

2021 National Recovery Annual Teaching Plan

South African Sign Language Home Language Grade 4 – Term 1



GRADE 4 - TERM 1				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1 3 days	Standardised Baseline Assessment and Orientation to be conducted during the first 3 days of the term in Week 1 – Day 1 to 3. Data is captured so that competency is determined and learning gaps identified. This information should be used to inform subsequent teaching and learning activities.			
WEEK 2	<p>Observes a story</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies and discuss the main message • Recalls specific detail in the story • Reflects on values and messages values • Discusses character, plot and setting • Follows the observing process <p>[OBSERVING FOR COMPREHENSION]</p> <p>“Retells” a story</p> <ul style="list-style-type: none"> • Retells events in correct sequence • Names the characters correctly 	<p>“Reads” a short story</p> <ul style="list-style-type: none"> • “Pre-reading”: predicting from title and pictures • Uses different types of questions in SASL • Identifies main and supporting ideas • Interprets and discusses message • Comments on storyline • Follows the visual reading process <p>[“READING” FOR COMPREHENSION]</p>	<p>Records a story based on a personal experience/ event (narrative / descriptive)</p> <ul style="list-style-type: none"> • Chooses appropriate content for the topic • Uses the story structure as format • Includes characters • Uses appropriate SASL structure. • Uses a range of vocabulary related to topic <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting <p>[RECORDING: STORY]</p>	<p>Phonology:</p> <p>Parameters</p> <p>Types of signs</p> <p>[LS&C ACTIVITIES]</p>

Expected class activities/ informal assessment are indicated in brackets

GRADE 4 - TERM 1				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	<p>Observes and gives directions</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies the features of instructional signed text • Signs clear instructions • Asks questions to clarify • Follows the observing process <p>[OBSERVING FOR COMPREHENSION]</p>	<p>“Reads” a poem</p> <ul style="list-style-type: none"> • Asks and answers questions • Compares different poems viewed • Expresses feelings stimulated by the poem • Discusses main idea and specific details such as the figure of speech elements presented in the poem • Discusses the purpose of the text • Discusses some of the language used • Identifies and discuss design features, rhythm, parameters, repetition etc. • Explains what the poem is about <p>[“READING” FOR COMPREHENSION]</p> <p>Reflects on texts “read” independently</p> <ul style="list-style-type: none"> • “Retells” main ideas in 1 minute • Expresses emotional response to poem <p>[“READING” FOR ENJOYMENT”]</p>	<p>Records a simple poem</p> <ul style="list-style-type: none"> • Produces short simple poems • Begins to use appropriate poetic devices, e.g. symmetry, alliteration (repetition of parameters), rhythm, imagery, pace and sign size • Uses appropriate SASL discourse conventions <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting <p>[RECORDING: POEM]</p>	<p>Morphology:</p> <p>Plural Simple classifiers</p> <p>Syntax/Semantics:</p> <p>Concrete nouns: common nouns, proper nouns, countable and uncountable nouns</p> <p>[LS&C ACTIVITIES]</p>
	<p>FORMAL ASSESSMENT TASK 1 - OBSERVING AND SIGNING: Based on the work done in the term (20 marks) (Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.)</p>			

Expected class activities/ informal assessment are indicated in brackets

GRADE 4 - TERM 1				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5-6	<p>Observe and discuss a story/folklore</p> <ul style="list-style-type: none"> Identifies and discusses the main message Recalls specific detail in the story Reflects on values and messages values Discusses character, plot and setting Follows the observing process <p>[OBSERVING FOR COMPREHENSION]</p>	<p>“Reads” a story, e.g. short story / folklore</p> <ul style="list-style-type: none"> “Pre-reading”: predicting from title and pictures Uses different types of questions in SASL Identifies main and supporting ideas Interprets and discusses message Comments on storyline Follows the visual reading process 	<p>Records a social media message to a friend</p> <ul style="list-style-type: none"> Communicates thoughts and ideas coherently Selects appropriate detail and content for the topic Uses correct format Uses a variety of vocabulary Relates to own experiences Follows the recording process 	<p>Syntax: Basic sentence types, Statements, questions</p> <p>Discourse: Register variations</p> <p>[LS&C AC TIVITIES]</p>
	<p>“Retells” a story</p> <ul style="list-style-type: none"> “Retells” events in correct sequence Names the characters correctly Expresses thoughts and feelings 	<p>Reflects on texts “read” independently</p> <ul style="list-style-type: none"> Relates to own life <p>[“READING” FOR ENJOYMENT]</p>	<p>[RECORDS A SOCIAL MEDIA MESSAGE]</p>	
<p>FORMAL ASSESSMENT TASK 2: RECORDING</p> <ul style="list-style-type: none"> Essay (20 marks) <p>Narrative or Descriptive 2 – 4 minutes Done during the term</p>				

Expected class activities/ informal assessment are indicated in brackets

GRADE 4 - TERM 1				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7-8	Observes an information text with visuals <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies main ideas and respond appropriately • Participates in a class discussion, explaining own opinion • Reflects, clarifies and discusses • Asks critical questions • Follows the observing process 	“Reads” an information text with visuals <ul style="list-style-type: none"> • Infers meaning • Understands purpose of text • Expresses personal response to images • Evaluates the image for effectiveness • Confirms purpose and audience • Follows the visual reading process [“READING” FOR COMPREHENSION]	Summarises informational text with support <ul style="list-style-type: none"> • Uses appropriate vocabulary • Uses some new signs from the “read” text [SUMMARY: INFORMATION TEXT]	Syntax/Semantics: Concrete nouns: common nouns, proper nouns, countable and uncountable nouns Basic sentence types, Statements, questions (focus on concepts that have been covered) [LS&C ACTIVITIES]
		Reflects on texts “read” independently <ul style="list-style-type: none"> • Relates to own life [“READING” FOR ENJOYMENT]		
FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (40 marks) <ul style="list-style-type: none"> • Literary/Non- literary text (15 marks) • Visual text (10 marks) • Language Structures and Conventions (15 marks) Activities for this task do not have to be done in one session.				

Expected class activities/ informal assessment are indicated in brackets

GRADE 4 - TERM 1				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 9-10	<p>Observes and discusses an instructional text, e.g. recipe</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Recalls procedure • Identifies the features of instructional text • Gives clear instructions, e.g. on how to make a cup of tea • Asks questions to clarify • Comments on clarity of instructions <p>[OBSERVING FOR COMPREHENSION]</p>	<p>“Reads” an instructional text</p> <ul style="list-style-type: none"> • Pre-reading”: predicting from title and pictures • Uses “reading” strategies, e.g. prediction, contextual clues • Discusses specific details of text • Discusses sequence of instructions • Discusses new signs • Follows the visual reading process <p>[“READING” FOR COMPREHENSION]</p>	<p>Records instructions e.g. how to make a cup of tea</p> <ul style="list-style-type: none"> • Instructions must be in in chronological order • Lists materials and ingredients • Plans and prepare • Becomes familiar with the process • Prepares clear and logical sequence of instructions • Uses visual material <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting <p>[RECORDING: INSTRUCTIONS]</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>[LS&C ACTIVITIES]</p>
FORMATIVE ASSESSMENT ACTIVITIES				
	<p>Observing and Signing activities</p> <ul style="list-style-type: none"> • Variety of Observing and Signing activities • Observing and Signing activities that comply with the Covid-19 conditions 	<p>Visual Reading and Viewing activities</p> <ul style="list-style-type: none"> • Visual Reading Process • “Reading” for Comprehension activities • Literature activities based on the prescribed genres for the semester 	<p>Recording activities</p> <ul style="list-style-type: none"> • Recording Process • Chunking • Transactional Texts • Essay • Creative Recording 	<p>Language Structures and Conventions activities</p> <ul style="list-style-type: none"> • Variety of Language Structures and Convention activities

Expected class activities/ informal assessment are indicated in brackets

GRADE 4 SASL HLSUMMARY OF FORMAL ASSESSMENT TASKS: TERM 1		
FORMAL ASSESSMENT TASK 1 - OBSERVING AND SIGNING: Based on the work done in the term (20 marks) (Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.)	FORMAL ASSESSMENT TASK 2: RECORDING <ul style="list-style-type: none"> • Essay (20 marks) Descriptive / narrative (2 – 4 minutes) During the term	FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (40 MARKS) <ul style="list-style-type: none"> • Literary/Non- literary text (15 marks) • Visual text (10 marks) • Language Structures and Conventions (15 marks)

Expected class activities/ informal assessment are indicated in brackets

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 4 – Term 2

GRADE 4 - TERM 2				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1-2	<p>Observes and discusses a short story</p> <ul style="list-style-type: none"> • Collects and synthesises information • Expresses ideas and opinions • Asks and answers questions • Identifies and comments on main idea and specific details • Discusses character, plot and setting • “Retells” the events in sequence • Participates in class/ teacher-led discussion e.g. on issues related to the story • Follows the observing process <p>Describes a person/ animal character from story/ place from the story</p> <ul style="list-style-type: none"> • Explains what the person/animal/ character/ place looks like such as physical appearance, mannerisms and values • Uses a few new signs learnt from story • Uses adjectives • Show understanding of setting, plot, conflict and theme <p>Does a role-play, based on the story</p>	<p>“Reads” a short story</p> <ul style="list-style-type: none"> • “Pre-reading” activities, e.g. prediction based on title • Uses different types of questions in SASL • Identifies main and supporting ideas • Interprets and discusses message • Comments on storyline • Follows the visual reading process <p>[“READING” FOR COMPREHENSION]</p> <p>Does a comprehension activity on the text</p>	<p>Records a description of a character</p> <ul style="list-style-type: none"> • This is a brief description of a character as if you were trying to introduce the character. • Include in the description aspects such as physical appearance, mannerisms and values <p>[RECORDING: DESCRIPTIVE ESSAY]</p> <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	<p>Syntax/ Semantics: Sentence types: Questions – Wh; Yes/No</p> <p>Discourse: Rhetoricals</p> <p>[LS&C ACTIVITIES]</p>

Expected class activities/ informal assessment are indicated in brackets

GRADE 4 - TERM 2				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	<p>Observes and discusses current issues based on news or magazine item</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Observes for specific details • Identifies the main message • Relates to own life • Discusses the main ideas and specific detail • Uses information from the text in response to the questions • Discusses the social, moral and cultural values in the text • Participates in a class / teacher-led discussion 	<p>“Reads” information text, e.g. news item</p> <ul style="list-style-type: none"> • “Pre-reading”: predicting based on title and pictures • Activates prior knowledge • Asks and answer questions • Explains opinions about the text • Discusses new signs from the text • Shares thoughts and opinions • Reflects on what was viewed • Visualizes what is being ‘read’ • Evaluates and draws conclusions • Follows the visual reading process <p>[“READING” FOR COMPREHENSION]</p>	<p>Records a news report based on personal experience /event</p> <ul style="list-style-type: none"> • Plans: collects and organize information; sign facts • Gives a title • Uses an appropriate format, introduction (background, purpose, scope), body (answers to Who, What, Where, When, Why and How), conclusions • Selects appropriate content • Sequences events correctly • Uses appropriate vocabulary • Uses appropriate language and conventions –role shifting if needed 	<p>Syntax: Semantics: Adjectives Synonyms, Antonyms</p> <p>Discourse: Cohesion and coherence Chunking</p> <p>[LS&C ACTIVITIES]</p>
	<p>Presents a prepared presentation</p> <ul style="list-style-type: none"> • Selects relevant content • Uses beginning/introduction, middle/body and ending/conclusion • Stays on topic • Uses logical organisation of ideas • Uses correct sign vocabulary, grammar/syntax and body language • Uses presentation skills, e.g., signing mode, size, intensity, pace, pausing, eye contact, posture and gestures • Uses non-manual features correctly • Uses role shift where necessary <p>[PRESENTATION]</p>	<p>Reflects on texts “read” independently</p> <ul style="list-style-type: none"> • Retells story or explains main ideas • Expresses emotional response to texts read <p>[“READING” FOR ENJOYMENT]</p>	<p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting <p>[RECORDS A NEWS REPORT]</p>	
<p>FORMAL ASSESSMENT TASK 1: OBSERVING AND SIGNING: This task is a continuation from Term 1. It will be completed and recorded in Term 2.</p>				

Expected class activities/ informal assessment are indicated in brackets

GRADE 4 - TERM 2				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5-6	<p>Observes weather reports</p> <ul style="list-style-type: none"> Introductory activities: prediction Observes for specific details <p>Participates in class / teacher led discussions</p> <ul style="list-style-type: none"> Discusses usefulness of the information Links information to own life Discusses possible effects on people Compares conditions in different places, indicates preferred destinations with reasons Justifying own opinion Identifies features of weather reports: register and the nature of language used Uses interaction strategies to communicate effectively in group situations 	<p>“Reads” information texts with visuals, e.g. charts/tables/maps</p> <ul style="list-style-type: none"> Infers meaning Understands purpose of text Expresses personal response to images Evaluates the image for effectiveness Confirms purpose and audience Follows the visual reading process <p>[“READING” FOR COMPREHENSION]</p>	<p>Summarizes information text (e.g. weather chart) with support</p> <ul style="list-style-type: none"> Uses appropriate vocabulary Uses some new signs from the text <p>[SUMMARY: INFORMATIONAL TEXT WITH VISUALS]</p>	<p>Syntax/ Semantics:</p> <p>Adjectives Adverbs of time Pronouns (placement and indexing)</p> <p>Fingerspelling:</p> <p>Lexicalized fingerspelling</p> <p>[LS&C ACTIVITIES]</p>
	<p>Observes a description of an object and describes it</p> <ul style="list-style-type: none"> Identifies the object described correctly Uses signs that correctly describe the object Uses some new signs Uses adjectives <p>[SIGNED PRESENTATION]</p>	<p>Reflects on texts “read” during independent “reading”</p> <ul style="list-style-type: none"> Compares texts “read” <p>[“READING” FOR ENJOYMENT]</p>	<p>Records a description of a person/ animal/ place</p> <ul style="list-style-type: none"> Description is clear Uses properly constructed complete sentences. Uses appropriate grammar (adjectives), signs and structure <p>[RECORDING: DESCRIPTIVE ESSAY]</p>	
<p>FORMAL ASSESSMENT TASK 4:</p> <ul style="list-style-type: none"> Transactional text: (10 marks) <p>To be done before the controlled test</p>				

Expected class activities/ informal assessment are indicated in brackets

GRADE 4 - TERM 2				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7-8	<p>Observes and carries out instructions, e.g. recipe/instructions for making something</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies the features of instructional text • Signs clear instructions • Asks questions to clarify • Comments on clarity of instructions • Follows the observing process <p>[OBSERVING FOR COMPREHENSION]</p>	<p>“Reads” an instructional text</p> <ul style="list-style-type: none"> • “Pre-reading”: predicting based on the title and pictures • Discusses feature of text • Discusses specific details of text • Discusses sequence of content • Discusses new signs • Answers questions • Follows the visual reading process <p>[“READING” FOR COMPREHENSION]</p>	<p>Records an instructional text e.g. how to make a sandwich</p> <ul style="list-style-type: none"> • Instructions must be in chronological order • Plans and prepares • Becomes familiar with the process • Considers vocabulary, grammar, expressions, technical language and phrases that might be use • Prepares clear and logical sequence of instructions • Uses visual material <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting <p>[RECORDS AN INSTRUCTIONAL TEXT]</p>	<p>Morphology: Verbs: Indicating verbs; plain verbs</p> <p>Syntax/Semantics: Tense</p> <p>Fingerspelling: Lexicalized fingerspelling</p> <p>[LS&C ACTIVITIES]</p>
	<p>Practises Observing and Signing (Choose one for daily practice)</p> <ul style="list-style-type: none"> • Responds physically to instructions • Gives and follows simple instructions/ directions 			
WEEK 9-10	<p>FORMAL ASSESSMENT TASK 5: CONTROLLED TEST</p> <p>RESPONSE TO TEXTS (40 marks)</p> <ul style="list-style-type: none"> • Literary/Non- literary text (15 marks) • Visual text (10 marks) • Summary (5 marks) • Language Structures and Conventions (10 marks) 			

Expected class activities/ informal assessment are indicated in brackets

FORMATIVE ASSESSMENT ACTIVITIES			
Observing and Signing activities <ul style="list-style-type: none"> Variety of Observing and Signing activities Observing and Signing activities that comply with the Covid-19 conditions 	Visual Reading and Viewing activities <ul style="list-style-type: none"> Visual Reading Process “Reading” for Comprehension activities Literature activities based on the prescribed genres for the semester 	Recording activities <ul style="list-style-type: none"> Recording Process Chunking Transactional Texts Essay Creative Recording 	Language Structures and Conventions activities <ul style="list-style-type: none"> Variety of Language Structures and Convention activities

GRADE 4 SASL HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 2		
FORMAL ASSESSMENT TASK 1: OBSERVING AND SIGNING (20 marks) This task is a continuation from Term 1. It will be completed and recorded in Term 2.	FORMAL ASSESSMENT TASK 4: RECORDING <ul style="list-style-type: none"> Transactional text: (10 marks) Recorded before the controlled test	FORMAL ASSESSMENT TASK 5: CONTROLLED TEST RESPONSE TO TEXTS (40 MARKS) <ul style="list-style-type: none"> Question 1; Literary / non-literary text comprehension (15 marks) Question 2: Visual text comprehension (10 marks) Question 3: Summary (5 marks) Question 4: Language Structures and Conventions in context (10 marks)

Expected class activities/ informal assessment are indicated in brackets

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

GRADE 4 - TERM 3				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1-2	<p>Observes and discusses an information text</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies main ideas and respond appropriately • Participates in a class discussion, explaining own opinion • Discusses specific details • Reflects, clarifies and discusses • Asks critical questions • Follows the observing process 	<p>“Reads” information text with visuals, e.g. on social issues</p> <ul style="list-style-type: none"> • Infers meaning • Understands purpose of text • Expresses personal response to images • Evaluates the image for effectiveness • Confirms purpose and audience • Follows the visual reading process <p>[“READING” FOR COMPREHENSION]</p> <p>Reflects on texts “read” independently</p> <ul style="list-style-type: none"> • Compares texts “read” 	<p>Records a descriptive chunk</p> <ul style="list-style-type: none"> • Describes someone / something to allow viewer to experience the topic vividly • Creates a picture in signs • Chooses signs and expressions carefully to achieve the desired effect • Follows the recording process 	<p>Morphology: Verbs: Indicating verbs; plain verbs</p> <p>[LS&C ACTIVITIES]</p>
WEEK 3-4	<p>Participates in short conversation on a familiar topic</p> <ul style="list-style-type: none"> • Takes turns • Stays on topic • Asks relevant questions <p>[OBSERVING FOR COMPREHENSION]</p> <p>Practices Observing and Signing (Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a simple poem • Plays a simple language game • Gives and follows simple instructions/directions • Tells own news • Retells a story heard 	<p>“Reads” information text with visuals</p> <ul style="list-style-type: none"> • Infers meaning • Understands purpose of text • Expresses personal response to images • Evaluates the image for effectiveness • Confirms purpose and audience • Follows the visual reading process 	<p>Records information from a table/graph/map / into a chunk.</p> <ul style="list-style-type: none"> • Communicates ideas or information in a logical way • Clarifies any unfamiliar concepts • Organizes logically • Takes the viewer from the known to the unknown • Presents in the present tense • Follows the recording process <p>[RECORDING: VISUAL TEXTS]</p>	<p>Morphology: Numeral incorporation Compounds</p> <p>Syntax/ Semantics: Figures of speech: personification, simile, metaphor, idioms</p> <p>[LS&C ACTIVITIES]</p>

Expected class activities/ informal assessment are indicated in brackets

GRADE 4 - TERM 3				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5-6	<p>Observes a story</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies and discusses the main message • Recalls specific detail in the story • Reflects on values and messages values • Discusses character, plot and setting • Follows the observing process <p>[OBSERVING FOR COMPREHENSION]</p>	<p>“Reads” a longer story</p> <ul style="list-style-type: none"> • “Pre-reading”: predicting from title and pictures • Uses different types of questions in SASL • Identifies main and supporting ideas • Interprets and discusses message • Comments on storyline • Follows the visual reading process 	<p>Records diary entries/vlogs</p> <ul style="list-style-type: none"> • Presents his/her evaluation of the day or event • Records from the signer’s point of view • The language choice is simple and to the point • Uses everyday language and keep to the point • The signing mode will be determined by the nature of the entry • Follows the recording process <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	<p>Morphology: Lexicalised fingerspelling</p> <p>Syntax: Sentence types</p> <p>[LS&C ACTIVITIES]</p>

Expected class activities/ informal assessment are indicated in brackets

GRADE 4 - TERM 3				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 4 - 6	PROJECT: Project based on any ONE of the literature genres studied: poems / folklore / short stories / drama / longer story. Note: There must be a variation of genres across the grades. Planning / Preparation/ Research/ Investigation of signed (“oral”) presentation and creative recording of project.			
	FORMAL ASSESSMENT TASK 6: CREATIVE RECORDING PROJECT Stage 1: Research (Learners do research on their project) (10 marks) Weeks 4 – 5 Stage 2: Recording (Learners engage in the recording of their project. Introduction and explanation of project instructions and methodology.) (30 marks) <ul style="list-style-type: none"> • Planning/pre-recording of the creative recording project • Drafting (recording) • Revising • Editing • Final recording • Publishing/Presenting Week 6	FORMAL ASSESSMENT TASK 7: CREATIVE RECORDING PROJECT Stage 3: Signed presentation (Learners do the Signed presentation of their project) (20 marks) Signed (“oral”) presentation <ul style="list-style-type: none"> • Uses appropriate structure: introduction, body and conclusion • Presents central idea and supporting details • Shows evidence of research/ investigation • Uses appropriate body language and presentation skills, e.g. makes eye contact, pace, signing mode, size, etc. • Participates in a discussion • Gives constructive feedback • Maintains discussion • Shows sensitivity to the rights and feelings of others (Commence with the signed task in term 3 and conclude in term 4 when the mark will be recorded.)		
WEEK 7-8	Observes and discusses a short story <ul style="list-style-type: none"> • Collects and synthesises information • Expresses ideas and opinions • Asks and answers questions • Identifies and comments on main idea and specific details • Discusses character, plot and setting • “Retells” the events in sequence • Participates in class/ teacher-led discussion e.g. on issues related to the story • Follows the observing process [OBSERVING FOR COMPREHENSION]	“Reads” a poem/s <ul style="list-style-type: none"> • Asks and answers questions • Compares different poems viewed • Expresses feelings stimulated by the poem • Discusses main idea and specific details such as the figure of speech elements presented in the poem • Discusses the purpose of the text • Discusses some of the language used • Identifies and discuss design features, rhythm, parameters, repetition etc. • Explains what the poem is about [“READING” FOR COMPREHENSION]	Records a handshape poem – different signs with the same handshape that creates a story. [RECORDING: HANDSHAPE POEM]	Reinforcement of language structures and conventions covered in previous weeks Syntax/ Semantics: Figures of speech: personification, simile, metaphor, idioms [LS&C ACTIVITIES]

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FORMATIVE ASSESSMENT ACTIVITIES			
Observing and Signing activities <ul style="list-style-type: none"> Variety of Observing and Signing activities Observing and Signing activities that comply with the Covid-19 conditions 	Visual Reading and Viewing activities <ul style="list-style-type: none"> Visual Reading Process “Reading” for Comprehension activities Literature activities based on the prescribed genres for the semester 	Recording activities <ul style="list-style-type: none"> Recording Process Chunking Transactional Texts Essay Creative Recording 	Language Structures and Conventions activities <ul style="list-style-type: none"> Variety of Language Structures and Convention activities

GRADE 4 SASL HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 3	
FORMAL ASSESSMENT TASK 6 <ul style="list-style-type: none"> Creative Recording (10+30=40 marks) Project based on any ONE of the literature genres studied: poems / short stories / folklore / drama / longer story	FORMAL ASSESSMENT TASK 7 Observing and signing <ul style="list-style-type: none"> Signed presentation of project (20 marks) Commence with the signed (“oral”) task in term 3 and conclude in term 4 when the mark will be recorded. Note: There must be a variation of genres across the grades.

Expected class activities/ informal assessment are indicated in brackets

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

GRADE 4 - TERM 4				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1-2	<p>Observes a news/ magazine item</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identify main ideas and respond appropriately • Participate in a class discussion, explaining own opinion • Reflect, clarify and discuss • Ask critical questions • Follow the observing process <p>Participates in discussions</p> <ul style="list-style-type: none"> • Asks relevant questions and responds to questions • Compares own ideas with others • Respects others' ideas • Gives opinions and constructive feedback 	<p>“Reads” a news/ magazine item that highlights social issues</p> <ul style="list-style-type: none"> • “Pre-reading”: predicting from title and pictures • Uses contextual clues • Activates prior knowledge • Asks and answers questions • Explains opinions about the text • Discusses new signs from the text • Shares thoughts and opinions • Reflects on what was viewed • Evaluates and draws conclusions • Follows the visual reading process <p>[“READING” FOR COMPREHENSION]</p> <p>Reflects on texts “read” independently</p> <ul style="list-style-type: none"> • Compares texts “read” 	<p>Records a news/ magazine item e about a social issue</p> <ul style="list-style-type: none"> • Plans: collects and organize information; sign facts • Gives a title • Uses an appropriate format, introduction (background, purpose, scope), body (answers to Who, What, Where, When, Why and How), conclusions • Uses semi-formal to formal language register and style • Selects appropriate content • Sequences events correctly • Uses appropriate language and conventions • The third person (roleshifting as needed) • Uses timeline correctly <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting <p>[RECORDING: NEWS/ MAGAZINE ITEM]</p>	<p>Morphology:</p> <p>Predicates: Temporal aspects: simple/punctual – repetitive/ iterative, habitual</p> <p>Discourse:</p> <p>Cohesion and coherence Chunking</p> <p>[LS&C ACTIVITIES]</p>

Expected class activities/ informal assessment are indicated in brackets

GRADE 4 - TERM 4				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	<p>Observes a short story</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies and discusses the main message • Recalls specific detail in the story • Reflects on values and messages values • Discusses character, plot and setting • Follows the observing process <p>Participates in class discussions (teacher leads)</p> <ul style="list-style-type: none"> • Follows turn taking conventions • Keeps to the topic • Asks relevant questions • Accepts others' points when necessary • Makes logical links between points • Interrupts politely where appropriate • Maintains discussion • Responds to others' ideas with empathy and respect • Gives balanced and constructive feedback 	<p>“Reads” short story</p> <ul style="list-style-type: none"> • “Pre-reading”: predicting from title and pictures • Uses different types of questions in SASL • Identifies main and supporting ideas • Interprets and discusses message • Comments on storyline • Follows the visual reading process <p>[“READING” FOR COMPREHENSION]</p>	<p>Records a social media message</p> <ul style="list-style-type: none"> • Communicates thoughts and ideas coherently • Selects appropriate detail and content for the topic • Uses correct format • Uses a variety of vocabulary • Relates to own experiences • Follows the recording process <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting <p>[RECORDING: SOCIAL MEDIA MESSAGE]</p>	<p>Syntax/ Semantics:</p> <p>Adverbs of time, manner, location, intensification</p> <p>Tense</p> <p>[LS&C ACTIVITIES]</p>
	<p>Reflects on texts “read” independently</p> <ul style="list-style-type: none"> • “Retells” story or main ideas in 1 minute • Expresses emotional response to texts “read” 			
<p>FORMAL ASSESSMENT TASK 7:</p> <p>Observing and Signing (20 marks)</p> <p>This task is a continuation from Term 3. It will be completed and recorded in Term 4.</p>				

Expected class activities/ informal assessment are indicated in brackets

GRADE 4 - TERM 4					
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS	
WEEK 5-6	<p>Observes and gives directions</p> <p>Consider the following when receiving directions:</p> <ul style="list-style-type: none"> • Asks questions to clarify • Listens for specific details • Requests clarification • Repeats directions for confirmation • Follows the observing process <p>Consider the following when giving directions:</p> <ul style="list-style-type: none"> • Uses concise and clear sentences • Uses the chronological order • Refers to a specific direction • Indicates the approximate distance • Gives the approximate number of streets to be crossed to reach the destination • Provides information about landmarks along the way • Uses signs indicating position • Uses signs indicating direction• 	<p>“Reads” information text, e.g. advertisement</p> <ul style="list-style-type: none"> • Infers meaning • Understands purpose of text • Expresses personal response to images • Evaluates the image for effectiveness • Asks relevant, critical questions using appropriate question forms, e.g. who, which, what, when, how, why • Discusses language use including persuasive and emotive language • Identifies and discusses graphical techniques such as colour, design, choice of images etc. and how they affect the message conveyed • Confirms purpose and audience • Follows the visual reading process <p>[“READING” FOR COMPREHENSION]</p>	<p>Records an advertisement</p> <ul style="list-style-type: none"> • Keeps the attention of the viewer– ensuring that the important signs stand out. • Creates a desire to own the product or use the service. • Considers the following in designing: <ul style="list-style-type: none"> - The target market (for whom the advertisement is intended) - Positioning (where and when the advertisement will appear - Appeals (to what sense is the advertisement appealing?) - The structure - The language used (repetitive, figurative) <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting <p>[RECORDING: ADVERTISEMENT]</p>	<p>Syntax/ Semantics:</p> <p>Modals</p> <p>Basic sentence types: Question mark wiggle</p> <p>[LS&C ACTIVITIES]</p>	
			<p>Reflects on texts “read” independently</p> <ul style="list-style-type: none"> • Expresses emotional response to texts “read” 		
	<p>FORMAL ASSESSMENT TASK 8:</p> <ul style="list-style-type: none"> • Transactional text: (10 marks) <p>Recorded before the controlled test</p>				

Expected class activities/ informal assessment are indicated in brackets

GRADE 4 - TERM 4				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7-8	<p>Observes a dialogue (one signer)</p> <ul style="list-style-type: none"> • Observes dialogue conventions, such as turn taking. • Observes body language • Observes language register and tone. • Observes beginning and conclusion • Compiles questions • Makes notes <p>Role-plays a dialogue (one signer - by using role shift)</p> <p>Ensure:</p> <ul style="list-style-type: none"> • Use of correct dialogue conventions, such as turn taking. • Appropriate body language • Appropriate language register and tone • Suitable beginning and conclusion • Maintains discussion • Responds to others' ideas with empathy and respect 	<p>“Reads” a drama</p> <p>Identify and discuss:</p> <ul style="list-style-type: none"> • Plot / sub-plot • Characterisation • Message / theme • Background and setting - in relation to character and theme • Purpose and audience (register) • Stage directions • Follows the visual reading process <p>[“READING” FOR COMPREHENSION]</p>	<p>Records a dialogue (one signer - by using role shift)</p> <ul style="list-style-type: none"> • Uses correct dialogue conventions • Maintains topic • Follows turn-taking rules • Uses SASL conventions appropriately including eye contact, register, style • Concludes the dialogue <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting <p>[RECORDS A DIALOGUE]</p>	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>[LS&C ACTIVITIES]</p>
WEEK 9-10	<p>FORMAL ASSESSMENT TASK 9: CONTROLLED TEST</p> <p>(RESPONSE TO TEXTS 40 marks)</p> <ul style="list-style-type: none"> • Question 1: Literary/Non- literary text (15 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (5 marks) • Question 4: Language Structures and Conventions (10 marks) 			

Expected class activities/ informal assessment are indicated in brackets

FORMATIVE ASSESSMENT ACTIVITIES				
	Observing and Signing activities <ul style="list-style-type: none"> Variety of Observing and Signing activities Observing and Signing activities that comply with the Covid-19 conditions 	Visual Reading and Viewing activities <ul style="list-style-type: none"> “Reading” Process “Reading” for Comprehension activities Literature activities based on the prescribed genres for the semester 	Recording activities <ul style="list-style-type: none"> Recording Process Chunking Transactional Texts Essay Creative Recording 	Language Structures and Conventions activities <ul style="list-style-type: none"> Variety of Language Structures and Convention activities

GRADE 4 SASL HLSUMMARY OF FORMAL ASSESSMENT TASKS: TERM 4		
FORMAL ASSESSMENT TASK 7: OBSERVING AND SIGNING <ul style="list-style-type: none"> Signed (“oral”) presentation (20 marks) <p>This task is a continuation from Term 3. It will be completed and recorded in Term 4.</p>	FORMAL ASSESSMENT TASK 8: RECORDING <ul style="list-style-type: none"> Transactional text: (10 marks) <p>Recorded before the controlled test</p>	FORMAL ASSESSMENT TASK 9: CONTROLLED TEST (RESPONSE TO TEXTS 40 MARKS) <ul style="list-style-type: none"> Question 1: Literary / non-literary text comprehension (15 marks) Question 2: Visual text comprehension (10 marks) Question 3: Summary (5 marks) Question 4: Language Structures & Conventions (10 marks)

Expected class activities/ informal assessment are indicated in brackets