers. • Read a text on people working day or night shift Answer higher-order questions based on text read e.g. What do you think? • Answer questions on the story "read" Express a personal response to media images such as newspaper and magazine pictures, posters, advertisements • What would you prefer – to work day or night shifts? Why	Use visual clues to "talk about" a graphical text • Look at the picture of an invitation to a birthday party. • What information is given on the card? "Read" instructions in the classroom. • "Read" the class rules with the teacher Answer higher-order questions based on the text, before, during and after reading the text. For example: "What do you think will happen next?" Recognise familiar, age- appropriate fingerspelling	Use visual clues to "talk about" a graphical text. For example, look at a photo and discuss what it's about, where it was taken, etc. • Timeline – Look at the photos "Read" different poems about a topic and discuss (both the form and the meaning) Answer higher-order questions based on the text, before, during and after 'reading" the text. For example: "What do you think will happen next?" • Timeline • Poem that was "read" Recognise familiar, age- appropriate fingerspelling	Use visual clues to "talk about" a graphic text. For example, look at a photographs and discuss what it's about, where it was taken, etc. • Use pictures/ photos to discuss the different emotions • Especially refer to the facial expressions on the pictures/ photos Answer higher-order questions based on the text, before, during and after reading the text Recognise familiar age appropriate fingerspelling	"Read" a DVD as a whole class with the teacher (shared visual reading) and describe the main idea and main characters Understand role-shift in signed stories Answer higher-order questions based on the text, before, during and after "reading" the text Show understanding of SASL conventions Recognise familiar, age- appropriate fingerspelling
Core Concepts, Skills and Values Group Guided Visual Reading (Not done) (Minimum 2h30 minutes per week - 30 minutes per day)	The whole group "reads" the same recorded text Make use of contextual cues to make meaning: • Make use of pictures to make sense of a story • Predicts the story by making use of cues • Make use of the storyline to predict signs that will be used • Look at context to identify new signs Use recognition of signs and comprehension skills during visual reading and viewing lessons	The whole group "reads" the same recorded text Make use of contextual cues to make meaning: • Make use of pictures to make sense of a story • Predicts the story by making use of cues • Make use of the storyline to predict signs that will be used • Look at context to identify new signs Use recognition of signs and comprehension skills during visual reading and viewing lessons Use self-correcting strategies when	The whole group "reads" the same recorded text Make use of contextual cues to make meaning: • Make use of pictures to make sense of a story • Predicts the story by making use of cues • Make use of the storyline to predict signs that will be used • Look at context to identify new signs Use recognition of signs and comprehension skills during visual reading and viewing lessons Use self-correcting strategies when	The whole group "reads" the same recorded text Make use of contextual cues to make meaning: • Make use of pictures to make sense of a story • Predicts the story by making use of cues • Make use of the storyline to predict signs that will be used • Look at context to identify new signs Use recognition of signs and comprehension skills during visual reading and viewing lessons Use self-correcting strategies when	The whole group "reads" the same recorded text Make use of contextual cues to make meaning: • Make use of pictures to make sense of a story • Predicts the story by making use of cues • Make use of the storyline to predict signs that will be used • Look at context to identify new signs Use recognition of signs and comprehension skills during visual reading and viewing lessons Use self-correcting strategies when	do you say so? The whole group "reads" the same recorded text Make use of contextual cues to make meaning: Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict signs that will be used Look at context to identify new signs Use recognition of signs and comprehension skills during visual reading and viewing lessons Use self-correcting strategies when	The whole group "reads" the same recorded text Make use of contextual cues to make meaning: • Make use of pictures to make sense of a story • Predicts the story by making use of cues • Make use of the storyline to predict signs that will be used • Look at context to identify new signs Use recognition of signs and comprehension skills during visual reading and viewing lessons Use self-correcting strategies when	The whole group "reads" the same recorded text Make use of contextual cues to make meaning: • Make use of pictures to make sense of a story • Predicts the story by making use of cues • Make use of the storyline to predict signs that will be used • Look at context to identify new signs Use recognition of signs and comprehension skills during visual reading and viewing lessons Use self-correcting strategies when	The whole group "reads" the same recorded text Make use of contextual cues to make meaning: • Make use of pictures to make sense of a story • Predicts the story by making use of cues • Make use of the storyline to predict signs that will be used • Look at context to identify new signs Use recognition of signs and comprehension skills during visual reading and viewing lessons Use self-correcting strategies when	The whole group "reads" the same recorded text Make use of contextual cues to make meaning: • Make use of pictures to make sense of a story • Predicts the story by making use of cues • Make use of the storyline to predict signs that will be used • Look at context to identify new signs Use recognition of signs and comprehension skills during visual reading and viewing lessons

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME/TOPIC		ΤΟΡΙΟ	S NOT ADDRESS		GRADE		ABOU	JT ME	FEEL	INGS
	TEN [HUP PROGRAMM	E ND LEARNING PRO	DCESS		TERM 1 C	ONTENT	
	Use self-correcting strategies when "reading": "re-reading" and pausing	"reading": "re-reading" and pausing	"reading": "re-reading" and pausing	"reading": "re-reading" and pausing	"reading": "re-reading" and pausing	"reading": "re-reading" and pausing	"reading": "re-reading" and pausing Show an understanding of SASL conventions	"reading": "re-reading" and pausing Show an understanding of SASL conventions	"reading": "re-reading" and pausing Show an understanding of SASL conventions	Use self-correcting strategies when "reading": "re-reading" and pausing Show an understanding of SASL conventions
Core Concepts, Skills and Values Paired/ Independent Visual Reading (Not done)	 "Read" with a partner "Read" own recording, starting to correct errors "Read" own and others' recordings "Read" a variety of available recorded texts, e.g. simple fiction and non-fiction 	 "Read" with a partner "Read" own recording, starting to correct errors "Read" own and others' recordings "Read" a variety of available recorded texts, e.g. simple fiction and non-fiction 	 "Read" with a partner "Read" own recording, starting to correct errors "Read" own and others' recordings "Read" a variety of available recorded texts, e.g. simple fiction and non-fiction 	 "Read" with a partner "Read" own recording, starting to correct errors "Read" own and others' recordings "Read" a variety of available recorded texts, e.g. simple fiction and non-fiction 	 "Read" with a partner "Read" own recording, starting to correct errors "Read" own and others' recordings "Read" a variety of available recorded texts, e.g. simple fiction and non-fiction 	 "Read" with a partner "Read" own recording, starting to correct errors "Read" own and others' recordings "Read" a variety of available recorded texts, e.g. simple fiction and non-fiction 	 "Read" with a partner "Read" own recording, starting to correct errors "Read" own and others' recordings "Read" a variety of available recorded texts, e.g. simple fiction and non-fiction 	 "Read" with a partner "Read" own recording, starting to correct errors "Read" own and others' recordings "Read" a variety of available recorded texts, e.g. simple fiction and non-fiction 	 "Read" with a partner "Read" own recording, starting to correct errors "Read" own and others' recordings "Read" a variety of available recorded texts, e.g. simple fiction and non-fiction 	 "Read" with a partner "Read" own recording, starting to correct errors "Read" own and others' recordings "Read" a variety of available recorded texts, e.g. simple fiction and non-fiction
CAPS Topic				(Minimum time:	RECC 3 x 20 minutes per day	RDING • Maximum time 3 x 20	minutes per day)			
Core Concepts, Skills and Values	These are suggested activities. Teacher to continue with what could not be completed in previous grade. Sequence signed text by using signs like FIRST, NEXT and FINALLY Use correct SASL grammar so that others can understand what has been recorded Indicate time/tense correctly (present, past, future) Use fingerspelling where appropriate	These are suggested activities. Teacher to continue with what could not be completed in previous grade. Participate in a discussion and contribute ideas Experiment with signs: present a simple poem Record at least two chunks (at least 10 sentences) on personal experiences or happenings • Christmas. How does your family celebrate Christmas? Sequence signed text by using signs like FIRST, NEXT and FINALLY Use correct SASL grammar so that others can understand what has been recorded	These are suggested activities. Teacher to continue with what could not be completed in previous grade. Participate in discussions and contribute ideas for a story • How did the night ape feel? Record at least two chunks (at least 10 sentences) on personal experiences or happenings • Choose any night animal and "tell" us where he lives, what he eats and what he does etc. Sequence signed text by using signs like FIRST, NEXT and FINALLY Use correct SASL grammar so that others can understand what has been recorded	These are suggested activities. Teacher to continue with what could not be completed in previous grade. Participate in discussions and contribute ideas for a story Experiment with signs: present a simple poem Organise information and answer comprehension questions • Comprehension questions on night animals. Sequence signed text by using signs like FIRST, NEXT and FINALLY Use correct SASL grammar so that others can understand what has been recorded	These are suggested activities. Teacher to continue with what could not be completed in previous grade. Participate in discussions and contribute ideas for a story • Emotion signs – happy signs and signs when you are afraid Record at least two chunks (at least 10 sentences) on personal experiences or happenings • Imagine you see a shooting star and you can make a wish • I wish • I would like to dream about Organize information in a chart or table • Emotions Use correct SASL grammar so that others	These are suggested activities. Teacher to continue with what could not be completed in previous grade. Draft, record and "publish" own story of at least two chunks, using an appropriate beginning and ending • Look at pictures and record what kind of work the people are doing in the night Use correct SASL grammar so that others can understand what has been recorded Indicate time/tense correctly (present, past, future) Use fingerspelling where appropriate	Draw pictures and record sentences to show understanding of a story Contribute ideas, signs and sentences for a class story (shared recording) • Class rules for the year – learners give ideas Discuss with a partner to begin planning for recording Record at least one chunk of eight sentences, e.g. own news, creative story, description of an incident • My birthday wish Record different sentence types using appropriate SASL grammar Indicate time / tense correctly Use fingerspelling where	Draw pictures and sign sentences to show understanding of a story Use pictures to choose a topic to record about • Choose a photo or a picture of yourself. Put the pictures in the correct sequence and record a story about them Plan the recording process with a friend Record different sentence types using appropriate SASL grammar Indicate time / tense correctly Use fingerspelling where appropriate	Record instructions, for example to a friend Contribute ideas, signs and sentences for a class story (shared recording) • What makes us happy in class? Plan the recording process with a friend Ask questions to help define the recording task Record at least one chunk of eight sentences such as: • Record a diary entry about a day when you were happy and a day when you felt sad Record different sentence types using appropriate SASL grammar Indicate time / tense correctly	Contribute ideas, signs and sentences for a class story (shared recording) • Complete a mind map – things children love Plan the recording process with a friend Ask questions to help define the recording task • Questions such as Why, Where, When, Who, etc. Record at least one chunk of eight sentences • Now complete your own mind map and record a chunk about what you like to do and why you enjoy this activity Record different sentence types using appropriate SASL grammar

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME/TOPIC		ΤΟΡΙΟ	S NOT ADDRESS		GRADE		ABO	JT ME	FEEL	INGS
	TEN		• • • • • • • • • • • • • • •	HUP PROGRAMM	E ND LEARNING PRO	DCESS		TERM 1 C	ONTENT	
		Indicate time/tense correctly (present, past, future) Use fingerspelling where appropriate	Indicate time/tense correctly (present, past, future) Use fingerspelling where appropriate	Indicate time/tense correctly (present, past, future) Use fingerspelling where appropriate	can understand what has been recorded Indicate time/tense correctly (present, past, future) Use fingerspelling where appropriate		appropriate		Use fingerspelling where appropriate	Indicate time / tense correctly Use fingerspelling where appropriate
CAPS Topic				(Minimum time 4	PHONOLOGIC/ x 15 minutes per week	AL AWARENESS k: Maximum time 5 x 15	5 minutes a week)			
Core Concepts, Skills and Values	 Teach phonological awareness that still needs to be taught from previous grade Recognise simple commonly used handshapes Recognise that signs are made up of different parameters Understand and group different signs which have the same parameter Understand and group common signs into parameter families, e.g. signs made using the same handshape or signs made in the same location Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text 	 Teach phonological awareness that still needs to be taught from previous grade Recognise simple commonly used handshapes Recognise that signs are made up of different parameters Understand and group different signs which have the same parameter Understand and group common signs into parameter families, e.g. signs made using the same handshape or signs made in the same location Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text 	 Teach phonological awareness that still needs to be taught from previous grade Recognise simple commonly used handshapes Recognise that signs are made up of different parameters Understand and group different signs which have the same parameter Understand and group common signs into parameter families, e.g. signs made using the same handshape or signs made in the same location Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text 	 Teach phonological awareness that still needs to be taught from previous grade Recognise simple commonly used handshapes Recognise that signs are made up of different parameters Understand and group different signs which have the same parameter Understand and group common signs into parameter families, e.g. signs made using the same handshape or signs made in the same location Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text 	Teach phonological awareness that still	Teach phonological awareness that still	Recognise simple, commonly use	 Understand and group different signs which have the same parameter Recognise some rhyming signs in simple signed texts Recognise parameters in different signed texts 	 Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign 	 Form different signs by changing the parameters (e.g. handshapes and placement) Consolidate all previous work
Requisite Pre- Knowledge	Grade 2 knowledge	• Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge	Grade 2 knowledge

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME/TOPIC		TOPIC	CS NOT ADDRESS	ED IN PREVIOUS	GRADE		ABO	UT ME	FEE	LINGS
	TEN	DAY BASELINE IN	SIX WEEKS CATO			OCESS		TERM 1	CONTENT	
Resources to enhance learning	Flash cards Pictures Posters Webcams Video camera	Flash cards Pictures Posters Webcams Video camera	Flash cards Pictures Posters Webcams Video camera	Flash cards Pictures Posters Webcams Video camera	Flash cards Pictures Posters Webcams Video camera	Flash cards Pictures Posters Webcams Video camera	Flash cards Pictures Posters Webcams Video camera	Flash cards Pictures Posters Webcams Video camera	Flash cards Pictures Posters Webcams Video camera	Flash cards Pictures Posters Webcams Video camera
Informal Assessment SBA (Formal Assessment)	 Each skill is not This must be defined to the activities mean of the activities and the acti	arrier on visual reading. Choos hical texts tions: questions hts in a story in the right order order type questions (express st one chunk of eight sentences	ctivity but rather should ensure d during daily lesson activities ctivity but rather should ensure h be used. Is have been taught and learn le, signs news expressing fee (at least 4) and responds app ries and answers higher-order e a recorded text of at least 2 an opinion, cause and effect, s on own news, creative story,	e that leaners are afforded op in Languages. e that leaners are afforded op ers had enough time to praction lings and opinions ropriately questions, e.g., "Do you think minutes and ask 2-3 question etc.)	portunities to demonstrate thes ce. It the title is the best one for this is related to the text	e skills practically.				
	Uses fingersper Indicates time/t Phonological Awareness Identifies comm Recognises that Recognises sor Forms different	·	ter ned texts. ters							

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

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11		
THEME/ TOPIC	HEALTH EDUCATION	KEEPING MY	BODY SAFE		S AND SIBILITIES	HEALTH	YEATING		INSECTS		LIFE CYCLES		
			TERM 1 CONTEN	NT		TERM 2 CONTENT							
CAPS Topic				(Minin		OBSERVING & SIGNING ne 3 x 15 minutes per week; Maximum time 4 x 15 minutes per week)							
Core Concepts, Skills and Values	 Observe a complex sequence of instructions (at least 4) and respond appropriately A clinic sister tells the children about e.g. how to stop a nosebleed, treat a cut, etc. Observe stories, identify the main idea and details and answer higher-order questions Sign about the most important aspects regarding the treatment of the above Ask questions for clarity and comment on what was observed The learners may pose questions for the clinic sister to answer 	 Observe a complex sequence of instructions (at least 4) and respond appropriately The teacher signs about "Keeping my body safe" When we like something and want to continue, we get a "yes" feeling When something makes us uneasy and we want to stop, we get a "no" feeling Observe stories, identify the main idea and details and answer higher-order questions. For example: "Do you think this is the best title for the story? Why?" The social worker signs a story to the learners Ask questions for clarity and comment on what was observed Express feelings about a text and provide reasons. Why does he/she feel that way? Participate in discussions, ask questions and show sensitivity for other's feelings 	 Observe stories, identify the main idea and details and answer higher-order questions. For example: "Do you think this is the best title for the story? Why?" "Observe a story about how I should keep myself healthy Ask questions for clarity and comment on what was observed. For example: "Did it really happen? What did you do?" Answer questions and show sensitivity for other's feelings How did the characters in the story feel? Answer questions and provide reasons for the answers. For example: "Yes. I think the title tells you what the story is about." 	 Observe stories, identify the main idea and details and answer higher-order questions. For example: "Do you think this is the best title for the story? Why?" Observe a story about a learner breaking the school rules Ask questions for clarity and comment on what was observed Discuss: Why should we have rules? What is the difference between rights and responsibilities? Express feelings about a signed text and provide reasons Why do you think the child is upset about being punished? Answer questions and provide reasons for the answers. For example: "Yes. I think the title tells the "reader" what the story is about." Discuss the title of the story; can you think of another title? 	 Observe stories, identify the main idea and details and answer higher-order questions. Observe a story about e.g. Lisa helps around the house Ask questions for clarity and comment on what was observed As questions about the story "read" Answer questions and provide reasons for the answers Learners sign to each other about which chores they help with at home 	Observe a complex sequence of instructions (at least 5) and respond appropriately Make a presentation e.g. "show and tell" – describe and compare an object • Look at the pictures of the different food groups and discuss Observe and respond to signed announcements and instructions Sign about personal experiences e.g. sign news expressing feelings and opinions • Healthy eating Use language to investigate and explore such as suggesting alternatives. E.g. using conditionals "IF" Propose solutions for a problem	 Make a presentation e.g. "show and tell" – describe and compare an object Learners show each other what healthy food they packed for school Discuss and give reasons Observe stories, express feelings about the stories and give reasons Observe a story about healthy food. Ask questions to clarify, plan and get information on an activity Healthy eating Analyse, compare and contrast information such as the eating habits of a child and a monkey Analyse the eating habits of others Propose solutions for a problem 	 Make a presentation e.g. "show and tell" – describe and compare an object Discuss the different body parts of an insect Learners can bring insects to school Are the insects useful or harmful? Sign about personal experiences e.g. sign news expressing feelings and opinions What insects have you seen? Observe stories, express feelings about the stories and give reasons Story about e.g. an ant Recognise and identify the relationship between cause and effect Insects can be useful or harmful 	 Observe stories signed by the teacher for longer period with interest Observe the story signed by the teacher about e.g. The buzzy mosquito Sign a short story with a simple plot and different characters One day there were three busy little bees The learners sign the rest of the story diverent end give an opinion, with reasons Observe stories and give an opinion, with reasons Observe a story about e.g. The busy little bees With support, predict what will happen in a story. For example: "Look at DVD cover/pictures. "What do you think is going to happen?" Recognise and identify the relationships between cause and effect in stories using connecting signs such as "WHY?" Why did the mosquito fly away? 	Sign about personal experiences, such as sharing news, expressing feelings and give an opinion • Learners sign to each other how they will make their butterflies Use language to investigate and explore such as suggesting alternatives. E.g. using conditionals "IF" • Make your own butterfly Ask questions to clarify, plan and get information on an activity • Make your own butterfly Analyse, compare and contrast information • Different ways I can make my butterfly Propose solutions for a problem	 Observe stories signed by the teacher for longer period with interest The life cycle of e.g. the frog Observe stories, express feelings about the stories and give reasons Observe a story about, e.g. The new little frog. With support, predict what will happen in a story. For example: "Look at DVD cover/pictures. "What do you think is going to happen?" Observe a story about, e.g. The new little frog Work out cause and effect in a story using connecting signs such as "WHY?" Why, for example, was the new little frog scared? Propose solutions for a problem Use problems from the story to provide solutions 		

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
THEME/ TOPIC	HEALTH EDUCATION	KEEPING MY	BODY SAFE	RIGHT RESPONS		HEALTH	Y EATING		INSECTS		LIFE CYCLES
			TERM 1 CONTEN	лт				TERM 2 (CONTENT		
		I experienced "yes" and "no" feelings when									
CAPS Topic					VISU	JAL READING AND V	/IEWING				
Core Concepts, Skills and Values Shared Visual reading (maximum time 5 x 15 minutes; minimum time 3 x 20 minutes)	Use visual clues to discuss a graphic text Pictures of the steps to treat nosebleeds and cuts Look at photographs and discuss for example what it is about and where it was taken "Read" a variety of signed texts as a whole class with the teacher Answer higher- order questions based on the text, before, during and after reading the text. Answer questions on nosebleeds and cuts Recognise familiar age-appropriate fingerspelling	Use visual clues to discuss a graphic text Discuss the two pictures Which picture is an example of a "safe" activity and which picture is an example of an "unsafe" activity? "Read" a DVD as a whole class with the teacher and describe the main idea and the main characters Answer higher-order questions based on the text, before, during and after reading the text. For example: "What do you think will happen next?" Recognise familiar age- appropriate fingerspelling	 "Read" a DVD as a whole class with teacher (shared visual reading) and discuss the main idea and main characters. With the teacher, "read" a story about I keep my body healthy "Read" different poems about a topic and discuss (both the form and the meaning). Answer higher-order questions based on the text, before, during and after reading the text. For example: "What do you think will happen next?" Answer questions and discuss the story that was "read" Recognise familiar age- appropriate fingerspelling 	Use visual clues to discuss a graphic text. For example, look at a photo and discuss what it's about, where it was taken, etc. • Look at the picture of the children in the classroom • Sign to your friend about the rules that these children are breaking Understand role-shift in signed stories • "Read" the poster with the rights and responsibilities and explain what each one means Answer higher-order questions based on the text, before, during and after reading the text. For example: "What do you think will happen next?" Recognise familiar age- appropriate fingerspelling	 "Read" a DVD as a whole class with teacher (shared visual reading) and discuss the main idea and main characters. Answer higher-order questions based on the text, before, during and after reading the text. For example: "What do you think will happen next?" Answer questions about the story "read" Recognise familiar age- appropriate fingerspelling 	Use visual clues to identify the purpose of advertisements and the intended audience "Read" signed texts as a whole class with the teacher (shared visual reading), and discuss the sequence of events, setting and cause- effect relations • "Read" the information on each food group • List of healthy foods Read and answer a variety of higher-order questions based on the text • Why are some foods more important than others? Recognise familiar age- appropriate fingerspelling	 "Read" a DVD as a whole class with teacher (shared visual reading) and describe the sequence of events, background and the relationship between cause and effect For example, "read" a story about things that strengthen us and things that weaken us Answer a variety of higher-order questions based on the text Answer questions about the story "read" Recognise familiar age- appropriate fingerspelling 	 "Read" signed texts as a whole class with the teacher Read non-fiction on insects: Types Body parts Harmful and harmless insects Use visual clues Picture of an insect, indicating body parts Answer a variety of higher-order questions based on the text What will happen if there are more harmful than useful insects? Recognise familiar age- appropriate fingerspelling	 "Read" a DVD as a whole class with teacher (shared visual reading) and describe the sequence of events, background and the relationship between cause and effect Answer a variety of higher-order questions based on the text Answer questions about the text "read" Recognise familiar age- appropriate fingerspelling 	Use information from a graphical text e.g. follow the directions on a map and take part in a walk around the school Find and use sources of information such as Deaf community members, library texts • Look for texts that explain the different ways butterflies can be made Recognise familiar age- appropriate fingerspelling	 "Read" a DVD as a whole class with the teacher (shared visual reading) and describe the sequence of events, background and the relationship between cause and effect Find and use information sources such as library texts Look for texts that explain other animals' life cycles Answer a variety of higher-order questions based on the text Recognise familiar age- appropriate fingerspelling
Core Concepts, Skills and Values Group Guided Visual Reading (Not done)	The whole group "reads" the same recorded text Make use of contextual cues to make meaning: • Make use of pictures to determine what the story is about	The whole group "reads" the same recorded text Make use of contextual cues to make meaning: • Make use of pictures to determine what the story is about • Predicts the story by making use of cues • Make use of the storyline to predict signs that will be used	The whole group "reads" the same recorded text Make use of contextual cues to make meaning: • Make use of pictures to determine what the story is about • Predicts the story by making use of cues • Make use of the storyline to predict signs that will be used	The whole group "reads" the same recorded text Make use of contextual cues to make meaning: • Make use of pictures to determine what the story is about • Predicts the story by making use of cues • Make use of the storyline to predict signs that will be used	The whole group "reads" the same recorded text Make use of contextual cues to make meaning: • Make use of pictures to determine what the story is about • Predicts the story by making use of cues • Make use of the storyline to predict signs that will be used	the same recorded text Use contextual decoding skills when "reading" unfamiliar signs Use self-correcting strategies when "reading": "re-reading" and pausing	The whole group "reads" the same recorded text Use contextual decoding skills when "reading" unfamiliar signs Use self-correcting strategies when "reading": "re-reading" and pausing	the same recorded text	" "The whole group "reads" the same recorded text Use contextual decoding skills when "reading" unfamiliar signs Use self-correcting strategies when "reading": "re-reading" and pausing	The whole group "reads" the same recorded text Use contextual decoding skills when "reading" unfamiliar signs Use self-correcting strategies when "reading": "re-reading" and pausing	"reads" the same recorded text

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Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
THEME/ TOPIC	HEALTH EDUCATION	KEEPING MY	BODY SAFE	RIGHT RESPONS		HEALTH	(EATING		INSECTS		LIFE CYCLES
			TERM 1 CONTEN	NT		TERM 2 CONTENT					
(Minimum 2h30 minutes per week - 30 minutes per day)	 Predicts the story by making use of cues Make use of the storyline to predict signs that will be used Look at context to identify new signs Use recognition of signs and comprehension skills during visual reading and viewing lessons Use self-correcting strategies when "reading": "re- reading" and pausing 	 Look at context to identify new signs Use recognition of signs and comprehension skills during visual reading and viewing lessons Use self-correcting strategies when "reading": "re-reading" and pausing 	 Look at context to identify new signs Use recognition of signs and comprehension skills during visual reading and viewing lessons Use self-correcting strategies when "reading": "re-reading" and pausing 	 Look at context to identify new signs Use recognition of signs and comprehension skills during visual reading and viewing lessons Use self-correcting strategies when "reading": "re-reading" and pausing 	 Look at context to identify new signs Use recognition of signs and comprehension skills during visual reading and viewing lessons Use self-correcting strategies when "reading": "re-reading" and pausing 	Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use diagrams and illustrations in signed text to increase understanding	Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use diagrams and illustrations in signed text to increase understanding	Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use diagrams and illustrations in signed text to increase understanding	Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use diagrams and illustrations in signed text to increase understanding	Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use diagrams and illustrations in signed text to increase understanding	Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use diagrams and illustrations in signed text to increase understanding
Core Concepts, Skills and Values Paired/ Independent Visual Reading (Not done)	 "Read" with a partner "Read" own recording, starting to correct errors "Read" own and others' recordings "Read" independently signed text used in shared visual reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent "reading" level of the learners 	 "Read" with a partner "Read" own recording, starting to correct errors "Read" own and others' recordings "Read" independently signed text used in shared visual reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent "reading" level of the learners 	 "Read" with a partner "Read" own recording, starting to correct errors "Read" own and others' recordings "Read" independently signed text used in shared visual reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent "reading" level of the learners 	 "Read" with a partner "Read" own recording, starting to correct errors "Read" own and others' recordings "Read" independently signed text used in shared visual reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent "reading" level of the learners 	 "Read" with a partner "Read" own recording, starting to correct errors "Read" own and others' recordings "Read" independently signed text used in shared visual reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent "reading" level of the learners 	 "Read" with a partner "Read" own recording, starting to correct errors "Read" own and others' recordings "Read" independently signed text used in shared visual reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent "reading" level of the learners 	 "Read" with a partner "Read" own recording, starting to correct errors "Read" own and others' recordings "Read" independently signed text used in shared visual reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent "reading" level of the learners 	 "Read" with a partner "Read" own recording, starting to correct errors "Read" own and others' recordings "Read" independently signed text used in shared visual reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent "reading" level of the learners 	 "Read" with a partner "Read" own recording, starting to correct errors "Read" own and others' recordings "Read" independently signed text used in shared visual reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent "reading" level of the learners 	 "Read" with a partner "Read" own recording, starting to correct errors "Read" own and others' recordings "Read" independently signed text used in shared visual reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent "reading" level of the learners 	 "Read" with a partner "Read" own recording, starting to correct errors "Read" own and others' recordings "Read" independently signed text used in shared visual reading sessions, simple signed stories and signed texts from the visual reading corner as well as any other signed texts at the independent "reading" level of the learners

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
THEME/ TOPIC	HEALTH EDUCATION	KEEPING MY	Y BODY SAFE		TS AND SIBILITIES	HEALTH	Y EATING		INSECTS		LIFE CYCLES
			TERM 1 CONTEI	NT				TERM 2	CONTENT		
CAPS Topic				(Mini	imum time: 3 x 20 min	RECORDING utes per day; Maximu	m time 3 x 20 minutes	per day)			
Core Concepts, Skills and Values	Draw pictures and record sentences to show understanding of a story/instruction • Draw and record down the steps for treating nosebleeds and cuts Record instructions, e.g. to a friend • Treatment of nosebleeds and cuts Contribute ideas, signs and sentences for a class story (Shared Record at least one chunk of eight sentences. • E.g. I help my friend Use fingerspelling where appropriate Record different sentence types using appropriate SASL grammar	 Record instructions, for example to a friend What should my friend do if he/she experiences a "no" feeling? Use pictures to choose a topic to record about Look at the pictures and choose a topic for your story Discuss with a partner to begin planning for recording Ask questions to help define the recording task Ask questions about the pictures Record at least one chunk of eight sentences Use fingerspelling where appropriate Record different sentence types using appropriate SASL grammar 	Contribute ideas, signs and sentences for a class story (shared recording) • Ways we can keep ourselves healthy Record at least one chunk of eight sentences • Keep a diary for a week and record one or two things you have done every day to keep yourself healthy Use fingerspelling where appropriate Record different sentence types using appropriate SASL grammar Indicate time and tense correctly	Draw pictures and record sentences to show understanding of a story Record instructions, for example to a friend Contribute ideas, signs and sentences for a class story (shared recording • Record four rules for your class Use pictures to choose a topic to record about • Choose three pictures about the rights and responsibilities of children • Record what this means Plan the recording process with a friend • Rights and responsibilities of children • Rights and responsibilities of children • Rights and responsibilities of children • Rights and responsibilities of children Use fingerspelling where appropriate Use correct SASL grammar so that others can understand what has been recorded Indicate time and tense correctly	Contribute ideas, signs and sentences for a class story (shared recoding) • How can we help our teacher in class? Record at least one chunk of eight sentences • How do you help your mom and dad at home? Record and illustrate six to eight sentences on a topic to contribute to a signed text for the class library • Illustrate the sentences about the things the learners are going to help the teacher with Use fingerspelling where appropriate Use correct SASL grammar so that others can understand what has been recorded Indicate time and tense correctly	Participate in a discussion to select a topic to record about • Healthy eating Keep a signed diary for one week, noting the weather and other pieces of information • For 5 days, record what you pack for school every day Record and illustrate sentences on a topic to contribute a signed text for the class library • Record a recipe for your favourite food • Illustrate the recipe Use correct SASL grammar so that others can "read" and understand what has been recorded • Thabo and Nomsa are on their way to the Sunshine Cafe • They have to buy food for dinner • Record a menu of healthy foods they're going to buy Identify and use nouns, adjectives, verbs and adverbs correctly Use fingerspelling where needed Indicate time and tense correctly	Participate in a discussion to select a topic to record about • Why is it important to eat healthy? Record at least two chunks (ten or more sentences) • Why is it important to eat healthy? Use correct SASL grammar so that others can understand what has been recorded • Vocabulary on health eating habits Identify and use nouns, adjectives, verbs and adverbs correctly. Use fingerspelling where needed Indicate time and tense correctly View and edit own recording Show and "publish" own recording to a friend or a group	Record at least two chunks (ten or more sentences) • Useful information on insects Record and illustrate sentences on a topic to contribute to a signed text for the class library • Draw a picture of an insect and label the body parts Use correct SASL grammar so that others can "read" and understand what has been recorded • Vocabulary on insects Identify and use nouns, adjectives, verbs and adverbs correctly Use fingerspelling where needed Indicate time and tense correctly View and edit own recording Show and "publish" own recording to a friend or a group	Record at least two chunks (ten or more sentences) • "Tell us" more about yourself Record a review of a simple signed text • Record a review (PNI – positive, negative and interesting facts) on the signed text you have viewed Use correct SASL grammar so that others can "read" and understand what has been recorded Identify and use nouns, adjectives, verbs and adverbs correctly Use fingerspelling where needed. Indicate time and tense correctly View and edit own recording	Participate in a discussion to select a topic to record about • We make our own butterflies Record and illustrate sentences on a topic to contribute to a signed text for the class library • How did I make my butterfly? • Resources • Steps • Draw the butterfly Use correct SASL grammar so that others can understand what has been recorded • We make our own butterflies Identify and use nouns, adjectives, verbs and adverbs correctly. View and edit own recording	Participate in a discussion to select a topic to record about • Life cycles Record and illustrate sentences on a topic to contribute to a signed text for the class library. • Learners work together in groups • Each group gets an animal's life cycle to draw and label Use correct grammar so that others can understand what has been recorded. • Vocabulary on life cycles Identify and use nouns, adjectives, verbs and adverbs correctly Use fingerspelling where needed View and edit own recording

HEALTH EDUCATION										
		BODY SAFE	RIGHT RESPONS	-	HEALTH	Y EATING		INSECTS		LIFE CYCLES
		TERM 1 CONTEN	іт				TERM 2 C	CONTENT		
			(Minir				a week)			
 Recognise simple commonly used handshapes Recognise that signs are made up of different parameters Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text 	 Recognise simple commonly used handshapes Recognise that signs are made up of different parameters Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text 	 Recognise simple commonly used handshapes Recognise that signs are made up of different parameters Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text Form different signs by changing the parameters (e.g. handshapes and placement) 	 Recognise simple commonly used handshapes Recognise that signs are made up of different parameters Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text Form different signs by changing the parameters (e.g. handshapes and placement) 	 Recognise that signs are made up of different parameters Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text Understand and group different signs which have the same parameter Link handshapes to specific meanings (e.g. person classifiers) 	 Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Distinguish between different parameters of signs Recognise parameters in different signed text Form different signs by changing the parameters (e.g. handshapes and placement) Link handshapes to specific meanings (e.g. person classifiers) 	 Distinguish between different parameters of signs Recognise parameters in different signed text Form different signs by changing the parameters (e.g. handshapes and placement) Understand and group different signs which have the same parameter Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign 	 Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Form different signs by changing the parameters (e.g. handshapes and placement) Understand and group different signs which have the same parameter Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Link handshapes to specific meanings (e.g. person classifiers) 	 Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Form different signs by changing the parameters (e.g. handshapes and placement) Understand and group different signs which have the same parameter 	 Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text Form different signs by changing the parameters (e.g. handshapes and placement) Link handshapes to specific meanings (e.g. person classifiers) Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) Segment simple one handed and two handed (same handshape) signs into parameters 	 Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text Form different signs by changing the parameters (e.g. handshapes and placement) Link handshapes to specific meanings (e.g. person classifiers) Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) Segment simple one handed and two handed (same handshape) signs into parameters
Grade 2 knowledge Pictures Posters Webcams	Grade 2 knowledge Pictures Posters Webcams Video compare	Grade 2 knowledge Pictures Posters Webcams	Grade 2 knowledge Pictures Posters Webcams	Pictures Posters Webcams	Pictures Posters Webcams	Grade 2 knowledge Pictures Posters Webcams Video Compared	Pictures Posters Webcams	Grade 2 knowledge Pictures Posters Webcams	Grade 2 knowledge Pictures Posters Webcams	Grade 2 knowledge Pictures Posters Webcams Video Cameras
	 commonly used handshapes Recognise that signs are made up of different parameters Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text Grade 2 knowledge Pictures Posters 	commonly used handshapescommonly used handshapes• Recognise that signs are made up of different parameters• Recognise that signs are made up of different parameters• Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location)• Recognise that signs are made up of different parameters• Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location)• Understand and group common signs into parameter families (e.g. signs made in the same handshape or signs made in the same location)• Distinguish between different parameters of signs• Recognise some rhyming signs in simple signed texts• Recognise parameters in different signed text• Recognise parameters in different signed text• Grade 2 knowledgePictures Posters Webcams	 Recognise simple commonly used handshapes Recognise that signs are made up of different parameters Recognise that signs are made up of different parameters Recognise that signs are made up of different parameters Understand and group common group common group common signs into parameter families (e.g. signs made in the same handshape or signs made in the same handshape or signs made in the same handshape or signs made in the same hocation) Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed texts Recognise parameters in different signed texts Recognise parameters in different signed texts Form different signs by changing the parameters (e.g. handshapes and placement) Citures Posters Pictures Posters Pictures Posters Pictures Posters Pictures Pictures Pictures Posters Webcams 	• Recognise simple commonly used handshapes • Recognise that signs are made up of different parameters • Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) • Understand and group common signs into parameters • Understand and group common signs into parameters for signs made using the same handshape or signs made using the signed texts • Recognise parameters in different signed text • Recognise parameters in different signed text • Recognise parameters	Precognise simple commonly used handshapes Recognise simple common signs into parameters Recognise that signs are made up of different parameters Recognise that signs are made up of different parameters Recognise that signs are made up of different parameters Inderstand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location) Understand and group common signs into parameter families (e.g. signs made in the same location) Understand and group common signs into parameter families (e.g. signs made in the same location) Inderstand and group common signs into parameter families (e.g. signs made in the same location) Distinguish between different parameters of signs Inderstand and group common signs into parameters (e.g. handshapes and placement) Inderstand and group common signs into parameters (e.g. handshapes and placement)	• Recognise simple commonly used handshapes • Recognise that signs are made up of different parameters • Recognise that signs are made up of different parameters • Understand and group common signs into parameter families (e.g. signs made unish the same 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parameters in different signes bitwich signed texts • Link handshapes on sperior dassifiers) • Link handshapes to sperior dassifiers) • Link handshapes is sp	Piccognise simple commonly used handshapes • Recognise simple common signs into parameters • Understand and group common signs into parameters • Recognise parameters signs made in the same bcation) • Distinguish between different parameters of signs • Recognise parameters signs made in the same bcation) • Recognise parameters signs made in the same bcation	Precognise simple commonly used handshapes • Recognise full signs some ande up of different parameters (e.g. signs made using the grameter families (e.g. signs made using the same handshape or signs made in the same bootkin) • Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same bootkin) • Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same bootkin) • Understand and group common signs into parameter families (e.g. signs made in the same bootkin) • Understand and group signs made in the same bootkin) • Understand and group common signs into parameter families (e.g. signs made in the same bootkin) • Understand and group signs made in the same bootkin) • Understand and group inderstang signs sign in sings signs made in the same bootkin) • Understand and group inderstang sign	Pacognies sample organization parameter signs and using fre signs mode using the same signs and using fre signs mode using the same signs mode mode signs mo	Precognies angle nonmonity used haddstages parameter families (s. system haddstages parameter families (s. system haddstages in strates parameter families (s. system haddstages in strates parameter families (s. system haddstages in strates parameter in strates parameter i

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11			
THEME/ TOPIC	HEALTH EDUCATION	KEEPING MY	BODY SAFE		S AND SIBILITIES	HEALTHY	'EATING		INSECTS		LIFE CYCLES			
			TERM 1 CONTER	NT				TERM 2 C	CONTENT					
SBA (Formal Assessment)	Each skill is m and practically Rubrics, chece Assessment of Observing and Signing Observes stor Observes stor Observes a co Engages in "c Participates in Visual Reading and Vie Assess each I Choose a sho <u>Types of que</u> Multiple choice Sequence eve Recall & highe Use the inform Recording:	ot meant to be an assessm y. klists and recording activitie can only take place if the co ries for the main idea and for ries and poems and expres complex sequence of instruct conversation" as a social skin in discussions, giving useful ewing: learner on visual reading. Co ort visual reading text of at least estions: the questions ents in a story in the right or er order type questions (exp nation from a graphical text	es can be used. ncepts have been taught and or detail in stories and answe ses feelings about the story of tions and responds appropria ill, accepting and respecting to feedback to others choose a recorded text of at l east 2 minutes order oress an opinion, cause and e.g. follow the directions of a	ensure that leaners are affor d learners had enough time to rs open-ended questions or poem giving reasons ately the way others sign east 2 minutes and ask 2-3 q effect etc) a map	uestions related to the text									
	 Records and i Indicates time Uses fingersp Records a sig 	 Records and illustrates a familiar story with a title (beginning, middle and end) in at least 10 sentences (2 chunks) and uses correct SASL grammar so that others can understand what has been recorded Indicates time/tense correctly Uses fingerspelling where needed 												
	 Understands a Recognises so Forms different Links different 	 Records a signed diary for one week Phonological Awareness: Understands and group signs into parameter families Recognises some rhyming signs in simple signed texts Forms different signs by changing the parameters e.g. handshapes and placement Links different handshapes to specific meaning e.g. person classifiers Segments simple one handed and two handed (same handshape) signs into parameters 												

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

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
THEME/ TOPIC	LIFE CYCLES	RECY	CLING	PUBLIC	PUBLIC SAFETY POLLUTION HOW PEOPLE LIVED LONG AGO SPACE							
	-	TERM 2 CONTEN	г				TERM 3 (CONTENT				
CAPS Topic		OBSERVING & SIGNING (Minimum time 3 x 15 minutes per week; Maximum time 4 x 15 minutes per week)										
Core Concepts, Skills and Values	 Participate in group and class discussions, suggest topics and ideas for discussions Choose some of the groups' life cycles and discuss Observe stories and give an opinion, with reasons Learners in the class get silkworms. Discuss the life cycle of the silkworm Ask questions to get clarity on an activity, to do planning and to obtain information How are we going to take care of our silkworms? Analyse, compare and contrast information. Differences in the life cycles of different animals 	class discussions,	 Participate in group and class discussions, suggest topics and ideas for discussions What products can be recycled? What can it be used for? How do we recycle e.g. paper? Work out cause and effect in a story using connecting signs such as "WHY?" What will happen if we do not start recycling products? Analyse, compare and contrast information Recycling of products Understand and use appropriate language of different subjects, such as Life Skills Suggest solutions to a problem Observe and use fingerspelling accurately and appropriately 	Conduct interviews with people for a specific purpose, such as finding out more about their work • The teacher invites a police officer to class • The learners interview the police officer to find out what his/her job entails Make a signed presentation: "tell" news or sign about an experience in a logical sequence • Learners relate what the job of a policeman entails Use an increasing vocabulary when signing • Use vocabulary on safe and unsafe places Observe and use fingerspelling accurately and appropriately	 Conduct interviews with people for a specific purpose, such as finding out more about their work The teacher invites a traffic officer to class The learners interview the traffic officer to find out what his/her work entails Observe a story and work out cause and effect in the story Observe a story about safety Use an increasing vocabulary when signing Vocabulary on safety Suggest solutions to a problem Observe and use fingerspelling accurately and appropriately 	 Observe a story and work out cause and effect in the story Observe factual text - What is pollution? Different types of pollution Make a signed presentation: "tell" news or sign about an experience logically and in sequence Learners "tell" each other what pollution is and the types of pollution around us Use an increasing vocabulary when signing Descriptive vocabulary on pollution types Observe and use fingerspelling accurately and appropriately 	 Participate in discussions and give useful feedback Effects of pollution Observe a story and work out cause and effect in the story Observe a story about e.g. The litterbugs who pollute our water Suggest solutions for problems How can we help to reduce pollution? Observe and use fingerspelling accurately and appropriately 	 Participate in discussions and give useful feedback How people lived long ago – The things we do and how we change them over time Look at the pictures. Think about the kind of work the people in the pictures did and where they worked How far from their homes do you think they worked? What did they eat, etc.? Conduct interviews with people for a specific purpose, such as finding out more about their work Invite an older person to the class and conduct an interview with the person Observe and use fingerspelling accurately and appropriately 	 Give the logical sequence of events Sign the course of the story Observe a story and work out cause and effect in the story For example, observe a story that the teacher signs Use an increasing vocabulary when signing How people lived long ago Learners can bring something old from home – they can "tell" their friends what it was used for Observe and use fingerspelling accurately and appropriately 	 "Listen for" the detail in stories and other signed texts and answer open-ended questions e.g. YOU GROW UP DO WHAT? More on how things were done in the past Look at the picture of life on a farm about 200 years ago Use an increasing vocabulary when signing In groups, learners discuss – Look at the clothes, the tools, the implements and the means of transport. Groups provide feedback to the class Observe and use fingerspelling accurately and appropriately 	 "Listen for" the detail in stories and other signed texts and answer open-ended questions e.g. YOU GROW UP DO WHAT? Observe a signed text on the planets and the rest of the solar system Answer open- ended questions Sign a story with a beginning, middle and an end Planets Use an increasing vocabulary when signing. Vocabulary on the planets and the solar system Observe and use fingerspelling accurately and appropriately 	

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
THEME/ TOPIC	LIFE CYCLES	RECY	CLING	PUBLIC	SAFETY	POLL	UTION		E LIVED LONG 30	SPA	ACE
	1	TERM 2 CONTEN	г				TERM 3 (CONTENT			
CAPS Topic					VISUA	L READING AND VIE	WING				
Core Concepts, Skills and Values Shared Visual Reading (maximum time 5 x 15 minutes; minimum time 3 x 20 minutes)	 "Read" signed texts as a whole class with teacher (shared visual reading) and describe the sequence of events, setting and the relationship between cause and effect The life cycle of the silkworm Answer a variety of higher-order questions based on the text "read" Recognise familiar, age-appropriate fingerspelling	Interpret information from graphical texts, e.g. advertisements • The purpose of advertisements • Determine the audience/target group it is intended for Answer a variety of higher-order questions based on the text "read" Recognise familiar, age-appropriate fingerspelling	 "Read" signed texts as a whole class with the teacher (shared visual "reading") How is paper recycled? "Read" a DVD as a whole class with teacher (shared visual reading) and describe the sequence of events, setting and the relationship between cause and effect How can paper be recycled? Find and use sources of information such as Deaf community members, library texts Recognise familiar, age-appropriate fingerspelling 	Interpret information from graphic texts such as advertisements, pictures, graphs, charts. • Look at the pictures of safe and unsafe places and sign to your friend about it • Discuss why it is dangerous to play in places that are unsafe "Read" signed texts as a whole class with teacher (shared visual reading) and discuss the main idea, characters and plot • The teacher uses a DVD Answer a variety of higher-order questions based on the text "read" • Answer questions on the story "read" Recognise familiar, age- appropriate fingerspelling	 "Read" a variety of signed texts as a whole class with the teacher "Read" a range of different types of poems and discuss these (both the form and meanings "Read" signed texts as a whole class with the teacher (shared visual reading) and discuss the main idea, characters and plot Discuss the main idea of the story read". Answer a variety of higher-order questions based on the passage "read" Recognise familiar, age-appropriate fingerspelling 	Interpret information from graphical texts such as advertisements, pictures, graphs, charts • Pictures of pollution Answer a variety of higher-order questions based on the passage "read" • Answer questions on pollution Use contextual decoding skills when "reading" unfamiliar signs Recognise familiar, age-appropriate fingerspelling	 "Read" signed texts as a whole class with teacher and discuss the main idea, characters and plot" Learners "read" a story about pollution Express whether a story was liked and justify the answer Discuss the story that was "read" about pollution Answer a variety of higher-order questions based on the passage "read" How can we become more aware of the different types of pollution? Recognise familiar, age-appropriate fingerspelling 	 "Read" signed texts as a whole class with teacher and discuss the main idea, characters and plot" "Read" how people lived in the past Interpret information from graphic texts such as advertisements, pictures, posters, graphs, charts Discuss the pictures of how people lived long ago Answer a variety of higher-order questions based on the story "read." Can you imagine what it must have felt like to have lived long ago? Recognise familiar, age-appropriate fingerspelling	 "Read" signed texts as a whole class with teacher and discuss the main idea, characters and plot" "Read" a story about life on a farm many year ago Express whether a story was liked and justify the answer Discuss the story that was "read" Answer a variety of higher-order questions based on the passage "read" Answer questions on the story that was "read." Recognise familiar, age-appropriate fingerspelling 	 "Read" signed texts as a whole class with teacher and discuss the main idea, characters and plot" Look at the picture of a farm about 200 years ago Interpret information from graphic texts such as advertisements, pictures, posters, graphs, charts. Look at the picture of the farm and discuss Answer a variety of higher-order questions based on the story "read" Answer questions on the story and the picture of the farm Recognise familiar, age-appropriate fingerspelling 	 "Read" signed texts as a whole class with teacher and discuss the main idea, characters and plot" With the teacher, "read" the factual text about the planets and the solar system Answer a variety of higher-order questions based on the story "read" Answer questions on the facts that were "read" Recognise familiar, age-appropriate fingerspelling
Core Concepts, Skills and	The whole group "reads" the same recorded text "Read" different genres such as dramas	The whole group "reads" the same recorded text "Read" different genres such as dramas	The whole group "reads" the same recorded text "Read" different genres such as dramas	The whole group "reads" the same recorded text "Read" different genres such as dramas	The whole group "reads" the same recorded text "Read" different genres such as dramas	The whole group "reads" the same recorded text "Read" different genres such as dramas	The whole group "reads" the same recorded text "Read" different genres such as dramas	The whole group "reads" the same recorded text "Read" different genres such as dramas	The whole group "reads" the same recorded text "Read" different genres such as dramas	The whole group "reads" the same recorded text "Read" different genres such as dramas	The whole group "reads" the same recorded text "Read" different genres such as dramas
Values Group Guided Visual	Make use of contextual cues to make meaning Use a range of self-	Make use of contextual cues to make meaning Use a range of self-	Make use of contextual cues to make meaning Use a range of self-	Make use of contextual cues to make meaning Use a range of self-	Make use of contextual cues to make meaning Use a range of self-	Make use of contextual cues to make meaning Use a range of self-	Make use of contextual cues to make meaning Use a range of self-	Make use of contextual cues to make meaning Use a range of self-	Make use of contextual cues to make meaning Use a range of self-	Make use of contextual cues to make meaning Use a range of self-	Make use of contextual cues to make meaning Use a range of self-
Reading	correcting methods when "reading": "re- reading", "reading" further on and pausing	correcting methods when "reading": "re- reading", "reading" further on and pausing	correcting methods when "reading": "re- reading", "reading" further on and pausing	correcting methods when "reading": "re- reading", "reading" further on and pausing	correcting methods when "reading": "re- reading", "reading" further on and pausing	correcting methods when "reading": "re- reading", "reading" further on and pausing	correcting methods when "reading": "re- reading", "reading" further on and pausing	correcting methods when "reading": "re- reading", "reading" further on and pausing	correcting methods when "reading": "re- reading", "reading" further on and pausing	correcting methods when "reading": "re- reading", "reading" further on and pausing	correcting methods when "reading": "re- reading", "reading" further on and pausing
minutes per week - 30	Use contextual decoding skills when "reading" unfamiliar signs	Use contextual decoding skills when "reading" unfamiliar signs	Use contextual decoding skills when "reading" unfamiliar signs	Use contextual decoding skills when "reading" unfamiliar signs	Use contextual decoding skills when "reading" unfamiliar signs	Use contextual decoding skills when "reading" unfamiliar signs	Use contextual decoding skills when "reading" unfamiliar signs	Use contextual decoding skills when "reading" unfamiliar signs	Use contextual decoding skills when "reading" unfamiliar signs	Use contextual decoding skills when "reading" unfamiliar signs	Use contextual decoding skills when

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Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
THEME/ TOPIC	LIFE CYCLES	RECY	CLING	PUBLIC	SAFETY	POLL	UTION		LIVED LONG	SP/	ACE
	-	TERM 2 CONTEN	г				TERM 3 (CONTENT			
minutes per day)											"reading" unfamiliar signs
Core Concepts, Skills and Values Paired/ Indepen- dent Visual Reading	 "Read" with a partner "Read" own and other's recordings "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners Find information independently or in pairs from level appropriate non- fiction signed texts 	 "Read" with a partner "Read" own and other's recordings "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners Find information independently or in pairs from level appropriate non- fiction signed texts 	 "Read" with a partner "Read" own and other's recordings "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners Find information independently or in pairs from level appropriate non- fiction signed texts 	 "Read" with a partner "Read" own and other's recordings "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners Find information independently or in pairs from level appropriate non- fiction signed texts 	 "Read" with a partner "Read" own and other's recordings "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners Find information independently or in pairs from level appropriate non- fiction signed texts 	 "Read" with a partner "Read" own and other's recordings "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners Find information independently or in pairs from level appropriate non- fiction signed texts 	 "Read" with a partner "Read" own and other's recordings "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners Find information independently or in pairs from level appropriate non- fiction signed texts 	 "Read" with a partner "Read" own and other's recordings "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners Find information independently or in pairs from level appropriate non- fiction signed texts 	 "Read" with a partner "Read" own and other's recordings "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners Find information independently or in pairs from level appropriate non- fiction signed texts 	 "Read" with a partner "Read" own and other's recordings "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners Find information independently or in pairs from level appropriate non- fiction signed texts 	 "Read" with a partner "Read" own and other's recordings "Read" independently signed texts used in Shared Visual Reading sessions, signed stories and other signed texts from the visual reading corner at the independent "reading" level of the learners Find information independently or in pairs from level appropriate non- fiction signed texts

Week 9	Week 10	Week 11
ED LONG	SPA	ACE

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	v
THEME/ TOPIC	LIFE CYCLES	RECY	CLING	PUBLIC	SAFETY	POLL	UTION	HOW PEOPLE	e livei Go
		TERM 2 CONTEN	т				TERM 3 (CONTENT	
CAPS Topic				(Minim	um time: 3 x 20 minute	RECORDING es per day; Maximum	time 3 x 20 minutes p	er day)	
Core Concepts, Skills and Values	Keep a signed diary for one week, noting the weather and other pieces of information • Life cycle of the silkworm Use correct SASL grammar so that others can understand what has been recorded • Vocabulary on the life cycle of the silkworm Identify and use nouns, adjectives, verbs and adverbs correctly Indicate time/tense correctly Use fingerspelling where needed View and edit own recording	 Participate in a discussion to select a topic to record about How can we keep the school grounds clean? Record at least two chunks (ten or more sentences) on personal experiences such as daily news or a school event How do we keep the school grounds clean? What practical tips can you give? Use correct SASL grammar so that others can understand what has been recorded Use fingerspelling where needed View and edit own recording Show (publish) own recording to a friend or a group 	 Participate in a discussion to select a topic to record about Recycle – Keep our country clean! Record at least two chunks (ten or more sentences) on personal experiences such as daily news or a school event Design something you can make from objects you've recycled Record the name of the object What is the object made of? Draw a picture of your design Use correct SASL grammar so that others can understand what has been recorded Identify and use nouns, adjectives, verbs and adverbs correctly View and edit own recording Show (publish) own recording to a friend or a group 	Record personal signed texts in different forms: a diary entry, a message to a relative, a description Record a daily entry, relating what happened today Explain how you felt Draft, record, edit and publish own story of at least two chunks (ten or more sentences) with a title Record holiday news Use different sentence types when recording e.g. statements, questions, commands Use SASL grammar correctly Identify and use nouns, referencing, adjectives, verbs, adverbs and placement (prepositions) correctly Join sentences by using conjunctions such as AND, BUT Use a variety of vocabulary to make the recording more interesting Use fingerspelling where needed Show (publish) own recording to a friend or a group	Record with illustrations sentences on a topic to contribute to a signed text for the class library • Record an ending for the story in which you say what you think may happen next Summarise and record information using visual images • Create a mind map and record 5 road safety rules • You can draw pictures next to it Use SASL grammar correctly Identify and use nouns, referencing, adjectives, verbs, adverbs and placement (prepositions) correctly Join sentences by using conjunctions such as AND, BUT Use a variety of vocabulary to make the recording more interesting Use fingerspelling where needed Show (publish) own recording to a friend or a group	Draft, record, edit and publish own story of at least two chunks (ten or more sentences) with a title • What is pollution? • Different types of pollution Summarise and record information using visual Use different sentence types when recording e.g. statements, questions, commands Use correct SASL grammar correctly Identify and use nouns, referencing, adjectives, verbs, adverbs and placement (prepositions) correctly Join sentences by using conjunctions such as AND, BUT Use a variety of vocabulary to make the recording more interesting Use fingerspelling where needed	Record personal signed texts in different forms: A diary entry, a message to a relative, a description Record a letter to your friend, "telling" him/her what you learnt about pollution Draft, record, edit and publish own story of at least two chunks (ten or more sentences) with a title My story plan: The characters and the background Who is in your story? Where does the story take place? When does the story begin? The beginning The middle The end Use different sentence types when recording e.g. statements, questions, commands Use correct SASL grammar correctly Identify and use nouns, referencing, adjectives, verbs, adverbs and placement (prepositions) correctly Join sentences by using conjunctions such as AND, BUT Use a variety of vocabulary to make the recording more interesting	Record personal texts in different forms: a diary entry, a message to a relative, a description Record the questions you want to ask your parents about your ancestors Summarise and record information using visual images Use a mind map to plan your questions (when, where, what, why and how) Use different sentence types when recording e.g. statements, questions, commands Use SASL grammar correctly Identify and use nouns, referencing, adjectives, verbs, adverbs and placement (prepositions) correctly Join sentences by using conjunctions such AND, BUT Use a variety of vocabulary to make the recording more interesting. Use fingerspelling where needed	Record p in differe diary end to a relat descripti • Rec you Record v sentence contribu text for t library • Rec use diffe types wh e.g. state question Use SAS correctly Identify a referenc verbs, ac placeme (preposi Join sen using co such as Use a va vocabula recordin interestii Use fing where ne

Week 9	Week 10	Week 11
ED LONG	SPA	NCE

ord personal texts ferent forms: a entry, a message relative, a ription

Record a letter to your friend

ord with illustration ences on a topic to ribute to a signed for the classroom ry

Record two or three interesting facts about a story

different sentence s when recording statements, tions, commands

SASL grammar ectly

tify and use nouns, encing, adjectives, s, adverbs and ement positions) correctly

sentences by g conjunctions as AND, BUT

a variety of bulary to make the rding more esting

ingerspelling e needed

v (publish) own ding to class

Draft, record, edit and publish own story of at least two chunks (ten or more sentences) with a title

- Imagine you are a child who lived on such a farm 200 years ago
- My story plan: The characters and the background
- Who is in your story?
 Where does the
- Where does the story take place?
- When does the story begin?
- The beginning
- The middle
- The end

Summarise and record information using visual images

Plan your story – use a mind map

Use different sentence types when recording e.g. statements, questions, commands

Use SASL grammar correctly

Identify and use nouns, referencing, adjectives, verbs, adverbs and placement (prepositions) correctly

Join sentences by using conjunctions such as AND, BUT Use fingerspelling where needed

Record with

illustrations sentences on a topic to contribute to a signed text for the class library

- We have many interesting neighbours in the solar system
- Which one is most interesting to you? Record your choice and give two reasons for your choice

Use different sentence types when recording e.g. statements, questions, commands

Use SASL grammar correctly

Identify and use nouns, referencing, adjectives, verbs, adverbs and placement (prepositions) correctly

Join sentences by using conjunctions such as AND, BUT

Use a variety of vocabulary to make the recording more interesting.

Use fingerspelling where needed

Show (publish) own recording to class

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
THEME/ TOPIC	LIFE CYCLES	RECY	CLING	PUBLIC	SAFETY	POLL	UTION		E LIVED LONG Go	SP/	ACE
	-		r				TERM 3	CONTENT			
CAPS Topic				(Minimi	PHON um time 4 x 15 minute	VOLOGICAL AWARE s per week; Maximum		a week)			
Core Concepts, Skills and Values	 Recognise simple commonly used handshapes Recognise that signs are made up of different parameters Understand and group different signs which have the same parameter Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Form different signs by changing the parameters (e.g. handshapes and placement) Link handshapes to specific meanings (e.g. person classifiers) Understand that certain signs come from specific locations (e.g. signs to do with emotions are made on the chest) 	 Recognise simple commonly used handshapes Recognise that signs are made up of different parameters Understand and group different signs which have the same parameter Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Form different signs by changing the parameters (e.g. handshapes and placement) Link handshapes to specific meanings (e.g. person classifiers) Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) 	 Recognise simple commonly used handshapes Recognise that signs are made up of different parameters Understand and group different signs which have the same parameter Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Form different signs by changing the parameters (e.g. handshapes and placement) Link handshapes to specific meanings (e.g. person classifiers) Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on 	 Understand and group different signs which have the same parameter Distinguish between different parameters of signs Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Form different signs by changing the parameters (e.g. handshapes and placement) Link handshapes to specific meanings (e.g. person classifiers) Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) Segment simple one handed and two handed (same handshape) signs into parameters 	 Understand and group different signs which have the same parameter Distinguish between different parameters of signs Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Form different signs by changing the parameters (e.g. handshapes and placement) Link handshapes to specific meanings (e.g. person classifiers) Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) Segment simple one handed and two handed (same handshape) signs into parameters 	 Understand and group different signs which have the same parameter Distinguish between different parameters of signs Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Form different signs by changing the parameters (e.g. handshapes and placement) Link handshapes to specific meanings (e.g. person classifiers) Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) Segment simple one handed and two handed (same handshape) signs into parameters 	 Understand and group different signs which have the same parameter Distinguish between different parameters of signs Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Form different signs by changing the parameters (e.g. handshapes and placement) Link handshapes to specific meanings (e.g. person classifiers) Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) Segment simple one handed and two handed (same handshape) signs into parameters 	 Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Form different signs by changing the parameters (e.g. handshapes and placement) Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) Segment simple one handed and two handed (same handshape) signs into parameters Segment one-handed and two-handed (different handshape) signs into parameters Recognise that in some two-handed signs there is a dominant and a passive hand, e.g. HELP, STAND 	 Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Form different signs by changing the parameters (e.g. handshapes and placement) Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) Segment simple one handed and two handed (same handshape) signs into parameters Segment one-handed and two-handed (different handshape) signs into parameters Recognise that in some two-handed signs there is a dominant and a passive hand, e.g. HELP, STAND 	 Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Form different signs by changing the parameters (e.g. handshapes and placement) Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) Segment simple one handed and two handed (same handshape) signs into parameters Segment one-handed and two-handed (different handshape) signs into parameters Recognise that in some two-handed signs there is a dominant and a passive hand, e.g. HELP, STAND 	 Recognise simple commonly used handshapes Recognise that signs are made up of different parameters Understand and group different signs which have the same parameter Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts Recognise parameters in different signed text Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Form different signs by changing the parameters (e.g. handshapes and placement) Link handshapes to specific meanings (e.g. person classifiers) Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest)

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
THEME/ TOPIC	LIFE CYCLES	RECY	CLING	PUBLI	C SAFETY	POLI	UTION		E LIVED LONG	SP	ACE
		TERM 2 CONTEN	т				TERM 3	CONTENT			
	Segment simple one handed and two handed (same handshape) signs into parameters	Segment simple one handed and two handed (same handshape) signs into parameters	Segment simple one handed and two handed (same handshape) signs into parameters								 Segment simple one handed and two handed (same handshape) signs into parameters Segment one-handed and two-handed (different handshape) signs into parameters Recognise that in some two-handed signs there is a dominant and a passive hand, e.g.
Requisite Pre- Knowledge Resources to enhance learning	Grade 2 knowledge Pictures Posters Webcams Video Cameras	Grade 2 knowledge Pictures Posters Webcams Video Cameras	Grade 2 knowledge Pictures Posters Webcams Video Cameras	Grade 2 knowledge Pictures Posters Webcams Video Cameras	Grade 2 knowledge Pictures Posters Webcams Video Cameras	Grade 2 knowledge Pictures Posters Webcams Video Cameras	Grade 2 knowledge Pictures Posters Webcams Video Cameras	Grade 2 knowledge Pictures Posters Webcams Video Cameras	Grade 2 knowledge Pictures Posters Webcams Video Cameras	Grade 2 knowledge Pictures Posters Webcams Video Cameras	HELP, STAND Grade 2 knowledge Pictures Posters Webcams Video Cameras
SBA (Formal Assessment)	Each skill is no This must be de The activities m Each skill is no Rubrics, checkl Assessment ca Observing and Signing: Signs a story w Observes the d Observes a sto Participates in d Visual Reading and View Assess each le Choose a short <u>Types of ques</u> Multiple choice Sequence ever Recall & higher	t meant to be an assessment one informally and ongoing. Inust be observed and assess t meant to be an assessment ists and signing activities car in only take place if the conce ith a simple plot with a begin etail in stories and other sign ry and works out cause and e discussions, giving useful fee ring: arner on visual reading. Choo is visual reading text of at leas tions: questions its in a story in the right order order type questions (expres-	ed during daily lesson activitie activity but rather should ensi- be used. epts have been taught and lea ning, middle and end and diffe ed texts and answers open-e effect in the story dback to others ose a recorded text of at least t 3 minutes	sure that leaners are afforder es in Languages. Sure that leaners are afforder armers had enough time to p erent characters (using prop nded questions, e.g., "Wha t 3 minutes and ask question	os such as masks, puppets et t will you do when you grow u	te these skills practically. c, integrate with Visual Readi	ng and Viewing, Life Skills)				

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11		
THEME/ TOPIC	LIFE CYCLES	RECY	CLING	PUBLIC	SAFETY	POLL	UTION		E LIVED LONG GO	SPA	NCE		
	1	TERM 2 CONTEN	т	TERM 3 CONTENT									
	Uses time/tenseUses different se	e correctly entence types when recordin	n a title (beginning, middle and g e.g. statements, questions, ms a diary entry, a message t	commands	es (2 chunks) and use SASL	grammar correctly							
	 Understands and Understands that Forms different stands handshape 	ameters in different signed te d groups signs into paramete at changing one parameter o signs by changing the param es to specific meanings (e.g.	er families f a sign can change the mean leters (e.g. handshapes and p	placement)	r sign								

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

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
THEME/ TOPIC	PRODUCTS AN	ND PROCESSES	DISASTERS	S AND WHAT WE S	HOULD DO		ANIMALS	
					TERM 4	CONTENT		
CAPS Topic				(Minimum time 3 x		AND SIGNING Maximum time 4 x 15	minutes per week)	
Core Concepts, Skills and Values	 Engage in conversation as a social skill, accepting and respecting the way others sign Where does food come from? Look at the pictures and sign to your friend about it "Listen for" the detail in stories and answer open-ended questions. For example: "Do you think it's necessary to come to school?" The teacher signs about plants Understand and use appropriate language during discussions Plants – what we get from them Understand and use appropriate language for different subjects Terminology of plant parts and foods made from plants Observe and use fingerspelling accurately and appropriately 	 Engage in conversation as a social skill, accepting and respecting the way others sign Discuss the stories the teacher has signed "Listen for" the detail in stories and answer open-ended questions The teacher signs a story to the learners Sign a story using descriptive language Sign the story with a beginning, middle and end Observe and use fingerspelling accurately and appropriately 	 Engage in conversation as a social skill, accepting and respecting the way others sign The flood disaster "Listen for" details in stories and answer open-ended questions. Observe a news item that the teacher signs about e.g. The flood disaster Answer questions based on the content of the article Understand and use appropriate language for different subjects Disasters and what we need to do Observe and use fingerspelling accurately and appropriately	 "Listen for" details in stories and answer open-ended questions. Observe a story about e.g.: The firefighter saves little Peter or The accident Sign a story using descriptive language Sign the story with a beginning, middle and end Observe and use fingerspelling accurately and appropriately 	 Engage in conversation as a social skill, accepting and respecting the way others sign Discuss the story the teacher has signed about e.g. My worst experience "Listen for" details in stories and answer open-ended questions Observe the story the teacher has signed about e.g. My worst experience Express feelings and opinions about a signed text and give reasons Observe and use fingerspelling accurately and appropriately 	 Plan and do a signed presentation: Use a visual resource Dogs - Dogs are pets, but they can also perform other important tasks Type of tasks that dogs perform - Guide dogs help the blind, police dogs track criminals, sheep dogs gather sheep, watch dogs keep watch, hunting dogs hunt Discuss solutions to a problem and use higher- order skills Ask questions such as e.g. What other animals can be used to do the work of dogs? Sign a story using descriptive language Sign a story about a dog Use language imaginatively: sign jokes using appropriate signing modes Observe and use fingerspelling accurately and appropriately 	 "Listen for" details in stories and answer open-ended questions Animals that give us food and clothes e.g.: cattle, chickens or bees Observe live signed texts e.g. Animals that give us food and clothes Discuss the texts signed Discuss solutions to a problem and use higher-order skills Answer questions based on the signed text Observe and use fingerspelling accurately and appropriately 	 Plan and make a signed presentation: e.g. My pet. Learners can bring a picture of their pet or the pet itself to school They "tell" the class, e.g., what the pet eats, where it sleeps, how the pet is cared for Discuss solutions to a problem using higherorder skills Discuss questions such as We stay in a flat. What type of pet am I allowed to keep? Observe and use fingerspelling accurately and appropriately

Week 10 Week 9 CONSOLIDATION "Listen for" details in "Listen for" details in stories and answer stories and answer open-ended questions open-ended questions Express feelings and Express feelings and opinions about a signed opinions about a signed text and give reasons text and give reasons Discuss solutions to a Discuss solutions to a problem using higherproblem using higherorder skills order skills Observe and use Observe and use fingerspelling fingerspelling accurately and accurately and appropriately appropriately

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME/ TOPIC	PRODUCTS AN	ID PROCESSES	DISASTERS	S AND WHAT WE S	SHOULD DO		ANIMALS		CONSOL	IDATION
					TERM 4	CONTENT				
CAPS Topic					VISUAL READIN	NG AND VIEWING				
Core Concepts, Skills and Values Shared Visual Reading maximum time 5 x 15 minutes; ninimum time 3 x 20 minutes)	 "Read" a variety of signed texts such as fiction and non-fiction, news items, dialogues and electronic texts as a whole class with the teacher With the teacher, "read" about: Plants – what we get from them Use visual clues to "read" graphical texts and start to analyse text for attitudes and assumptions Look at the pictures (chicken, apple tree, cow, wheat and pumpkin) and discuss which foods we get from the figures in the pictures Answer a range of higher-order questions based on the text "read" Answer questions about the text and pictures Recognise familiar, age- appropriate fingerspelling 	 "Read" signed texts as a whole class with the teacher and discuss the characters, the "problem" in the story, the plot and values in the text Learner expresses whether a story was liked and give a good reason for his/her answer Sign about the story that was "read" Use visual clues to "read" graphical texts and to analyse text for attitudes and assumptions Use the cover of the DVD to predict the outcomes of the story Answer a variety of higher-order questions based on the text read Recognise familiar, age-appropriate fingerspelling 	 "Read" a variety of signed texts such as fiction and non-fiction, news items, dialogues and electronic texts as a whole class with the teacher "Read" the news item on the flood disaster with the teacher Use visual clues to "read" about a graphic text Discuss the photo that accompanies the news item Answer a variety of higher-order questions based on the text read Answer questions based on the news item that was read Recognise familiar, age-appropriate fingerspelling 	Read" a variety of signed texts such as fiction and non-fiction, news items, dialogues and electronic texts as a whole class with the teacher • With the teacher, "read" the poster about: When fires break out Use visual clues to "read" graphical texts and to analyse text for attitudes and assumptions. • The teacher lights a candle • An empty glass is turned over the candle Answer a variety of higher-order questions based on the text read. • Why did the candle's flame die? Recognise familiar, age- appropriate fingerspelling	 "Read" signed texts as a whole class with the teacher and discuss the characters, the "problem" in the story, the plot and values in the text With the teacher, "read" a story about e.g. My worst experience Learner expresses whether a story was liked and give a good reason for his/her answer Learners give their opinions on the story that was "read" Answer a variety of higher-order questions based on the text "read". For example: "Suppose the shop owner left the door open when he went home that night. What might have happened?" Answer questions about the story "read" 	 "Read" signed texts as a whole class with the teacher and discuss the characters, the "problem" in the story, the plot and values in the text With the teacher, read a story about e.g. A day in the life of a guide dog or Rolo the police dog Learner expresses whether a story was liked and give a good reason for his/her answer Learners give their opinions on the story that was read Use visual clues to read graphical texts and to analyse text for attitudes and assumptions Look at the pictures of the different dogs Which tasks do which dogs perform? Discuss Recognise familiar, age-appropriate fingerspelling 	 "Read" signed texts as a whole class with the teacher and discuss the characters, the "problem" in the story, the plot and values in the text Animals that give us food and clothes Use visual clues to "read" graphical texts and to analyse text for attitudes and assumptions Use a poster with animals Discuss each animal Do we get food or clothes from the animal or both? Name the type of clothing and type of food Recognise familiar, age-appropriate fingerspelling 	 "Read" signed texts as a whole class with the teacher and discuss the characters, the "problem" in the story, the plot and values in the text Learner expresses whether a story was liked and give a good reason for his/her answer Learners give their opinions on the story that was read Answer a variety of higher-order questions based on the passage read. Recognise familiar, age-appropriate fingerspelling 	"Read" a variety of signed texts such as fiction and non-fiction, news items, dialogues and electronic texts as a whole class with the teacher Use visual clues to read about a graphic text Recognise familiar, age- appropriate fingerspelling	"Read" a variety of signed texts such as fiction and non-fiction, news items, dialogues and electronic texts as a whole class with the teacher Use visual clues to read about a graphic text Recognise familiar, age- appropriate fingerspelling
Core Concepts, Skills and Values Group	 The whole group "reads" the same story at the instructional level of the group Use contextual decoding skills to 	 The whole group "reads" the same story at the instructional level of the group Use contextual decoding skills to 	 The whole group "reads" the same story at the instructional level of the group Use contextual decoding skills to 	 The whole group "reads" the same story at the instructional level of the group Use contextual decoding skills to 	 The whole group "reads" the same story at the instructional level of the group Use contextual decoding skills to 	 The whole group "reads" the same story at the instructional level of the group Use contextual decoding skills to 	 The whole group "reads" the same story at the instructional level of the group Use contextual decoding skills to 	 The whole group "reads" the same story at the instructional level of the group Use contextual decoding skills to 	 The whole group "reads" the same story at the instructional level of the group Use contextual decoding skills to 	 The whole group "reads" the same story at the instructional level of the group Use contextual decoding skills to

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME/ TOPIC	PRODUCTS AI	ND PROCESSES	DISASTER	S AND WHAT WE S	SHOULD DO		ANIMALS		CONSOL	IDATION
					TERM 4	CONTENT				
Visual Reading (Minimum 2h30 minutes per week - 30 minutes per day)	 Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use self-correcting strategies when "reading": "re- reading", "reading" further on, pausing 	 Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use self-correcting strategies when "reading": "re- reading", "reading" further on, pausing 	 Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use self-correcting strategies when "reading": "re- reading", "reading" further on, pausing 	 Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use self-correcting strategies when "reading": "re- reading", "reading" further on, pausing 	 Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use self-correcting strategies when "reading": "re- reading", "reading" further on, pausing 	 Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use self-correcting strategies when "reading": "re- reading", "reading" further on, pausing 	 Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use self-correcting strategies when "reading": "re- reading", "reading" further on, pausing 	 Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use self-correcting strategies when "reading": "re- reading", "reading" further on, pausing 	 Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use self-correcting strategies when "reading": "re- reading", "reading" further on, pausing 	 Learners monitor themselves during "reading" in terms of recognition of signs and comprehension skills Use self-correcting strategies when "reading": "re- reading", "reading" further on, pausing
Core Concepts, Skills and Values Paired/ Independent Reading	 "Read" own and other's recordings "Read" with a partner "Read" independently at a more complex level for enjoyment or information from a variety of available signed texts: simple fiction and non- fiction and texts from different cultures, and signed texts used in Shared Visual Reading 	 "Read" own and other's recordings "Read" with a partner "Read" independently at a more complex level for enjoyment or information from a variety of available signed texts: simple fiction and non-fiction and texts from different cultures, and signed texts used in Shared Visual Reading 	 "Read" own and other's recordings "Read" with a partner "Read" independently at a more complex level for enjoyment or information from a variety of available signed texts: simple fiction and non- fiction and texts from different cultures, and signed texts used in Shared Visual Reading 	 "Read" own and other's recordings "Read" with a partner "Read" independently at a more complex level for enjoyment or information from a variety of available signed texts: simple fiction and non-fiction and texts from different cultures, and signed texts used in Shared Visual Reading 	 "Read" own and other's recordings "Read" with a partner "Read" independently at a more complex level for enjoyment or information from a variety of available signed texts: simple fiction and non- fiction and texts from different cultures, and signed texts used in Shared Visual Reading 	 "Read" own and other's recordings "Read" with a partner "Read" independently at a more complex level for enjoyment or information from a variety of available signed texts: simple fiction and non-fiction and texts from different cultures, and signed texts used in Shared Visual Reading 	 "Read" own and other's recordings "Read" with a partner "Read" independently at a more complex level for enjoyment or information from a variety of available signed texts: simple fiction and non-fiction and texts from different cultures, and signed texts used in Shared Visual Reading 	 "Read" own and other's recordings "Read" with a partner "Read" independently at a more complex level for enjoyment or information from a variety of available signed texts: simple fiction and non-fiction and texts from different cultures, and signed texts used in Shared Visual Reading 	 "Read" own and other's recordings "Read" with a partner "Read" independently at a more complex level for enjoyment or information from a variety of available signed texts: simple fiction and non- fiction and texts from different cultures, and signed texts used in Shared Visual Reading 	 "Read" own and other's recordings "Read" with a partner "Read" independently at a more complex level for enjoyment or information from a variety of available signed texts: simple fiction and non- fiction and texts from different cultures, and signed texts used in Shared Visual Reading

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Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	
THEME/ TOPIC	PRODUCTS AN	ND PROCESSES	DISASTERS	S AND WHAT WE S	HOULD DO		ANIMALS		
					TERM 4 (CONTENT			
CAPS Topic				RECORDING (Minimum time: 3 x 20 minutes per day; Maximum time 3 x 20 minutes per day)					
Core Concepts, Skills and Values	Use pre-recording strategies to gather information and plan the recording: discuss with a partner, create a mind map, planning a framework for recording • Use a framework to plan your message Record a selection of short signed texts for different purposes e.g. narratives and dialogues • Record a message to the person who usually prepares your meals Draft, record, edit and "publish" own story of at least two chunks Use SASL grammar correctly Use conjunctions to form compound sentences Use fingerspelling when needed	Record a selection of short signed texts for different purposes e.g. narratives and dialogues Draft, record, edit and "publish" own story of at least two chunks (at least 12 sentences) Sequence information and organise text in a coherent and cohesive way (can include use of space) My story plan: The characters and the background Who is in your story? Where does the story take place? When does the story begin? The beginning The middle The end Use SASL grammar correctly Use conjunctions to form compound sentences	Record about personal experiences in different forms, e.g. a short news item • Record a short news item based on the news report Use SASL grammar correctly • "Read" the news report again • Answer/record the comprehension questions in full sentences Use conjunctions to form compound sentences. Use fingerspelling when needed Discuss own and other's recordings to get and give feedback	Use pre-recording strategies to gather information and plan recording: discuss with a partner, create a mind map, planning framework for recording • Group work: Make a poster of e.g. What causes fires? Record and draw. Record about personal experiences • Why did the flame of the candle go out? • Record what you observed Use SASL grammar correctly Use conjunctions to form compound sentences Use fingerspelling when needed	Use pre-recording strategies to gather information and plan recording: discuss with a partner, create a mind map, planning framework for recording • Use a mind map and plan your story based on a photo Draft, record, edit and "publish" own story of at least two chunks (at least 12 sentences) • My story plan: The characters and the background • Who is in your story? • Where does the story take place? • When does the story begin? • The beginning • The middle • The end Use fingerspelling when needed Use conjunctions to form compound sentences Discuss own and other's recording to get and give feedback Record own signed texts and contribute to class DVD collection	 Draft, record, edit and "publish" own story of at least two chunks (at least 12 sentences) Choose a recording frame to record about a dog Record 2 chunks on A day in the life of a Sequence information and organise text in a coherent and cohesive way (can include use of space) Use SASL grammar correctly Use conjunctions to form compound sentences Use fingerspelling when needed Discuss own and other's recordings to get and give feedback 	Record a selection of short signed texts for different purposes e.g. narratives and dialogues Cut out pictures of the animals Describe each animal based on: Does the animal give us clothes? What type of clothes? Does the animal give us food? What type of food? Use SASL grammar correctly Use conjunctions to form compound sentences Use fingerspelling when needed	Draft, record, edit and "publish" own story of at least two chunks (at least 12 sentences) • My pet. Sequence information and organise text in a coherent and cohesive way (can include use of space) • My pet Use SASL grammar correctly Use conjunctions to form compound sentences Use fingerspelling when needed Discuss own and other's recordings to get and give feedback	

Week 9	Week 10
CONSOL	IDATION
Draft, record, edit and "publish" own story of at least two chunks (at least 12 sentences)	Draft, record, edit and "publish" own story of at least two chunks (at least 12 sentences)
Use SASL grammar correctly	Use SASL grammar correctly
Use conjunctions to form compound sentences	Use conjunctions to form compound sentences
Use fingerspelling when needed	Use fingerspelling when needed

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8			
THEME/ TOPIC	PRODUCTS AND PROCESSES		DISASTERS AND WHAT WE SHOULD DO			ANIMALS					
			TERM 4 CONTENT								
CAPS Topic				PHONOLOGICAL AWARENESS (Minimum time 4 x 15 minutes per week; Maximum time 5 x 15 minutes a week)							
Core Concepts, Skills and Values	 Recognise simple commonly used handshapes Recognise that signs are made up of different parameters Understand and group different signs which have the same parameter Distinguish between different parameters of signs Recognise parameters in different signed text 	 Understand and groups signs into parameter families (e.g. signs made using the same handshapes or signs made in the same location) Recognise some rhyming signs in simple signed texts Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Form different signs by changing the parameters (e.g. handshapes and placement) 	 Link handshapes to specific meanings (e.g. person classifiers) Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) Distinguish between different parameters of signs 	 Segment simple one- handed and two – handed (same handshape) signs into parameters Segment one-handed and two-handed (different handshapes) signs into parameters Link handshapes to specific meanings (e.g. person classifiers) 	 Recognise that in some two-handed signs there is a dominant and a passive hand e.g. help, stand Identify all the possible handshapes that the non-dominant hand can take Recognise simple commonly used handshapes Recognise that signs are made up of parameters 	 Understand and group different signs which have the same parameter Recognise parameters in different signed texts Distinguish between different parameters of signs Recognise some rhyming signs in simple signed texts 	 Understand and group common signs into parameter families (e.g. signs made with the same handshapes or signs made in the same location) Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign Form different signs by changing the parameters (handshapes and placement) 	 Understand that certain signs come from specific locations (e.g. signs to do with thinking and intellect are made on the forehead, and signs to do with emotions are made on the chest Segment simple one-handed and two-handed (same handshape) signs into parameters Segment simple one-handed and two-handed (same handshape) signs into parameters Segment simple one-handed and two-handed (different handshape) signs into parameters Identify all the possible handshapes that the non-dominant hand can take 			

	Week 9	Week 10				
	CONSOL	IDATION				
)	 Recognise simple commonly used handshapes 	 Recognise simple commonly used handshapes 				
)	 Recognise that signs are made up of different parameters 	 Recognise that signs are made up of different parameters 				
	 Understand and group different signs which have the same parameter 	 Understand and group different signs which have the same parameter 				
	• Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location)	• Understand and group common signs into parameter families (e.g. signs made using the same handshape or signs made in the same location)				
	 Distinguish between different parameters of signs 	 Distinguish between different parameters of signs 				
-	 Recognise some rhyming signs in simple signed texts 	 Recognise some rhyming signs in simple signed texts 				
	 Recognise parameters in different signed text 	 Recognise parameters in different signed text 				
	• Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign	• Understand that changing one of the parameters of a sign can change the meaning of the sign or forms another sign				
	 Form different signs by changing the parameters (e.g. handshapes and placement) 	 Form different signs by changing the parameters (e.g. handshapes and placement) 				
	 Link handshapes to specific meanings (e.g. person classifiers) 	 Link handshapes to specific meanings (e.g. person classifiers) 				
	 Understand that certain signs come from 	 Understand that certain signs come from 				

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
THEME/ TOPIC	PRODUCTS AND PROCESSES		DISASTERS AND WHAT WE SHOULD DO				ANIMALS			CONSOLIDATION	
	TERM 4 CONTENT										
Requisite Pre-	Grade 2 knowledge	 specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) Segment simple one handed and two handed (same handshape) signs into parameters Segment one-handed and two-handed (different handshape) signs into parameters Recognise that in some two-handed signs there is a dominant and a passive hand, e.g. HELP, STAND Identify all the possible handshapes that the non-dominant hand can take 	 specific locations (e.g. signs to do with thinking and intellect are made on the forehead and signs to do with emotions are made on the chest) Segment simple one handed and two handed (same handshape) signs into parameters Segment one-handed and two-handed (different handshape) signs into parameters Recognise that in some two-handed signs there is a dominant and a passive hand, e.g. HELP, STAND Identify all the possible handshapes that the non-dominant hand can take 								
Knowledge Resources to enhance learning	Pictures Posters Webcams Video camera	Pictures Posters Webcams Video camera									
Informal Assessment The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that leaners are afforded opportunities to demonstrate these skills practically. SBA (Formal Assessment) The activities and recording activities can be used. Each skill is not meant to be an assessment activity but rather should ensure that leaners are afforded opportunities to demonstrate these skills practically. Rubrics, checklists and recording activities can be used. Assessment) Observing and Signing: Signs a story using descriptive language Signs a story using descriptive language Plans and does a signed presentation on a story linked to a theme topic (integrated with Life Skills) 											

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME/ TOPIC PRODUCTS AND PROCESSES DISASTERS AND WHAT WE SHOULD DO A						ANIMALS	ANIMALS		CONSOLIDATION	
		TERM 4 CONTENT								
	TERM 4 CONTENT • "Listen for" the detail in stories and answers open-ended questions, e.g., "Do you think it is right that you have to wear a school uniform?" Uses language imaginatively: signs jokes using appropriate signing mode Wisual Reading and Viewing: • Assess each learner on visual reading. Choose a recorded text of at least 3 minutes and ask questions related to the text • Choose a short visual reading text of at least 3 minutes and ask questions related to the text • Choose a server visual reading text of at least 3 minutes and ask questions related to the text • Choose a server visual reading text of at least 3 minutes and ask questions related to the text • Choose a server visual reading. Choose a recorded text of at least 3 minutes and ask questions related to the text • Choose a short visual reading. Choose a recorded fuel of at least 3 minutes and ask questions related to the text • Choose a short visual reading. Choose a recorded text of at least 3 minutes and ask questions related to the text • Choose a short visual reading. Choose a recorded text of at least 1 minutes and ask questions related to the text • Records familier story with at tile (beginning, middle and end) of at least 12 sentences (2 paragraphs) • Uses SASi: grammar correctly • Uses SASi: grammar correctly • Uses SASi: grammar correctly • Understands that changing one of the parameters (a fund short on sign or forms another sign </th <th></th>									