

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

1. SASL Home Language Grade 1

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 group work 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 1 Term 1

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
TOPIC/THEME							ME			AT SCHOOL
	SIX WEEKS READINESS PROGRAMME						TERM 1 CONTENT			
CAPS Topic	OBSERVING AND SIGNING - 2 HOURS, 30 MIN (Minimum time 8 x 15 minutes a week; Maximum time 10 x 15 minutes a week)									
<p>Executive function (Use SASL signed songs, rhymes and actions with routines whenever possible)</p> <p style="text-align: center;">Core Concepts, Skills and Values</p>	<p>Observe and sign greetings, introductions and name-signs. Teach learners the routines and procedures for:</p> <ul style="list-style-type: none"> What to do when they arrive at school Going to the toilet and handwashing What to do at mealtime / breaks What to do after school <p>Signed song: Sign a well-known song to relax and comfort learners Vocabulary: Teach learners your name, and the names of some of the places in the school, for example: playground, office, entrance. Turn and sign: "Tell" learners to turn and sign their partner's names, how old they are, and how they feel. Ask a few learners to share their names and how they feel with the class.</p>	<p>Teach learners a few simple, universal rules for the classroom (rules that are always true) For example:</p> <ul style="list-style-type: none"> Looking at the teacher I will always look at the teacher and follow instructions Raised hands I will raise my hand to share my ideas No signing ("talking") I will not be signing and distract friends with my singing Walking feet I will walk in school to stay safe Helping hands I will use my hands for helping not hurting Caring hearts I will be kind to others <p>Reinforce routines and procedures from the previous week.</p> <p>Signed song: Teach learners a signed song related to animals or a farm</p> <p>Vocabulary: farmer, tractor, horse, goat, sheep, pigs, cows</p> <p>Turn and sign: "Tell" learners to turn and sign and discuss the question: What would you like to see on a farm?</p>	<p>Teach learners a simple attention getter, for example:</p> <ul style="list-style-type: none"> Teacher: High 5! (holds her hand up with 5 fingers extended, counts down 5, 4, 3, 2, 1 – when she gets to zero, everyone must be seated, with their hands on their lap) <p>Teach learners the routines and procedures for:</p> <ul style="list-style-type: none"> Greetings Asking and answering questions Looking after their belongings <p>Reinforce routines and procedures from previous weeks.</p> <p>Signed song: Teach learners a signed song related to the classroom.</p> <p>Vocabulary: desk, chairs, carpet, friends, groups, teacher</p> <p>Turn and sign: "Tell" learners to turn and sign and discuss the question: What do you like most about your classroom?</p>	<p>Teach learners a simple attention getter, for example: Flashing the lights (As learners respond they must point at the teacher. They must put their hands in their laps and sit quietly.)</p> <p>Teach learners the routines and procedures for:</p> <ul style="list-style-type: none"> Moving around the classroom (to the carpet and back) Handing out and collecting books/ DVDs <p>Reinforce routines and procedures from previous weeks.</p> <p>Signed song: Teach learners a signed song related to things we do in Summer.</p> <p>Vocabulary: swim, outside, braai, plants</p> <p>Turn and sign: "Tell" learners to turn and sign and discuss the question: What things do you like to do in Summer?</p>	<p>Teach learners a simple attention getter, for example: Waving hands in the air (The teacher continues to instruct learners by waving hands in the air a number of times until all learners have joined in, and she has their attention. Then she can give the next instruction.)</p> <p>Teach learners the routines and procedures for:</p> <ul style="list-style-type: none"> Group guided visual reading Any other group task <p>Reinforce routines and procedures from previous weeks.</p> <p>Signed song: Teach learners a signed song related to being neat and tidy.</p> <p>Vocabulary: wash, soap, tidy, fold, hang</p> <p>Turn and sign: "Tell" learners to turn and sign and discuss the question: What do you do to stay neat and tidy?</p>	<p>Reinforce and clarify:</p> <ul style="list-style-type: none"> Classroom rules All attention getters All routines and procedures taught <p>Group names and members (for group guided visual reading and other activities)</p> <p>Learn each other's and teacher's names (fingerspelling and sign-name)</p> <p>Signed song: Teach learners a signed song related to helping.</p> <p>Vocabulary: helpful, kind, cleaning, playing with younger siblings</p> <p>Turn and sign: "Tell" learners to turn and sign and discuss the question: How do you help at home?</p>	<p>Reinforce and clarify:</p> <ul style="list-style-type: none"> Classroom rules All attention getters All routines and procedures taught <p>Group names and members (for group guided visual reading and other activities)</p> <p>• Appropriate-observing behaviour</p> <p>• Observe instructions (classroom routine) and stories, etc.</p> <p>• Share personal details</p>	<p>Reinforce and clarify:</p> <ul style="list-style-type: none"> Classroom rules All attention getters All routines and procedures taught <p>Group names and members (for group guided visual reading and other activities)</p> <p>• Appropriate observing behaviour</p> <p>• Sign songs with body movement and appropriate NMF's</p> <p>• Observe for enjoyment</p> <p>• Observe instructions (classroom routine) and stories, etc.</p> <p>• Share personal details</p>	<p>Reinforce and clarify:</p> <ul style="list-style-type: none"> Classroom rules All attention getters All routines and procedures taught <p>Group names and members (for group guided visual reading and other activities)</p> <p>• Appropriate observing behaviour</p> <p>• Observe for enjoyment</p> <p>• Observe with interest to stories, rhymes and songs.</p> <p>• Observe instructions</p>	<p>Reinforce and clarify:</p> <ul style="list-style-type: none"> Classroom rules All attention getters All routines and procedures taught <p>Group names and members (for group guided visual reading and other activities)</p> <p>• Appropriate observing behaviour</p> <p>• Share personal experiences at the school</p> <p>• Sign songs with body movement and good NMF's</p> <p>• Observe with interest stories, rhymes and songs</p> <p>• Observe for enjoyment</p> <p>• Observe instructions, stories etc.</p>

CAPS Topic	VISUAL READING AND VIEWING - 2 HOURS (Minimum time: 5 x 15 minutes per week; Maximum time: 8 x15 minutes per week)					
<p align="center"> Core Concepts, Skills and Values: Shared Visual Reading </p>	<p>Orientate learners to be part of your shared visual reading routine using a suitable recorded story. <i>For example:</i></p> <ul style="list-style-type: none"> • Call learners to sit on the carpet. • Show learners the pictures/ DVD cover and ask them what they see, and what they think will happen. • Re-play the recorded story: • Explain any points that may be unclear. 	<p>Every week, select a suitable recorded story to be used during shared visual reading. Orientate learners to your shared reading routine by implementing the routine with a different story each week.</p> <p><i>For example:</i></p> <p>Monday</p> <ul style="list-style-type: none"> • Show learners the pictures/DVD cover and ask them what they see, and what they think will happen. <p>Tuesday</p> <ul style="list-style-type: none"> • Let the learners watch the signed texts and explain any points that may be unclear. • Ask a few learners questions about the story. • Describe objects in terms of colour, size and shape, etc. <p>Wednesday</p> <ul style="list-style-type: none"> • Ask learners to think about a part of the story that they liked, and then to draw a picture of it or act out part of the story. <p>Thursday</p> <ul style="list-style-type: none"> • Show the signed text again but pause and share your thoughts on the story. • Ask a few learners questions about the story and also how it relate to their own personal life. <p>Friday</p> <ul style="list-style-type: none"> • Show learners how to recount part of the story that you liked. Let the learners participate in discussions, taking turns to sign and respecting others in a group <p><u>Practice the following perceptual skills:</u></p> <p>Monday</p> <ul style="list-style-type: none"> • Visual figure-ground – the ability to differentiate between objects and forms. Look at the cover of the DVD and guess what the text will be about. <p>Tuesday</p> <ul style="list-style-type: none"> • Visual closure – the ability to fill in the missing details into an incomplete shape, pay attention to the non-manual features and signs used in the texts. <p>Wednesday</p> <ul style="list-style-type: none"> • Visual discrimination – the ability to differentiate between objects and forms and the meaning of the text. <p>Thursday</p> <ul style="list-style-type: none"> • Visual memory – the ability to remember a series of forms and find it among other forms. Sequence pictures of a story communicating through “retelling” the sequence of ideas. <p>Friday</p> <ul style="list-style-type: none"> • Visual constancy – the ability to see a form and find it amongst other forms although it is sized differently or rotated. 	<p>Emergent visual reading skills:</p> <ul style="list-style-type: none"> • Recognise own name sign and those of at least 10 classmates • Discuss handling and care of DVDs and equipment • Predict the story by making use of the DVD cover/pictures 	<p>Emergent visual reading skills:</p> <ul style="list-style-type: none"> • Recognise own name sign and those of at least 10 classmates • Discuss handling and care of DVDs and equipment • Predict the story by making use of the DVD cover/pictures 	<p>Emergent visual reading skills:</p> <ul style="list-style-type: none"> • Recognise own name sign and those of at least 10 classmates • Discuss handling and care of DVDs and equipment • Predict the story by making use of the DVD cover/pictures • Interpret pictures to create own story; “read” pictures 	<p>Emergent visual reading skills:</p> <ul style="list-style-type: none"> • Recognise own name sign and those of at least 10 classmates • Discuss handling and care of DVDs and equipment • Predict the story by making use of the DVD cover/pictures • Interpret pictures to create own story; “read” pictures
<p align="center"> Core Concepts, Skills and Values: Group Guided Visual Reading (2 X 15 minutes per day) </p>	<p>Orientate learners to part of your group guided visual reading routine</p>	<ul style="list-style-type: none"> • Settle the class with the paired or independent reading activity. • Call individual learners to your desk. • Place learners in levels 1-5, by asking them to do the following: <ol style="list-style-type: none"> 1. Point at some pictures or objects, give the sign and ask what handshape it starts with. 2. Show learners flashcards of pictures and let them sign these signs, they will have to match the sign with the picture. <p>Level 1: Learner struggles to identify the sign. Level 2: Learner can copy the sign but don't understand that it has a specific handshape. Level 3: Learner know what the handshape/s are of a sign Level 4: Learner can, after a lot of practice and revision, match the sign with the picture Level 5: Learner can identify all handshapes, can give the sign for most of the pictures/objects showing that they know what the sign means.</p> <ul style="list-style-type: none"> • Sort learners into same-ability group guided visual reading groups. • Name each group and create a 'Group Guided Visual Reading' chart. 	<p>Develop basic concepts from signed text and pictures:</p> <ul style="list-style-type: none"> • Concept of texts • The whole group “reads” the same signed story • Make use of pictures and videos to introduce new sign/s 	<p>Develop basic concepts from signed text:</p> <ul style="list-style-type: none"> • Concept of texts • The whole group “reads” the same signed story • Make use of pictures and videos to introduce new sign/s 	<p>Develop basic concepts from signed text:</p> <ul style="list-style-type: none"> • Concept of DVDs • The whole group “reads” the same signed story • Create pictures with signed recorded sentences to introduce new vocabulary in context to learners 	<p>Develop basic concepts from signed text:</p> <ul style="list-style-type: none"> • Concept of DVD's • Draw story after watching a signed DVD • Create pictures with signed recorded sentences to introduce new vocabulary in context to learners • Make use of pictures to consolidate signs

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<p>Core Concepts, Skills and Values: Paired/ Independent Visual Reading</p>	<p>Orientate learners to part of independent/ paired visual reading routine by letting them "read" to each other in wordless books.</p>	<p>Teach learners the routine and procedures for independent or paired reading, which will take place as you "listen to" group guided reading. <i>For example:</i></p> <ul style="list-style-type: none"> Teach them not to bother you when you are busy with a group. <p>Settle learners with a partner. Instruct them to take turns to "read" a story about a picture to each other.</p>	<p>Settle learners with a partner. Inform them to take turns to "read" a story about the picture to each other.</p>	<p>Settle learners with a partner. Inform then to take turns to "read" a story about the picture to each other.</p>	<p>Settle learners with a partner. Inform them to take turns to sign a story about the picture to each other.</p>	<p>Settle learners with a partner. Inform then to take turns to sign a story about the to each other.</p>	<ul style="list-style-type: none"> "Read" text with a partner "Read" own recording, starting to correct errors "Read" other recorded texts from the visual reading corner 	<ul style="list-style-type: none"> "Read" text with a partner "Read" own recording, starting to correct errors "Read" own and other's recordings "Read" other recorded texts from the visual reading corner 	<ul style="list-style-type: none"> "Read" text with a partner "Read" own recording, starting to correct errors "Read" own and other's recordings "Read" other recorded texts from the visual reading corner 	<ul style="list-style-type: none"> "Read" text with a partner "Read" own recording, starting to correct errors "Read" own and other's recordings "Read" other recorded texts from the visual reading corner
<p>CAPS Topic</p>	<p align="center">RECORDING - 1 HOUR (Minimum time: 3 x 15 minutes per week; Maximum time: 3 x 20 minutes per week)</p>									
<p>Core Concepts, Skills and Values</p>	<ul style="list-style-type: none"> "Tell" learners that they are going to sign about visiting a farm. Model this for learners – draw a picture of yourself visiting a farm and explain it to learners. Add the sketched sign to the picture of a farm. "Tell" learners to think about their own ideas of visiting a farm. "Tell them" to draw a picture and to try and copy the sign. 	<ul style="list-style-type: none"> "Tell" learners that they are going to sign about what they like best about their classroom. Model this for learners – draw a picture of something you like in the classroom (learners) and explain it to learners. Add the sketched sign to the picture of the object. "Tell" learners to think about their own ideas of what they like about the classroom. "Tell them" to draw a picture and to try and copy the sign. 	<ul style="list-style-type: none"> "Tell" learners that they are going to sign about what they like to do in summer. Model this for learners – draw a picture of yourself doing something you like to do in summer and explain it to learners. Sketch the sign for Summer Instruct learners to think about their own ideas of what they like to do in summer. "Tell them" to draw a picture and to try and copy the sign. 	<ul style="list-style-type: none"> "Tell" learners that they are going to sign about what they do to stay neat and tidy. Model this for learners – draw a picture of yourself doing something to be neat and tidy and explain it to learners. Sketch the sign for neat Instruct learners to think about their own ideas of what to do to stay neat and tidy. "Tell them" to draw a picture and to try and copy the sign. 	<ul style="list-style-type: none"> Inform learners that they are going to sign about how they help at home Model this for learners – draw a picture of yourself doing something helpful and explain it to learners. Sketch the sign for help Let learners think about their own ideas of what they do to help at home. Let them draw a picture and try and copy the sign. 	<ul style="list-style-type: none"> Draw pictures to convey a message e.g. a personal experience Draw pictures in sequence to be able to sign these events. 	<ul style="list-style-type: none"> Draw pictures to convey a message e.g. a personal experience Draw pictures in sequence to be able to sign these events. 	<ul style="list-style-type: none"> Draw pictures to convey a message Draw pictures in sequence to be able to sign these events. 	<ul style="list-style-type: none"> Draw pictures to convey a message Draw pictures in sequence to be able to sign these events. 	<ul style="list-style-type: none"> Draw pictures to convey a message Draw pictures in sequence to be able to sign these events.
<p>Requisite Pre-Knowledge</p>	<p>Grade R knowledge</p>	<p>Grade R knowledge</p>	<p>Grade R knowledge</p>	<p>Grade R knowledge</p>	<p>Grade R knowledge</p>	<p>Grade R knowledge</p>	<p>Grade R knowledge</p>	<p>Grade R knowledge</p>	<p>Grade R knowledge</p>	<p>Grade R knowledge</p>
<p>Resources to enhance learning</p>	<p>DVDs Pictures Posters Webcams Video camera</p>	<p>DVDs Pictures Posters Webcams Video camera</p>	<p>DVDs Pictures Posters Webcams Video camera</p>	<p>DVDs Pictures Posters Webcams Video camera</p>	<p>DVDs Pictures Posters Webcams Video camera</p>	<p>DVDs Pictures Posters Webcams Video camera</p>	<p>DVDs Pictures Posters Webcams Video camera</p>	<p>DVDs Pictures Posters Webcams Video camera</p>	<p>DVDs Pictures Posters Webcams Video camera</p>	<p>DVDs Pictures Posters Webcams Video camera</p>
<p>Informal Assessment</p>	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills practically. This must be done informally and ongoing. The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills practically. Rubrics, checklists and drawing activities can be used. Assessment can only take place if the concepts have been taught and learners had enough time to practice. 									

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**SBA
(Formal
Assessment)**

Observing and Signing:

- Observe instructions and announcements and responds appropriately
- Observe stories and answers closed and open-ended questions
- Share personal details

Visual Reading and Viewing:

- **Predict** the story by making use of DVD cover; pictures read picture books
- **Recognise** own name-sign and those of at least 10 classmates
- Know how a DVD player and remote control work
- Know how to take care of DVD's and equipment
- Sign in groups with teacher using own picture book

Recording:

- Draw pictures to convey a message, e.g. a personal experience
- Contribute ideas to a class story
- Practise the recording of the story

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 1 Term 2

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
TOPIC/THEME	AT SCHOOL	HEALTHY HABITS		WEATHER			MY FAMILY		SAFETY AT HOME		MY BODY
	TERM 1 CONTENT						TERM 2 CONTENT				
CAPS Topic	OBSERVING AND SIGNING - 2 HOURS, 30 MIN (Minimum time 8 x 15 minutes a week; Maximum time 10 x 15 minutes a week)										
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Appropriate observing behaviour Share personal experiences on the sports field. Observe with interest stories, rhymes and signed songs. Observe instructions 	<ul style="list-style-type: none"> Arrange pictures in logical sequence and discuss Discuss pictures on posters and in picture books without ANY written text Suitable observing behaviour/ respect/ take turns Take part in discussions, share and take turns to sign 	<ul style="list-style-type: none"> Arrange pictures in logical sequence and discuss Discuss and classify pictures and objects by colour, size, shape and number by making use of the correct vocabulary. Suitable observing behaviour/ respect/ take turns 	<ul style="list-style-type: none"> Sign songs with movement Arrange pictures in logical sequence and discuss Discuss and classify pictures and objects by colour, size, shape and number by making use of the correct vocabulary. Suitable observing behaviour/ respect/ take turns 	<ul style="list-style-type: none"> Share personal experiences of a hot summer's day. Sign songs with movement Arrange pictures in logical sequence and discuss Discuss and classify pictures and objects by colour, size, shape and number by making use of the correct vocabulary. Suitable observing behaviour/ respect/ take turns 	<ul style="list-style-type: none"> Appropriate observing behaviour Share personal experiences on the sports field. Observe stories, rhymes and signed songs with interest. Observe instructions 	<ul style="list-style-type: none"> Appropriate observing behaviour- look at peers who sign stories about their families. Sign about personal experiences – My family Observe instructions – Teacher give more than one command to learners to act on. 	<ul style="list-style-type: none"> Appropriate observing behaviour- observe the stories of their peers on their families Talk about personal experiences - things they as a family likes to do together Observe instructions and respond appropriately – teacher gives more than one command for learners to act on. Sign handshape poems and rhymes Identify/recognise parts of a whole 	<ul style="list-style-type: none"> Appropriate observing behaviour- teacher discusses safety at home (bathroom and kitchen) Observe instructions – safety rules in the house Convey messages – “tell” Mom and Dad how to ensure safety at home Sign handshape poems and rhymes (safety) 	<ul style="list-style-type: none"> Appropriate observing behaviour - Teacher discusses safety at home during thunderstorms outside and inside the home Observe more than one instruction at a time Observe with comprehension and answer questions. Draw pictures on safety in the kitchen. Sign handshape poems and rhymes (safety) 	<ul style="list-style-type: none"> Appropriate observing behaviour - observe a story about: My body Observe with comprehension and answer questions. Draw pictures (Answers questions about “My body”) Identify/recognise parts of a whole
CAPS Topic	VISUAL READING AND VIEWING - 2 HOURS (Minimum time: 5 x 15 minutes per week; Maximum time: 8 x 15 minutes per week)										
Core Concepts, Skills and Values: Shared Visual Reading	<p>Emergent visual reading skills: Vocabulary building</p> <ul style="list-style-type: none"> Repeat the story several times so that learners can get acquainted with the vocabulary and signs used in the story <p>Make use of visual cues:</p> <ul style="list-style-type: none"> Reflect on the end of the story by discussing what could lead to it Make use of pictures to understand the sequence of happenings in the 	<p>Emergent visual reading skills: Vocabulary building</p> <ul style="list-style-type: none"> Repeat the story several times so that learners can get acquainted with the vocabulary and signs in the story <p>Make use of visual cues:</p> <ul style="list-style-type: none"> Reflect on the end of the story by discussing what could lead to it Make use of pictures to understand the sequence of happenings in the story and to determine how the happenings influenced each other 	<p>Emergent visual reading skills: Vocabulary building</p> <ul style="list-style-type: none"> Recognise learners' name-sign in the classroom <p>Make use of visual cues:</p> <ul style="list-style-type: none"> Reflects on the end of the story by discussing what could lead to it <p>Build basic skills of understanding:</p> <ul style="list-style-type: none"> Build understanding by asking questions on the story. Learners to answer in full sentences. 	<p>Emergent visual reading skills: Vocabulary building</p> <ul style="list-style-type: none"> Recognise learners' name-signs in the classroom Recognise familiar, age-appropriate fingerspelling <p>Make use of visual cues:</p> <ul style="list-style-type: none"> Reflect on the end of the story by discussing what could lead to it <p>Build basic skills of understanding:</p> <ul style="list-style-type: none"> Build understanding by asking questions on the story. 	<p>Emergent visual reading skills: Vocabulary building</p> <ul style="list-style-type: none"> Recognise learners' name-signs in the classroom Recognise familiar, age-appropriate fingerspelling <p>Interpret pictures to create own story; “read” pictures</p>	<p>Emergent visual reading skills: Vocabulary building</p> <ul style="list-style-type: none"> Recognise learners' names in the classroom Recognise familiar, age-appropriate fingerspelling <p>Interpret pictures to create own story; “read” pictures</p>	<p>Vocabulary development:</p> <ul style="list-style-type: none"> Vocabulary in different contexts Focus on the signs and pictures before concentrating on the text <p>Story skills:</p> <ul style="list-style-type: none"> Learners make use of their imagination and use cues from pictures to make up their own stories <p>Interpret:</p> <ul style="list-style-type: none"> Interpret pictures to create own stories, “read” pictures 	<p>Think about your thoughts and feelings and make inferences:</p> <ul style="list-style-type: none"> Think deeply What does the character think? Make inferences Make inferences by using cues Think about an example <p>Make connections:</p> <ul style="list-style-type: none"> Ask questions like: Have you felt like this before? Who of you have had an experience like this? <p>Decision making skills:</p> <ul style="list-style-type: none"> Think about why a character acted the way he did? Use DVD cover and pictures to predict what story is about Use pictures to create own story Use clues and pictures for understanding 	<p>Vocabulary development:</p> <ul style="list-style-type: none"> Vocabulary in different contexts Focus on the signs used in the story <p>Story skills:</p> <ul style="list-style-type: none"> Learners make use of their imagination and use cues from pictures/signed stories to make up their own stories <p>Interpret:</p> <ul style="list-style-type: none"> Interpret pictures to create own stories, “read” pictures; use pictures /DVD cover to predict what story is about 	<p>Think about your thoughts and feelings and make inferences:</p> <ul style="list-style-type: none"> Think deeply What does the character think? Make inferences Make inferences by using cues Think about an example <p>Make connections:</p> <ul style="list-style-type: none"> Ask questions like: Have you felt like this before? Who of you have had an experience like this? 	<p>Vocabulary development:</p> <ul style="list-style-type: none"> Vocabulary in different contexts Focus on the signs used in the story <p>Story skills:</p> <ul style="list-style-type: none"> Learners make use of their imagination and use cues from recorded story to make up their own stories <p>Interpret:</p> <ul style="list-style-type: none"> Interpret pictures to create own stories, “read” pictures; use pictures /DVD cover to

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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
TOPIC/THEME	AT SCHOOL	HEALTHY HABITS		WEATHER			MY FAMILY		SAFETY AT HOME		MY BODY
TERM 1 CONTENT							TERM 2 CONTENT				
	story and to determine how the happenings influenced each other			Learners to answer in full sentences.				<ul style="list-style-type: none"> • Discuss story, characters, main idea • Ask questions about story, also higher-order questions 	<ul style="list-style-type: none"> • Use pictures to create own story • Use clues and pictures for understanding • Discuss story, characters, main idea • Ask questions about story, also higher-order questions 	<p>Decision making skills:</p> <ul style="list-style-type: none"> • Think about why a character acted the way he did? <p>Sequence of events:</p> <ul style="list-style-type: none"> • "Read" the DVD and try and remember what happened in the story • Give the sequence of events and highlights of the story • Use DVD cover and pictures to predict what story is about • Use clues and pictures for understanding • Discuss story, characters, main idea • Ask questions about story, also higher-order questions 	<p>predict what story is</p> <p>Use pictures to create own story</p> <ul style="list-style-type: none"> • Use clues and pictures from signed story for understanding • Discuss story, characters, main idea • Ask questions about story, also higher-order questions
<p>Core Concepts, Skills and Values: Group Guided Visual Reading</p> <p>(2 X 15 minutes per day)</p>	<p>Develop basic concepts from signed text:</p> <ul style="list-style-type: none"> • Concept of DVDs • The whole group "reads" the same signed story • Make use of pictures and videos to introduce new sign/s • Begins to build vocabulary Make use of pictures to consolidate signs 	<p>Develop basic concepts from signed text:</p> <ul style="list-style-type: none"> • Concept of DVDs • The whole group "reads" the same signed story • Make use of pictures and videos to introduce new sign/s • Create pictures with signed recorded sentences to introduce new vocabulary in context to learners • Begins to build vocabulary Make use of pictures to consolidate signs 	<p>Develop basic concepts from signed text:</p> <ul style="list-style-type: none"> • Concept of DVDs • The whole group "reads" the same signed story • Builds basic skills for understanding • Learners start to monitor themselves • Make use of pictures and videos to introduce new sign/s • Begins to build vocabulary • Make use of pictures to consolidate signs 	<p>Develop basic concepts from signed text:</p> <ul style="list-style-type: none"> • Concept of DVDs • The whole group "reads" the same signed story • Builds basic skills for understanding • Learners start to monitor themselves • Make use of pictures and videos to introduce new sign/s • Begins to build vocabulary • Make use of pictures to consolidate signs 	<p>Develop basic concepts from signed text:</p> <ul style="list-style-type: none"> • Concept of DVDs • The whole group "reads" the same signed story • Builds basic skills for understanding • Learners start to monitor themselves • Make use of pictures and videos to introduce new sign/s • Begins to build vocabulary • Make use of pictures to consolidate signs 	<p>Develop basic concepts from signed text:</p> <ul style="list-style-type: none"> • The whole group "reads" the same signed story • Begins to build vocabulary 	<p>Develop basic concepts from signed text:</p> <ul style="list-style-type: none"> • The whole group "reads" the same signed story • Build basic comprehension skills – place events in sequence • Learners monitor themselves in recognition of signs and comprehension skills • Make use of pictures and videos to introduce new sign/s • Begins to build vocabulary • Make use of pictures to consolidate signs • Recognise familiar, age-appropriate fingerspelling 	<p>Develop basic concepts from signed text:</p> <ul style="list-style-type: none"> • The whole group "reads" the same signed story • Build basic comprehension skills – place events in sequence • Learners monitor themselves in recognition of signs and comprehension skills • Make use of pictures and videos to introduce new sign/s • Begins to build vocabulary • Make use of pictures to consolidate signs • Recognise familiar, age-appropriate fingerspelling 	<p>Develop basic concepts from signed text:</p> <ul style="list-style-type: none"> • The whole group "reads" the same signed story • Build basic comprehension skills – place events in sequence • Learners monitor themselves in recognition of signs and comprehension skills • Make use of pictures and videos to introduce new sign/s • Begins to build vocabulary • Make use of pictures to consolidate signs • Recognise familiar, age-appropriate fingerspelling 	<p>Develop basic concepts from signed text:</p> <ul style="list-style-type: none"> • The whole group "reads" the same signed story • Build basic comprehension skills – place events in sequence • Learners monitor themselves in recognition of signs and comprehension skills • Make use of pictures and videos to introduce new sign/s • Begins to build vocabulary • Make use of pictures to consolidate signs 	<p>Develop basic concepts from signed text:</p> <ul style="list-style-type: none"> • The whole group "reads" the same signed story • Build basic comprehension skills – place events in sequence • Learners monitor themselves in recognition of signs and comprehension skills • Make use of pictures and videos to introduce new sign/s • Begins to build vocabulary • Make use of pictures to consolidate signs • Recognise familiar, age-appropriate fingerspelling

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

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
TOPIC/THEME	AT SCHOOL	HEALTHY HABITS		WEATHER			MY FAMILY		SAFETY AT HOME		MY BODY
	TERM 1 CONTENT						TERM 2 CONTENT				
Informal Assessment	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate their signing skills This must be done informally and ongoing. The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills. Rubrics, checklists can be used. Assessment can only take place if the concepts have been taught and learners had enough time to practice. 										
SBA (formal assessment)	<p>Observing and Signing:</p> <ul style="list-style-type: none"> Signs about personal experiences and expresses feelings. Observe live signed stories with interest, identifies the main idea and draws a picture to show understanding and responds to questions Sign poems and rhymes and do the actions. Observe instructions and announcements and respond appropriately. Observe live signed stories and answer closed and open-ended questions. <p>Visual Reading and Viewing:</p> <ul style="list-style-type: none"> Assess each learner on visual reading choose a signed text (±1 minute) and ask 2-3 questions related to the text Use contextual clues when observing Build basic comprehension skills – place events in sequence <p>Types of questions: Multiple choice questions Sequence events in the story Interpret information from posters, pictures</p> <ul style="list-style-type: none"> Recognise familiar, age-appropriate fingerspelling <p>Recording:</p> <ul style="list-style-type: none"> Draw pictures to convey a message Compiles a list of signs according to instructions such as a list of signs related to safety Record own news Contribute ideas for a class story recorded by the teacher to create new texts for visual reading 										

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

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
TOPIC/ THEME	MY BODY	KEEPING MY BODY SAFE		MY COMMUNITY		PETS	MANNERS AND RESPONSIBILITIES	PLANTS & SEEDS		FOOD	
	TERM 2 CONTENT				TERM 3 CONTENT						
CAPS Topic	OBSERVING AND SIGNING - 2 HOURS, 30 MIN (Minimum time 8 x 15 minutes a week; Maximum time 10 x 15 minutes a week)										
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Describe objects by using correct vocabulary (senses and for what to use it for) Understand and use vocabulary of subjects (vocabulary on senses) Sign poems and rhymes (signed songs and rhymes on "My body") Identify/recognise parts of a whole 	<ul style="list-style-type: none"> Appropriate observing behaviour Sign about personal experiences Describe objects by using correct vocabulary Observe stories and identify main idea (how to keep your body safe) Sequence pictures Participate in class discussions Understand and use vocabulary of subjects Engage in signed songs, stories and handshape rhymes Sign poems and rhymes 	<ul style="list-style-type: none"> Describe objects by using correct vocabulary – I keep my body healthy Observe stories and identify main idea Sequence pictures (how can we purify water) Participate in class discussions on how to purify water Observing comprehension Understand and use vocabulary of subjects Engage in signed songs, stories and handshape rhymes. Identify/recognise parts of a whole 	<ul style="list-style-type: none"> Take part in discussions and answers questions – places in the community Sign about personal experiences – Which places in the picture have you visited? (Places in the community) Understand and use vocabulary of subjects – Buildings in my community – purpose of every building 	<ul style="list-style-type: none"> Observe instructions and respond appropriately Appropriate observing behaviour Observe story with interest and enjoyment – draw picture and sign about it Role-play with appropriate vocabulary 	<ul style="list-style-type: none"> Sign about personal experiences – How do I care for my pet? Look at story with interest and enjoyment – draw picture and sign about it Sequence pictures and sign about each picture Role-play with appropriate vocabulary 	<ul style="list-style-type: none"> Takes part in discussions, ask questions and answers questions – Good and bad manners Sign about personal experiences – Good manners Sign and do actions Understand and use vocabulary of subjects – vocabulary on good and bad manners Observe a story with interest and enjoyment – draw a picture about it – Please and Thank you 	<ul style="list-style-type: none"> Observe more than one instruction at a time and respond appropriately Understand and use vocabulary of plants Place sketched sign on the picture – We need plants for ... Participate in discussions, questions and answer questions – Why do we need plants? (Shelter, shadow, food, flowers, etc.) 	<ul style="list-style-type: none"> Understand and use vocabulary of subjects – parts of a plant Observe details and answer open-ended questions Ask questions on parts of plants Identify differences and similarities using correct vocabulary 	<ul style="list-style-type: none"> Sign about personal experiences – food I like/do not like Observe details and answer open-ended questions – healthy and unhealthy food Identify differences and similarities using correct vocabulary – food pyramid 	<ul style="list-style-type: none"> Understand and use vocabulary of subjects Observe details and answer open-ended questions – Where does different foods come from? Identify differences and similarities using correct vocabulary Use and extend vocabulary – From where do we get different kinds of food?

CAPS Topic	VISUAL READING AND VIEWING - 2 HOURS (Minimum time: 5 x 15 minutes per week; Maximum time: 8 x15 minutes per week)										
<p>Core Concepts, Skills and Values: Shared Visual Reading</p> <p>(Minimum time: 3 x 15 minutes per week; Maximum time: 5 x 15 minutes per week)</p>	<p>Decision making skills:</p> <ul style="list-style-type: none"> Think about why a character acted the way he did? <p>Think about text:</p> <ul style="list-style-type: none"> Form own opinions on the text <p>Consolidation of vocabulary:</p> <ul style="list-style-type: none"> Make use of emotion vocabulary Synonyms and antonyms Use pictures to predict what story is about Use pictures to create own story Use clues and pictures for understanding Discuss story, characters, main idea Ask questions about story, also higher-order questions 	<p>Vocabulary development:</p> <ul style="list-style-type: none"> Vocabulary in different contexts Focus on the pictures <p>Story skills:</p> <ul style="list-style-type: none"> Learners make use of their imagination and use cues from pictures to make up their own stories <p>Interpret:</p> <p>Interpret pictures to create own stories, "read" pictures</p> <ul style="list-style-type: none"> The whole group views the same signed story Use pictures to predict what story is about Use pictures to create own story Use clues and pictures for understanding Discuss story, characters, main idea Ask questions about story, also higher-order questions 	<p>Think about your thoughts and feelings and make inferences:</p> <ul style="list-style-type: none"> Think deeply What does the character think? Make inferences by using cues Think about an example <p>Make connections:</p> <ul style="list-style-type: none"> Ask questions like: Have you felt like this before? Who of you have had an experience like this? Use pictures to predict what story is about The whole group views the same signed story Use pictures to create own story Use clues and pictures for understanding Discuss story, characters, main idea Ask questions about story also higher-order questions 	<p>Vocabulary building:</p> <ul style="list-style-type: none"> Observe vocabulary in different contexts Focus on the pictures before focussing on the text – Places in our community and people in the community <p>Story skills:</p> <ul style="list-style-type: none"> Learners make use of their imagination by making up their own story, using cues in the pictures – Places and people in our community <p>Interpret:</p> <ul style="list-style-type: none"> Interpret pictures to create own story by "reading" the pictures. The whole group views the same signed story 	<p>Re-think thoughts and feelings and make inferences:</p> <ul style="list-style-type: none"> Think deeper What do you think does the character think? Make inferences by using cues Think about examples <p>Make connections:</p> <ul style="list-style-type: none"> Ask questions to connect the story with real life experiences e.g. Who of you have felt like that? <p>Decision making skills:</p> <ul style="list-style-type: none"> Why do you think the character acted the way he did? 	<p>The whole group views the same signed story</p> <p>Vocabulary building:</p> <ul style="list-style-type: none"> Observe vocabulary in different contexts. (We care for our pets) <p>Make connections:</p> <ul style="list-style-type: none"> Ask questions to connect the story with real life experiences e.g. Who of you have felt like that? <p>Problem solving:</p> <ul style="list-style-type: none"> Cobus does not know how to care for his pet. Help him. <p>Summarise:</p> <ul style="list-style-type: none"> Explain in ±5 sentences how to care for your pet. 	<p>The whole group views the same signed story</p> <p>Vocabulary building:</p> <ul style="list-style-type: none"> Observe vocabulary in different contexts e.g. Chris forgets his manners <p>Make connections:</p> <ul style="list-style-type: none"> Ask questions to connect the story with real life experiences e.g. Who of you have felt like that? <p>Problem solving:</p> <ul style="list-style-type: none"> Case studies – how will you help children who have bad manners? <p>Summarise:</p> <p>Make a list of signs that will demonstrate good manners</p>	<p>The whole group views the same signed story</p> <p>Vocabulary building:</p> <ul style="list-style-type: none"> Observe vocabulary in different contexts Focus on the pictures before focussing on the text – Why do we need plants? <p>Interpret information from posters, pictures and tables:</p> <ul style="list-style-type: none"> E.g. Why do we need plants? 	<p>Understand the connection between cause and effect:</p> <ul style="list-style-type: none"> Caring for my plants (How?) <p>Make inferences:</p> <ul style="list-style-type: none"> I think that because..... 	<p>Vocabulary building:</p> <ul style="list-style-type: none"> Observe vocabulary in different contexts Focus on the pictures before focussing on the text – Places in our community and people in the community <p>Story skills:</p> <ul style="list-style-type: none"> Learners make use of their imagination by making up their own story, using cues in the pictures – Places and people in our community <p>Interpret:</p> <ul style="list-style-type: none"> Interpret pictures to create own story by "reading" the pictures The whole group views the same signed story 	<p>Re-think thoughts and feelings and make inferences:</p> <ul style="list-style-type: none"> Think deeper What do you think does the character think? Make inferences by using cues Think about examples <p>Make connections:</p> <ul style="list-style-type: none"> Ask questions to connect the story with real life experiences e.g. Who of you have felt like that? <p>Decision making skills:</p> <ul style="list-style-type: none"> Why do you think the character acted the way he did? The whole group views the same signed story Discuss sequence and background from story Use DVD cover to predict what story is about Recognise the connection between cause and effect Ask questions about story, also higher-order questions Give own opinion of story Interpret information from posters, pictures and tables
<p>Core Concepts, Skills and Values: Group Guided Visual Reading</p> <p>(2 X 15 minutes per day)</p>	<p>Develop basic concepts from text:</p> <p>"Read" with teacher</p> <ul style="list-style-type: none"> The whole group views the same signed story Build basic comprehension skills – place events in sequence Learners monitor themselves in sign recognition and comprehension skills 	<p>Develop basic concepts from text:</p> <p>"Read" with teacher</p> <ul style="list-style-type: none"> The whole group views the same signed story Build basic comprehension skills – place events in sequence Learners monitor themselves in recognition of signs and comprehension skills Recognise familiar, age-appropriate fingerspelling 	<p>Develop basic concepts from text:</p> <p>"Read" with teacher</p> <ul style="list-style-type: none"> The whole group views the same signed story Build basic comprehension skills – place events in sequence Learners monitor themselves regarding recognition of signs and comprehension skills "Read" with a peer from prepared text "Re-read" known texts Recognise familiar, age-appropriate fingerspelling 	<p>"Read" recorded texts with teacher</p> <ul style="list-style-type: none"> Build basic comprehension skills – place events in sequence Learners monitor themselves regarding recognition of signs and comprehension skills "Read" to a peer from prepared text "Re-read" known texts Recognise familiar, age-appropriate fingerspelling 	<p>Make use of contextual cues:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict text <p>Build vocabulary during all visual reading</p>	<p>"Read" recorded texts</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict text <p>Use recognition of signs and comprehension skills during the visual reading lesson</p> <p>Build vocabulary during all visual reading activities</p>	<p>"Read" recorded texts</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict text <p>Use recognition of signs and comprehension skills during the visual reading lesson</p> <p>Build vocabulary during all visual reading activities</p>	<p>"Read" recorded texts</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict text <p>Build vocabulary during all visual reading activities</p>	<p>"Read" recorded texts</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict text Look for unknown vocabulary/signs <p>Use recognition of signs and comprehension skills during the visual reading lesson</p> <p>Build vocabulary during all visual reading activities</p>	<p>"Read" recorded texts</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict text <p>Use recognition of signs and comprehension skills during the visual reading lesson</p>	<p>"Read" recorded texts</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict text <p>Use recognition of signs and comprehension skills during the visual reading lesson</p> <p>Build vocabulary</p>

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<p>Core Concepts, Skills and Values: Paired/Independent Visual Reading</p>	<ul style="list-style-type: none"> • “Read” with a partner • Help each other to correct errors • “Read” own and others’ recordings • “Read” other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom “reading” corner 	<ul style="list-style-type: none"> • “Read” with a partner • Help each other to correct errors • “Read” own and others’ recordings • “Read” other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom “reading” corner 	<ul style="list-style-type: none"> • “Read” with a partner • Help each other to correct errors • “Read” own and others’ recordings • “Read” other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom “reading” corner 	<p>Make use of contextual cues:</p> <ul style="list-style-type: none"> • Make use of pictures to make sense of a story • Predicts the story by making use of cues • Make use of the storyline to predict text <p>Use recognition of signs and comprehension skills during the visual reading lesson</p> <ul style="list-style-type: none"> • “Read” with a partner • Help each other to correct errors • “Read” own and others’ recordings • “Read” other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom “reading” corner 	<ul style="list-style-type: none"> • “Read” with a partner • Help each other to correct errors • “Read” own and others’ recordings • “Read” other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom “reading” corner 	<ul style="list-style-type: none"> • “Read” with a partner • Help each other to correct errors • “Read” own and others’ recordings • “Read” other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom “reading” corner 	<ul style="list-style-type: none"> • “Read” with a partner • Help each other to correct errors • “Read” own and others’ recordings • “Read” other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom “reading” corner 	<ul style="list-style-type: none"> • “Read” with a partner • Help each other to correct errors • “Read” own and others’ recordings • “Read” other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom “reading” corner 	<ul style="list-style-type: none"> • “Read” with a partner • Help each other to correct errors • “Read” own and others’ recordings • “Read” other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom “reading” corner 	<p>Build vocabulary during all visual reading activities</p> <ul style="list-style-type: none"> • “Read” with a partner • Help each other to correct errors • “Read” own and others’ recordings • “Read” other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom “reading” corner 	<p>during all visual reading</p> <ul style="list-style-type: none"> • “Read” with a partner • Help each other to correct errors • “Read” own and others’ recordings • “Read” other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom “reading” corner
	<p>RECORDING - 1 HOUR (Minimum time: 3 x 15 minutes per week; Maximum time: 3 x 20 minutes per week)</p>										
<p>Core Concepts, Skills and Values</p>	<ul style="list-style-type: none"> • Draw pictures to convey a message and sign a label or caption (briefly sign the message) • Use signs that were taught • Record own news (1 sentence) <p>Contribute ideas to the recording of a class story</p> <ul style="list-style-type: none"> • The learners help the teacher to compile a list of safety rules • Some learners can illustrate the story • Put the story pictures up in the class for learners to “read” the story • Record the story 	<ul style="list-style-type: none"> • Draw pictures to convey a message and sign a label or caption (briefly sign the message) • Use signs that were taught • Record own news (1 sentence) <p>Contribute ideas to the recording of a class story</p> <ul style="list-style-type: none"> • The learners help the teacher to compile a list of safety rules. • Some learners can illustrate the story • Put the story pictures up in the class for learners to remember the story • Record the story 	<ul style="list-style-type: none"> • Draw pictures to convey a message and sign a label or caption (briefly sign the message) • Use signs that were taught • Record own news (1 sentence) <p>Contribute ideas to the recording of a class story</p> <ul style="list-style-type: none"> • The learners help the teacher to compile a list of safety rules. • Some learners can illustrate the story • Put the story pictures up in the class for learners to remember the story • Record the story 	<p>Record at least 2 sentences on own news – Holiday news</p> <ul style="list-style-type: none"> • Fingerspell correctly <p>Contribute ideas to the recording of a class story</p> <ul style="list-style-type: none"> • Different careers • Use illustrations for the reading corner – express feelings • Record the story 	<p>Record at least 2 sentences on own news – People in my community</p> <p>Record a simple message</p> <ul style="list-style-type: none"> • A get well or birthday greeting • Fingerspell correctly 	<p>Record at least 2 sentences on own news - How do I care for my pet?</p> <ul style="list-style-type: none"> • With help use referencing (e.g. indexing, preforms, use of classifiers, eye-gaze, space) correctly when recording 	<p>Record at least 2 sentences – Parts of the plant</p> <ul style="list-style-type: none"> • With help use referencing (e.g. indexing, preforms, use of classifiers, eye-gaze, space) correctly when recording 	<p>Record a poem and draw:</p> <ul style="list-style-type: none"> • Learners help the teacher to find rhyme in the poem by looking at parameters • Learners record the poem with the teacher • Contribute ideas to the recording of a class story • Make use of nouns, pronouns when recording (with help of teacher) • Fingerspell correctly 	<p>Record at least 2 sentences on own new and use past tense</p> <ul style="list-style-type: none"> • I grew my own plant • Draw pictures of the steps • With help use referencing (e.g. indexing, preforms, use of classifiers, eye-gaze, space) correctly when recording • Fingerspell correctly 	<p>Record at least 2 sentences on own news and use past tense – Where do we get different kinds of food?</p> <ul style="list-style-type: none"> • With help use referencing (e.g. indexing, preforms, use of classifiers, eye-gaze, space) correctly when recording • Fingerspell correctly 	<p>Sign a message:</p> <ul style="list-style-type: none"> • Record/draw with your classmate all the healthy food to pack in for school • Give reasons for choosing those foods • With help use referencing (e.g. indexing, preforms, use of classifiers, eye-gaze, space) correctly when recording • Fingerspell correctly
<p>Requisite Pre-Knowledge</p>	<p>Grade R knowledge</p>	<p>Grade R knowledge</p>	<p>Grade R knowledge</p>	<p>Grade R knowledge</p>	<p>Grade R knowledge</p>	<p>Grade R knowledge</p>	<p>Grade R knowledge</p>	<p>Grade R knowledge</p>	<p>Grade R knowledge</p>	<p>Grade R knowledge</p>	<p>Grade R knowledge</p>
<p>Resources to enhance learning</p>	<p>DVDs Pictures Posters Webcams Video camera</p>	<p>DVDs Pictures Posters Webcams Video camera</p>	<p>DVDs Pictures Posters Webcams Video camera</p>	<p>DVDs Pictures Posters Webcams Video camera</p>	<p>DVDs Pictures Posters Webcams Video camera</p>	<p>DVDs Pictures Posters Webcams Video camera</p>	<p>DVDs Pictures Posters Webcams Video camera</p>	<p>DVDs Pictures Posters Webcams Video camera</p>	<p>DVDs Pictures Posters Webcams Video camera</p>	<p>DVDs Pictures Posters Webcams Video camera</p>	<p>DVDs Pictures Posters Webcams Video camera</p>

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Informal Assessment	<ul style="list-style-type: none">• The activities must be observed and assessed during daily lesson activities in Languages.• Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills practically.• This must be done informally and ongoing.• Rubrics, checklists and drawing activities can be used.• Assessment can only take place if the concepts have been taught and learners had enough time to practice.
SBA (Formal Assessment)	<p>Observing and Signing:</p> <ul style="list-style-type: none">• Sign about personal experiences and expresses feelings• Observe stories with interest, identifies the main idea and draws a picture to show understanding and responds to questions• Sign a story which has a beginning, middle and end using language imaginatively• Observe instructions and announcements and responds appropriately <p>Visual Reading and Viewing:</p> <ul style="list-style-type: none">• Assess each learner on visual reading. Choose a signed text (± 1 minute) and ask 2-3 questions related to the text• Choose a short visual reading text (± 1 minute)• Types of questions:<ul style="list-style-type: none">Multiple choice questionsSequence events in the storyInterprets information from posters, pictures or simple tables• Recognises cause and effect in a story• Answers open-ended questions based on the text "read" <p>Recording:</p> <ul style="list-style-type: none">• Record a simple message (at least 2 sentences)• Use placement (prepositions) correctly• Fingerspell correctly

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 1 Term 4

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
TOPIC/ THEME	HOUSES		PICTURE MAPS		WATER		THE SKY AT NIGHT			
TERM 4 CONTENT										
CAPS Topic	OBSERVING AND SIGNING - 2 HOURS, 30 MIN (Minimum time 8 x 15 minutes a week; Maximum time 10 x 15 minutes a week)									
Core Concepts, Skills and Values	<p>Use simple strategies to find information:</p> <ul style="list-style-type: none"> Look at pictures on houses and discuss the following: What materials do you think was used to build the houses? Similarities and differences. <p>Take part in group discussions and give feedback.</p>	<p>Classify information by making use of individual pictures:</p> <ul style="list-style-type: none"> Use the pictures and sort it according to building materials and houses Give feedback to the group 	<p>Observe, enjoy and respond to humorous stories and jokes using language imaginatively:</p> <ul style="list-style-type: none"> Observe live signed jokes/ humorous stories Learners make up their own jokes <p>Group discussions and feedback</p>	<p>Observing stories and give opinion</p> <p>Group discussions and feedback</p> <p>Gain information through simple strategies:</p> <ul style="list-style-type: none"> Make use of signs indicating position to explain a simple route to a classmate The classmate follows the instructions <p>Classify information</p>	<p>Observing stories and give an opinion</p> <p>Observe, enjoy and respond to humorous stories and jokes using language imaginatively:</p> <ul style="list-style-type: none"> Poem about water <p>Group discussions and feedback</p> <p>Gain information through simple strategies</p> <p>Classify information</p> <ul style="list-style-type: none"> Make use of pictures to discuss the different uses of water. <p>Sign a known story with a beginning, middle and end</p>	<p>Appropriate observing behaviour</p> <p>Sign about personal experiences and feelings</p> <ul style="list-style-type: none"> How can we save water? <p>Observe stories and give opinion</p> <p>Sign a well-known story varying signing mode</p> <p>Answer closed and open-ended questions</p> <ul style="list-style-type: none"> Teacher signs a story on water Learners answers questions 	<p>Observe stories and give opinion</p> <p>Group discussions and feedback</p> <p>Gain information through simple strategies</p> <p>Observe instructions and announcements and respond appropriately</p> <p>Answer closed and open-ended questions</p> <ul style="list-style-type: none"> Answers questions on the story 	<p>Sign about personal experiences and feelings</p> <ul style="list-style-type: none"> Differences between day and night Careers on people working in the day and those working in the night <p>Answer closed and open-ended questions</p> <ul style="list-style-type: none"> Answers questions on the story <p>Sign a known story with a beginning, middle and end</p>	<p>Appropriate observing behaviour</p> <p>Observe stories and give opinion</p> <ul style="list-style-type: none"> Story on planets in the universe <p>Observe instructions and announcements and respond appropriately</p> <p>Answer closed and open-ended questions:</p> <ul style="list-style-type: none"> Planets in the universe 	<p>Sign about personal experiences and feelings:</p> <ul style="list-style-type: none"> Full moon, half moon, crescent moon <p>Observe stories and give opinion:</p> <ul style="list-style-type: none"> Discussions on sun and moon Poem about stars <p>Sign a known story with a beginning, middle and end</p>
CAPS Topic	VISUAL READING AND VIEWING- 2 HOURS (Minimum time: 5 x 15 minutes per week; Maximum time: 8 x 15 minutes per week)									
Core Concepts, Skills and Values Shared Visual Reading (Minimum time: 3 x 15 minutes per week; Maximum time: 5 x 15 minutes per week)	<p>Vocabulary building:</p> <ul style="list-style-type: none"> Vocabulary in different contexts Focus on individual signs before learner focus on text – different kinds of houses in our country <p>Story skills:</p> <ul style="list-style-type: none"> Make use of imagination by using clues and pictures/DVD to make up their own story – discuss different kinds of houses and building materials used to build houses <p>Interpret information on posters</p>	<p>Use recorded text with teacher</p> <p>Identify initial event / problem that sets the story in motion</p> <p>Discuss logical sequence of story</p> <p>Recognise cause and effect in story</p>	<p>Vocabulary building:</p> <ul style="list-style-type: none"> Vocabulary in different contexts Focus on individual signs before learner focus on text <p>Story skills:</p> <ul style="list-style-type: none"> Make use of imagination by using clues and pictures/DVD cover to make up their own story – discuss different kinds of houses and building materials used to build houses <p>Interpret information on posters</p>	<p>Use recorded text with teacher</p> <p>Identify initial event / problem that sets the story in motion</p> <p>Discuss logical sequence of story</p> <p>Recognise cause and effect in story</p>	<p>Use recorded text with teacher</p> <p>Identify initial event / problem that sets the story in motion</p> <p>Discuss logical sequence of story</p> <p>Recognise cause and effect in story</p>	<p>Use recorded text with teacher</p> <p>Identify initial event / problem that sets the story in motion</p> <p>Discuss logical sequence of story</p> <p>Recognise cause and effect in story</p>	<p>Use recorded text with teacher</p> <p>Predict story based on cover</p> <p>Use clues and pictures in book for understanding</p> <p>Answer open-ended questions based on text</p>	<p>Use recorded text with teacher</p> <p>Predict story based on cover</p> <p>Use clues and pictures/DVD cover for understanding</p> <p>Answer open-ended questions based on text</p>	<p>Predict story based on cover</p> <p>Identify initial event / problem that sets the story in motion</p> <p>Use clues and pictures/ DVD cover for understanding</p> <p>Discuss logical sequence of story</p>	<p>Predict story based on cover</p> <p>Use clues and pictures/DVD cover for understanding</p> <p>Answer open-ended questions based on text</p> <p>Interpret information on posters</p>

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

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
TOPIC/ THEME	HOUSES		PICTURE MAPS		WATER		THE SKY AT NIGHT			
	TERM 4 CONTENT									
<p style="text-align: center;">Core Concepts, Skills and Values Group Guided Visual Reading</p> <p style="text-align: center;">(2 X 15 minutes per day)</p>	<p>The whole group “read” the same recorded story</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> • Make use of pictures to make sense of a story • Predicts the story by making use of cues • Make use of the storyline to predict text <p>Use recognition of signs and comprehension skills during the visual reading of recorded text</p>	<p>The whole group “read” the same recorded story</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> • Make use of pictures to make sense of a story • Predicts the story by making use of cues • Make use of the storyline to predict text <p>Use recognition of signs and comprehension skills during the visual reading of recorded text</p>	<p>The whole group “read” the same recorded story</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> • Make use of pictures to make sense of a story • Predicts the story by making use of cues • Make use of the storyline to predict words <p>Use recognition of signs and comprehension skills during the visual reading of recorded text</p>	<p>The whole group “read” the same recorded story</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> • Make use of pictures to make sense of a story • Predicts the story by making use of cues • Make use of the storyline to predict words <p>Use recognition of signs and comprehension skills during the visual reading of recorded text</p>	<p>The whole group “read” the same recorded story</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> • Make use of pictures to make sense of a story • Predicts the story by making use of cues • Make use of the storyline to predict words <p>Use recognition of signs and comprehension skills during the visual reading of recorded text</p>	<p>The whole group “read” the same recorded story</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> • Make use of pictures to make sense of a story • Predicts the story by making use of cues • Make use of the storyline to predict words <p>Use recognition of signs and comprehension skills during the visual reading of recorded text</p>	<p>The whole group “read” the same recorded story</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> • Make use of pictures to make sense of a story • Predicts the story by making use of cues • Make use of the storyline to predict words <p>Use recognition of signs and comprehension skills during the visual reading of recorded text</p>	<p>The whole group “read” the same recorded story</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> • Make use of pictures to make sense of a story • Predicts the story by making use of cues • Make use of the storyline to predict words <p>Use recognition of signs and comprehension skills during the visual reading of recorded text</p>	<p>The whole group “read” the same recorded story</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> • Make use of pictures to make sense of a story • Predicts the story by making use of cues • Make use of the storyline to predict words <p>Use recognition of signs and comprehension skills during the visual reading of recorded text</p>	<p>The whole group “read” the same recorded story</p> <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> • Make use of pictures to make sense of a story • Predicts the story by making use of cues • Make use of the storyline to predict words <p>Use recognition of signs and comprehension skills during the visual reading of recorded text</p>
<p style="text-align: center;">Core Concepts, Skills and Values Paired/Independent Visual Reading</p>	<ul style="list-style-type: none"> • “Read” with a partner • “Read” own recordings, starting to correct errors • Help each other to correct errors • Look at other recordings • “Read” other SASL/texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom “reading” corner 	<ul style="list-style-type: none"> • “Read” with a partner • “Read” own recordings, starting to correct errors • Help each other to correct errors • Look at other recordings • “Read” other SASL/texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom “reading” corner 	<ul style="list-style-type: none"> • “Read” with a partner • “Read” own recordings, starting to correct errors • Help each other to correct errors • Look at other recordings • “Read” other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom “reading” corner 	<ul style="list-style-type: none"> • “Read” with a partner • “Read” own recordings, starting to correct errors • Help each other to correct errors • Look at other recordings • “Read” other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom “reading” corner 	<ul style="list-style-type: none"> • “Read” with a partner • “Read” own recordings, starting to correct errors • Help each other to correct errors • Look at other recordings • “Read” other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom “reading” corner 	<ul style="list-style-type: none"> • “Read” with a partner • “Read” own recordings, starting to correct errors • Help each other to correct errors • Look at other recordings • “Read” other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom “reading” corner 	<ul style="list-style-type: none"> • “Read” with a partner • “Read” own recordings, starting to correct errors • Help each other to correct errors • Look at other recordings • “Read” other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom “reading” corner 	<ul style="list-style-type: none"> • “Read” with a partner • “Read” own recordings, starting to correct errors • Help each other to correct errors • Look at other recordings • “Read” other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom “reading” corner 	<ul style="list-style-type: none"> • “Read” with a partner • “Read” own recordings, starting to correct errors • Help each other to correct errors • Look at other recordings • “Read” other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom “reading” corner 	<ul style="list-style-type: none"> • “Read” with a partner • “Read” own recordings, starting to correct errors • Help each other to correct errors • Look at other recordings • “Read” other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom “reading” corner
<p style="text-align: center;">CAPS Topic</p>	<p>RECORDING - 1 HOUR (Minimum time: 3 x 15 minutes per week; Maximum time: 3 x 20 minutes per week)</p>									
<p style="text-align: center;">Core Concepts, Skills and Values</p>	<p>Record more complex texts</p> <p>Record at least 3 sentences about:</p> <ul style="list-style-type: none"> • Holiday news <p>Use placement (prepositions) correctly</p>	<p>Record more complex texts</p> <p>Record at least 3 sentences about:</p> <ul style="list-style-type: none"> • My dream house <p>Use placement (prepositions) correctly</p>	<p>Record more complex texts</p> <p>Discuss ideas for recording with peers</p> <p>Record news/ creative story – use taught knowledge</p> <p>Use fingerspelling where needed</p> <p>Use placement (prepositions) correctly</p> <p>Begin to indicate time/tense correctly (with</p>	<p>Record more complicated texts</p> <p>Form the plurals of familiar signs appropriately</p> <p>Record with illustrations sentences for the visual reading corner:</p> <ul style="list-style-type: none"> • Route from home to school <p>Use fingerspelling where needed</p> <p>Use placement (prepositions) correctly</p>	<p>Record more complicated texts</p> <p>Form the plurals of familiar signs appropriately</p> <p>Record a creative story of at least 3 sentences about:</p> <ul style="list-style-type: none"> • Uses of water <p>Use fingerspelling where needed</p> <p>Use placement (prepositions) correctly</p>	<p>Record more complicated texts</p> <p>Form the plurals of familiar signs appropriately</p> <p>Record a creative story of at least 3 sentences about:</p> <ul style="list-style-type: none"> • We make clever plans to save water <p>Use fingerspelling where needed</p> <p>Record with illustrations sentences for the visual reading corner</p>	<p>Record more complicated texts</p> <p>Record a creative story of at least 3 sentences about:</p> <ul style="list-style-type: none"> • Day and night <p>Use fingerspelling where needed</p> <p>Use placement (prepositions) correctly</p> <p>Begin to indicate time/tense correctly (with teacher’s assistance - past, present)</p>	<p>Record more complicated texts</p> <p>Record a creative story of at least 3 sentences about:</p> <ul style="list-style-type: none"> • I would like to go and live on the moon because .. <p>Use fingerspelling where needed</p> <p>Use placement (prepositions) correctly</p> <p>Begin to indicate time/tense correctly (with</p>	<p>Record more complicated texts</p> <p>Sign news/ creative story – use taught knowledge</p> <p>Form the plurals of familiar signs appropriately</p> <p>Begin to indicate time/tense correctly (with teacher’s assistance - past, present)</p>	<p>Record a creative story of at least 3 sentences about:</p> <ul style="list-style-type: none"> • My first school year <p>Use fingerspelling where needed</p> <p>Use placement (prepositions) correctly</p> <p>Begin to indicate time/tense correctly (with teacher’s assistance - past, present)</p>

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TOPIC/ THEME	HOUSES		PICTURE MAPS		WATER		THE SKY AT NIGHT			
TERM 4 CONTENT										
			teacher's assistance - past, present)	Begin to indicate time/tense correctly (with teacher's assistance - past, present)	Begin to indicate time/tense correctly (with teacher's assistance - past, present)			teacher's assistance - past, present)		
Requisite Pre-Knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge
Resources to enhance learning	DVDs Pictures Posters Webcams Video camera	DVDs Pictures Posters Webcams Video camera	DVDs Pictures Posters Webcams Video camera	DVDs Pictures Posters Webcams Video camera	DVDs Pictures Posters Webcams Video camera	DVDs Pictures Posters Webcams Video camera	DVDs Pictures Posters Webcams Video camera	DVDs Pictures Posters Webcams Video camera	DVDs Pictures Posters Webcams Video camera	DVDs Pictures Posters Webcams Video camera
Informal Assessment	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills practically. This must be done informally and ongoing. The activities must be observed and assessed during daily lesson activities. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills practically. Rubrics, checklists and recording activities can be used. Assessment can only take place if the concepts have been taught and learners had enough time to practice. 									
SBA (Formal Assessment)	<p>Observing and Signing:</p> <ul style="list-style-type: none"> Sequence at least 5 pictures related to a familiar story or Theme topic by matching captions with pictures (integrated with Life Skills) Participate in class discussions and expresses own thoughts and feelings. Observe stories and answer closed and open-ended questions Role play characters in a story that is signed by the teacher <p>Visual Reading and Viewing:</p> <ul style="list-style-type: none"> Assess each learner on visual reading. Choose a recorded text of at least 2 minutes and ask 2-3 questions related to the text Choose a short visual reading text of at least 2 minutes Types of questions: <ul style="list-style-type: none"> Multiple choice questions Sequence events in the story Interpret information from posters, pictures or simple tables Recognise cause and effect in a story. Answer open-ended questions based on the passage read Recognise familiar, age-appropriate fingerspelling <p>Recording:</p> <ul style="list-style-type: none"> Form the plurals of familiar signs appropriately Use placement (prepositions) correctly Begin to use present and past tense correctly in recording With help uses nouns and pronouns Record at least 3 sentences of own news or on a topic 									