



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Midyear baseline assessment

English Home Language Grades R - 3

Background and rationale

1. On Monday evening, 23 March, our President addressed the nation and declared a national lock down as from midnight on Thursday, 26 March till midnight Thursday, 16 April. This was later extended as the impact of the pandemic became more severe.
2. Schools have been closed from 18 March up until June and later for some grades. This has resulted in the call for extraordinary measures to support our teachers, learners and parents in terms of curriculum delivery.
3. The current context of the COVID -19 pandemic and the lockdown has created a unique situation with huge challenges calling for resilience and creative and constructive responses.
4. The COVID 19 reality requires new ways to ensure that teaching and learning continues where contact time and distancing requirements are very different from the past.
5. As professional educators it is our collective responsibility to take on this challenge to implement an effective teaching, learning and assessment program to minimize the negative impact caused by this disruption.
6. To this end we are proposing that all Foundation Phase learners are subjected to a brief midyear baseline assessment on their return to school in order to establish their current level of functioning in respect of core functional skills as detailed in the CAPS curriculum
7. This midyear baseline assessment guideline has been developed as a guide for teachers to complete a brief midyear assessment of learners to establish their current level of functioning in terms of core functional skills pertaining to Home Language.

Instructions for completing the midyear baseline assessment:

1. The assessment should be completed as quickly as possible so that formal teaching may resume.
2. The assessment should take a maximum of two days to complete.
3. The aim of the assessment is for teachers to use formative assessment procedures to gauge how well their learners are doing in Home Language so as to inform their teaching. I.e. This implies that teaching should continue during this time and teachers should use observation and informed judgment to evaluate the levels that learners are functioning on.
4. Teachers must analyze the data received from the midyear baseline assessment and ensure that the valuable information gained from this informs their teaching. I.e. Ability groups for reading should be re-established if need be.
5. Listening and speaking should be integrated across all learning areas and does not require separate activities.
6. Handwriting should be evaluated during the daily handwriting lesson.
7. Teachers may decide how far to extend their midyear baseline assessment based on the particular context of their schools. i.e. You may choose to select only Term 1 content to revise or Term 2 or a combination of both terms.
8. Teachers may use a selection of one or two of the exemplar activities to assist them in this process or they may use their own activities to fulfill the purposes of the baseline assessment. Activities in the DBE books are also a good source for activities.
9. Graded readers and DBE workbooks may also be used as resources to assist in this process.

The midyear baseline assessment consists of the following:

1. List of core concepts for Grades R to 3 for Term 1 and 2.
2. Teacher checklists for Gr. R to 3
3. Examples of learner activities for Gr. R to 3

KEY CONCEPTS TERM 1 ENGLISH HOME LANGUAGE

	Grade R	Grade 1	Grade 2	Grade 3
LISTENING AND SPEAKING	<ul style="list-style-type: none"> Listens attentively to simple questions and announcements and responds appropriately 	<ul style="list-style-type: none"> Talks about personal experiences: tells news, describes weather news, other topical events etc. 	<ul style="list-style-type: none"> Talks about personal experiences. For example, tells personal news 	<ul style="list-style-type: none"> Talks about personal experiences. For example, tells news expressing feelings and opinions
	<ul style="list-style-type: none"> Tells stories and retells stories of others in own words 	<ul style="list-style-type: none"> Understand and use appropriate vocabulary. 	<ul style="list-style-type: none"> Tells a story that has a beginning, middle and end 	<ul style="list-style-type: none"> Listens to a complex sequence of instructions (at least 4) and responds appropriately
	<ul style="list-style-type: none"> Solves and completes at least five or more-piece jig-saw puzzles 	<ul style="list-style-type: none"> Listen to a story for enjoyment and draw a picture to show understanding. 	<ul style="list-style-type: none"> Listens to instructions containing at least two parts and responds appropriately 	<ul style="list-style-type: none"> Make use of appropriate language during class discussions.
	<ul style="list-style-type: none"> Identifies and describes similarities and differences 		<ul style="list-style-type: none"> Listens to a story with enjoyment and answers questions related to the story 	<ul style="list-style-type: none"> Listens for the main idea and for detail in stories and answers higher-order questions, e.g., "Do you think the title is the best one for the story? Why?"

KEY CONCEPTS TERM 1 ENGLISH HOME LANGUAGE

	Grade R	Grade 1	Grade 2	Grade 3
PHONICS	<ul style="list-style-type: none"> Distinguishes aurally between different letter sounds especially at the beginning of own name 	<ul style="list-style-type: none"> Identifies letter-sound relationships of some single letters 	<ul style="list-style-type: none"> Identifies letter-sound relationships of all single letters Revises word families with short vowel sounds: -at, -ag, -am, -it, etc. 	<ul style="list-style-type: none"> Recognises consonant digraphs (sh-, -sh, ch-, -ch, th-, -th and wh-) at the beginning and end of words (sh-irt, ch-irp, th-ink, wh-en, wi-sh, ri-ch, bo-th) Recognises vowel digraphs such as 'oo', 'ee', 'ea', 'ai', 'oa', 'ay'
	<ul style="list-style-type: none"> Identifies a sound that does not belong in a sequence: 'Which sound does not belong - b, b, <u>k</u>, b; d, d, d, t? 	<ul style="list-style-type: none"> Begins to build up short words using sounds learnt such as c-a-t - cat Begins to use blending to make words such as 'at' c-at, m-at, identifying the rhyming words 	<ul style="list-style-type: none"> Builds 3 and 4-letter words using the single letters and digraphs taught in term 1. 	<ul style="list-style-type: none"> Builds 3, 4 and 5-letter words using the consonant and vowel digraphs taught in term 1.
READING	<ul style="list-style-type: none"> Makes up own story by 'reading' the pictures 	<ul style="list-style-type: none"> Word recognition of sight words: Assess word recognition (30 – 40 words) Use pictures to predict a story. 	<ul style="list-style-type: none"> Word recognition of sight words: Assess word recognition (50 – 60 words) Assess paragraph reading (50 – 60 words) 	<ul style="list-style-type: none"> Word recognition of sight words: Assess word recognition (70 – 80 words) Assess paragraph reading (70 – 80 words)
	<ul style="list-style-type: none"> Draws pictures capturing main idea of the stories, songs or rhymes 	<ul style="list-style-type: none"> Answers open-ended questions on the story. E.g. What will happen if...? Why do think so? What would you have 	<ul style="list-style-type: none"> Answers open-ended questions on the story and give reasons for the answer. 	<ul style="list-style-type: none"> Express feelings about a story. Answers higher order questions before, during and after reading a shared text, e.g., "What do you

KEY CONCEPTS TERM 1 ENGLISH HOME LANGUAGE				
	Grade R	Grade 1	Grade 2	Grade 3
		done differently? Ask questions on the story.		think will happen next? Why do you say this?"
WRITING	<ul style="list-style-type: none"> Draws or paints pictures to convey messages during creative art activities such as about a personal experience 	<ul style="list-style-type: none"> Do transcription of 3 – 4 letter words with sounds taught e.g. c-a-t is cat. 	<ul style="list-style-type: none"> Writes at least three sentences of own news or creative story using sounds learnt and common sight words, capital letters and full stops 	<ul style="list-style-type: none"> Writes at least one paragraph of eight sentences on own news, creative story, description of an incident/experiment etc.
	<ul style="list-style-type: none"> Forms letters in various ways using the whole body: by using own body to make the letter 'l' 	<ul style="list-style-type: none"> Copies and writes own name 		<ul style="list-style-type: none"> Writes words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas
		<ul style="list-style-type: none"> Copies one sentence of news from the board/chart correctly Try to write at least 1 sentence correctly with capital letters and full stops. 		
HANDWRITING	<ul style="list-style-type: none"> Uses a range of writing tools: paint brushes, wax crayons 	<ul style="list-style-type: none"> Forms at least 7 lower case letters correctly 	<ul style="list-style-type: none"> Forms 26 lower and upper-case letters correctly: directionality, formation and spacing within lines 	<ul style="list-style-type: none"> Forms all lower and upper-case letters in joined script or cursive writing and begins to join various letters and to form

KEY CONCEPTS TERM 1 ENGLISH HOME LANGUAGE

	Grade R	Grade 1	Grade 2	Grade 3
				words in the selected joined script or cursive writing
		<ul style="list-style-type: none"> Writes words using letter sounds learnt 	<ul style="list-style-type: none"> Copies and writes two or more sentences legibly and correctly 	<ul style="list-style-type: none"> Writes a sentence legibly and correctly in both the print script and the joined script or cursive writing

KEY CONCEPTS TERM 2 ENGLISH HOME LANGUAGE

	Grade R	Grade 1	Grade 2	Grade 3
LISTENING AND SPEAKING	<ul style="list-style-type: none"> Listens without interrupting, taking turns to speak 	<ul style="list-style-type: none"> Talks about personal experiences. For example, tells news using correct sequence 	<ul style="list-style-type: none"> Talks about personal experiences. For example, tells news without repetition 	<ul style="list-style-type: none"> Talks about personal experiences. For example, tells news expressing feelings and opinions
	<ul style="list-style-type: none"> Tells stories and retells stories of others in own words 	<ul style="list-style-type: none"> Listens to stories and identifies the main idea 	<ul style="list-style-type: none"> Answers closed and open-ended questions and gives reasons for answers 	<ul style="list-style-type: none"> Analyses, compares and contrasts information such as the eating habits of a child and a monkey
	<ul style="list-style-type: none"> Solves and completes at least ten or more-piece jig-saw puzzles 	<ul style="list-style-type: none"> Listens to instructions (group and daily routines) and responds appropriately 	<ul style="list-style-type: none"> Participates in discussions and asks questions for clarity 	<ul style="list-style-type: none"> Listens to more complex instructions (at least 5) and responds appropriately
	<ul style="list-style-type: none"> Identifies and describes similarities and differences 		<ul style="list-style-type: none"> Expresses feelings about a story or poem 	

KEY CONCEPTS TERM 2 ENGLISH HOME LANGUAGE

	Grade R	Grade 1	Grade 2	Grade 3
PHONICS	<ul style="list-style-type: none"> Distinguishes aurally between different letter sounds especially at the beginning of words 	<ul style="list-style-type: none"> Identifies letter-sound relationships of all single letters Groups common words into sound families such as hot, hop, hob 	<ul style="list-style-type: none"> Recognizes 3-letter consonant blends at the beginning of words. For example. str-ip, str-ap) Recognizes 3-letter consonant blends at the end of words. For example, ca-tch, fe-tch, i-tch) Recognizes at least 3 new vowel digraphs. For example, 'oa' as in boat, 'ea' as in eat, short 'oo' as in book, 'ai' as in 'rain' Recognizes 'silent e'/split digraph in words. For example, tape, time, note 	<ul style="list-style-type: none"> Recognizes that some sounds are represented by a number of different spelling choices (play, pain, plate; feet, read, key; boat, blow, note; tiger, like, sigh, fly) Recognizes digraphs making /f/ such as 'ph' as in elephant, 'gh' as in laugh
	<ul style="list-style-type: none"> Listens for the odd word in a sequence where all words begin with the same sound. 	<ul style="list-style-type: none"> Begins to build up short words using sounds learnt such as c-a-t - cat Begins to use blending to make words such as 'at' c-at, m-at, identifying the rhyming words 	<ul style="list-style-type: none"> Builds 3, 4 and 5-letter words using the consonant blends, vowel digraphs taught in term 2. 	<ul style="list-style-type: none"> Builds 3, 4 and 5-letter words using the consonant and vowel digraphs taught in term 2 Recognizes that the same spelling can represent different sounds such as 'bread', 'read'

KEY CONCEPTS TERM 2 ENGLISH HOME LANGUAGE

	Grade R	Grade 1	Grade 2	Grade 3
READING	<ul style="list-style-type: none"> Arranges a set of pictures in such a way that they form a story and then 'reads' the story 	<ul style="list-style-type: none"> Word recognition of sight words: Assess word recognition (50 – 60 words) Reads phonic words in sentences and other texts Uses clues and pictures in the text for understanding 	<ul style="list-style-type: none"> Word recognition of sight words: Assess word recognition (60 – 70 words) Assess paragraph reading (60 – 70 words) 	<ul style="list-style-type: none"> Word recognition of sight words: Assess word recognition (80 – 90 words) Assess paragraph reading (80 – 90 words)
	<ul style="list-style-type: none"> Discusses and describes characters in stories 	<ul style="list-style-type: none"> Answers open-ended questions on the story. E.g. What will happen if...? Why do think so? What would you have done differently? Ask questions on the story. 	<ul style="list-style-type: none"> Answers open-ended questions on the story and give reasons for the answer. 	<ul style="list-style-type: none"> Uses sight words, phonics, contextual and structural analysis decoding skills when reading Answers higher order questions before, during and after reading a shared text, e.g., "What do you think will happen next? Why do you say this?"
WRITING	<ul style="list-style-type: none"> Draws pictures to convey a message such as own 'news' 	<ul style="list-style-type: none"> Compiles a list of words according to instructions such as food 	<ul style="list-style-type: none"> Writes own story of at least one paragraph (at least five sentences) using a writing frame 	<ul style="list-style-type: none"> Writes at least two paragraphs (ten or more sentences) on personal experiences such as daily news or a school event
	<ul style="list-style-type: none"> Begins to form letters using finger painting, paint brushes, wax 	<ul style="list-style-type: none"> Writes sentences using words containing the phonic sounds 	<ul style="list-style-type: none"> Uses present and past tenses correctly 	<ul style="list-style-type: none"> Uses more complex tenses such as present and past progressive. For

KEY CONCEPTS TERM 2 ENGLISH HOME LANGUAGE				
	Grade R	Grade 1	Grade 2	Grade 3
	crayons	already taught		example, He is reading a book. They were watching TV last night
		<ul style="list-style-type: none"> Writes one sentence of own news or shared writing 		<ul style="list-style-type: none"> Uses punctuation correctly; capital letters, full stops, commas, question marks, exclamation marks and inverted commas
HANDWRITING	<ul style="list-style-type: none"> Uses a range of writing tools: paint brushes, wax crayons 	<ul style="list-style-type: none"> Forms at least 20 lower case letters correctly 	<ul style="list-style-type: none"> Writes in print script all capitals and lower-case letters confidently and accurately 	<ul style="list-style-type: none"> Uses correct letter formation in all written work
	<ul style="list-style-type: none"> Holds crayons correctly using an acceptable pencil grip 	<ul style="list-style-type: none"> Writes words with correct spacing 	<ul style="list-style-type: none"> Copies and writes one paragraph of between 3 - 4 lines from a printed text such as a story, a poem etc 	<ul style="list-style-type: none"> Copies words correctly from a variety of sources, that is, board, strips, work cards etc. and writes with increased speed in the joined script or cursive writing

MIDYEAR BASELINE EVALUATION: GRADE R

HOME LANGUAGE: Term 1 Content

[illegible]

MIDYEAR BASELINE EVALUATION: GRADE 1

HOME LANGUAGE: TERM 1 CONTENT	
1	1.1
2	2.1
3	3.1
4	4.1
5	5.1
6	6.1
7	7.1
8	8.1
9	9.1
10	10.1
11	11.1
12	12.1
13	13.1
14	14.1
15	15.1
16	16.1
17	17.1
18	18.1
19	19.1
20	20.1
21	21.1
22	22.1
23	23.1
24	24.1
25	25.1
26	26.1
27	27.1
28	28.1
29	29.1
30	30.1
31	31.1
32	32.1
33	33.1
34	34.1
35	35.1
36	36.1
37	37.1
38	38.1
39	39.1
40	40.1
41	41.1
42	42.1
43	43.1
44	44.1
45	45.1
46	46.1
47	47.1
48	48.1
49	49.1
50	50.1
51	51.1
52	52.1
53	53.1
54	54.1
55	55.1
56	56.1
57	57.1
58	58.1
59	59.1
60	60.1
61	61.1
62	62.1
63	63.1
64	64.1
65	65.1
66	66.1
67	67.1
68	68.1
69	69.1
70	70.1
71	71.1
72	72.1
73	73.1
74	74.1
75	75.1
76	76.1
77	77.1
78	78.1
79	79.1
80	80.1
81	81.1
82	82.1
83	83.1
84	84.1
85	85.1
86	86.1
87	87.1
88	88.1
89	89.1
90	90.1
91	91.1
92	92.1
93	93.1
94	94.1
95	95.1
96	96.1
97	97.1
98	98.1
99	99.1
100	100.1

[illegible]

MIDYEAR BASELINE EVALUATION: GRADE 1

HOME LANGUAGE: TERM 2 CONTENT

[illegible]

MIDYEAR BASELINE EVALUATION: GRADE 2

HOME LANGUAGE: TERM 1

[illegible]

MIDYEAR BASELINE EVALUATION: GRADE 2

HOME LANGUAGE: TERM 2

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MIDYEAR BASELINE EVALUATION: GRADE 3

HOME LANGUAGE: TERM 1 CONTENT

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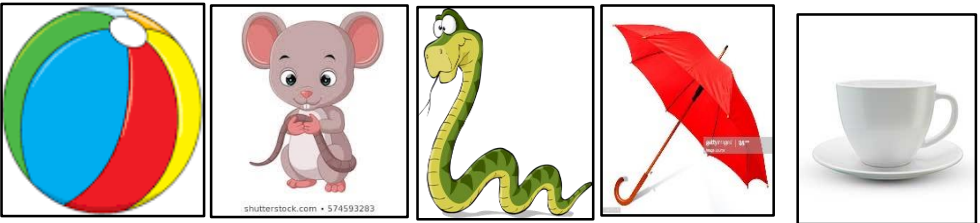
MIDYEAR BASELINE EVALUATION: GRADE 3


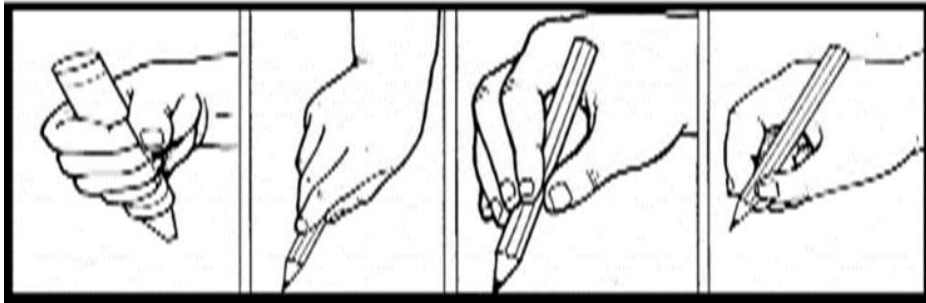
HOME LANGUAGE: TERM 2 CONTENT

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Activity exemplars

Grade R

Grade R Mid-Year Assessment Term 1	
Listens attentively to simple questions and announcements and responds appropriately	Teacher asks questions regarding the Corona Virus and explains what measures have been put in place for everyone's safety.
Solves and completes at least five or more-piece jig – saw puzzles	Learners completes puzzles independently
Identifies and describes similarities and differences.	
Identifies a sound that does not belong in a sequence	<p>This is a simple instruction which can be done at any time during your lesson time: on the mat, Storytime, at the creative activity table.</p> <p>Ask the following: Which sound does not belong? b b b m b</p>
Distinguishes aurally between different sounds.	
Recognizes own name and 5 friend's names.	Use the Helper's Chart. Six learners in a group. Learners recognize their own name in their lockers and that of five friends
Identifies a sound that does not belong in a sequence	<p>Bed, bath, ball, sand, beach</p> <p>Man, moon, jungle, mango</p> <p>Ring, road, ready, kick, roll</p>

Recognises and points out common objects in a picture	 <ul style="list-style-type: none">○ Children running a race,○ Teacher on the check blanket, telling a story to a group of children,○ Child in wheelchair throwing a ball to his friend,○ Child on the balancing beam and child crawling under...,○ Two children on the see -saw,○ Three children jumping on tyres,○ Someone being pushed on the swing under the trees.				
Draws a picture to capture the main idea of a story, song or rhyme	This can be done during free choice time at the Drawing table or Home Language Focus time. Have the illustrations available for learners to recall.				
Learner draws a picture of him/herself. Learner writes a caption / or teacher writes the caption.	After drawing a picture of him/herself, the learner writes or copies a caption: This is me or My name is ...				
Learner can manipulate and handle writing materials and scissors correctly. (emergent writing skills)	When drawing a picture, him/herself with crayons, cut and paste the picture on a painted background  <table><tr><td>1 – 1 ½ years Cylindrical grasp</td><td>2 – 3 years Digital grasp</td><td>3 ½ - 4 years Modified Tripod grasp</td><td>4 ½ - 7 years Tripod grasp</td></tr></table>	1 – 1 ½ years Cylindrical grasp	2 – 3 years Digital grasp	3 ½ - 4 years Modified Tripod grasp	4 ½ - 7 years Tripod grasp
1 – 1 ½ years Cylindrical grasp	2 – 3 years Digital grasp	3 ½ - 4 years Modified Tripod grasp	4 ½ - 7 years Tripod grasp		

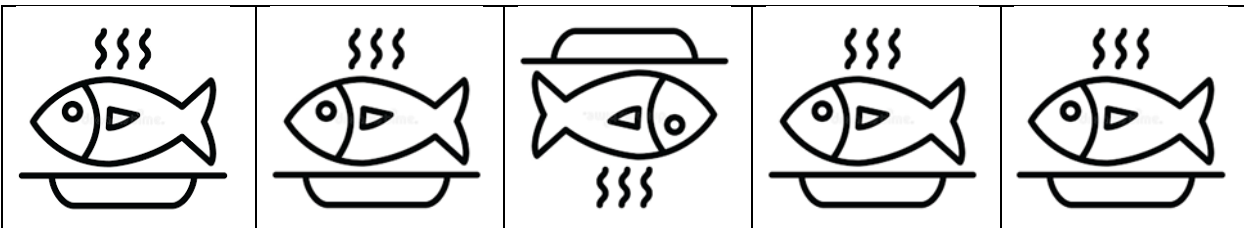
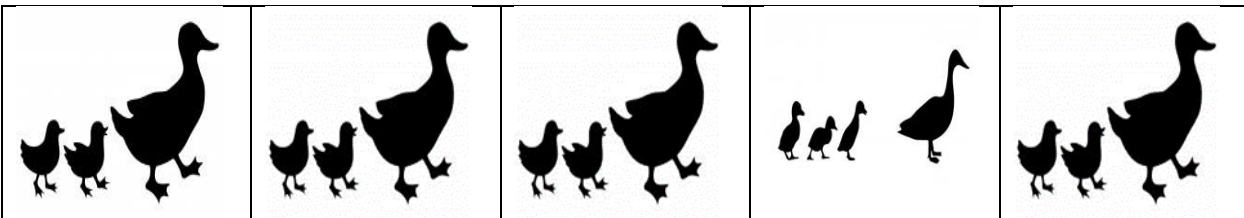
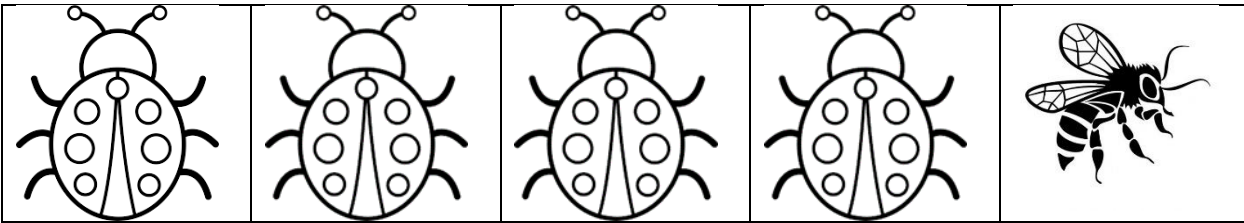
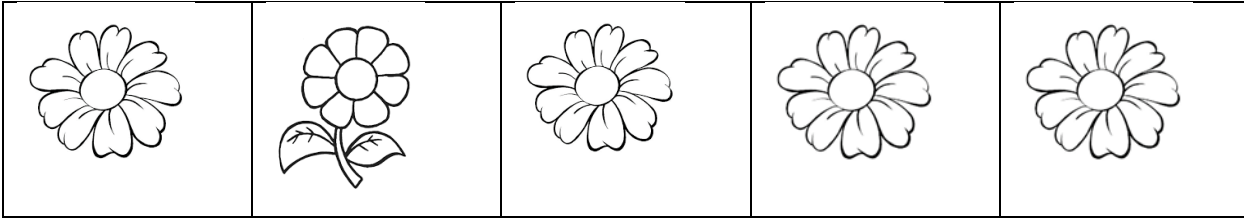
Teachers are encouraged to make use of the DBE workbooks for additional activities and ideas.

Game 1:

Use this as a fun game. Hand the learner 5 markers.

Instruction: Put the marker on the picture that differs.

This is not a pen and paper activity.

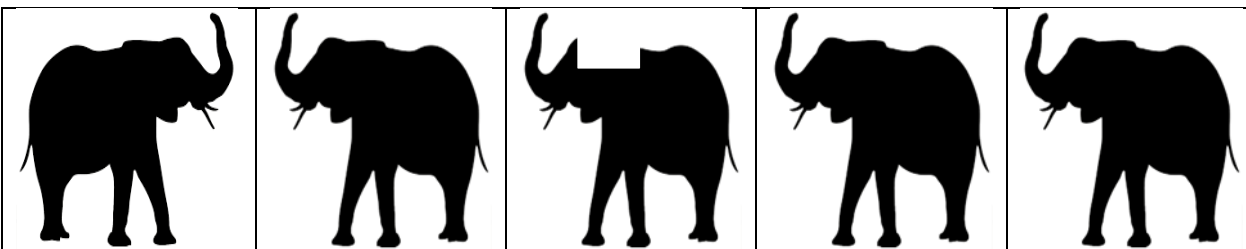
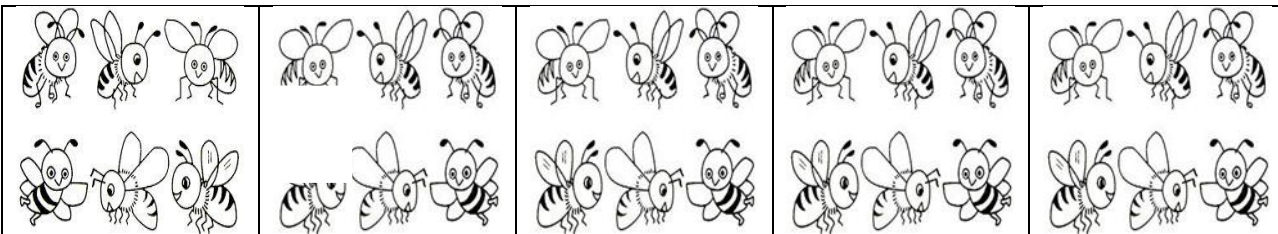
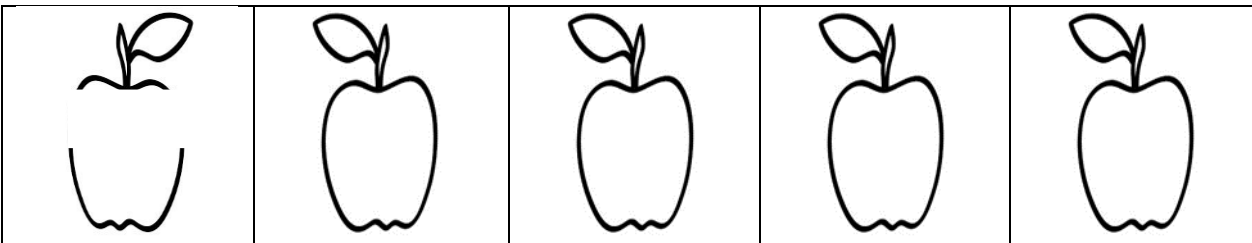
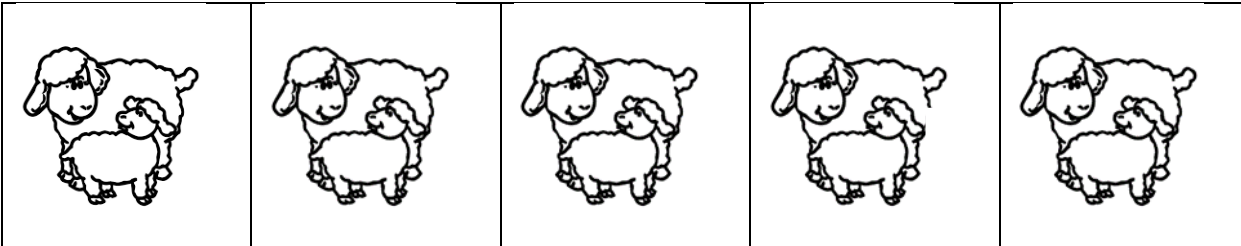
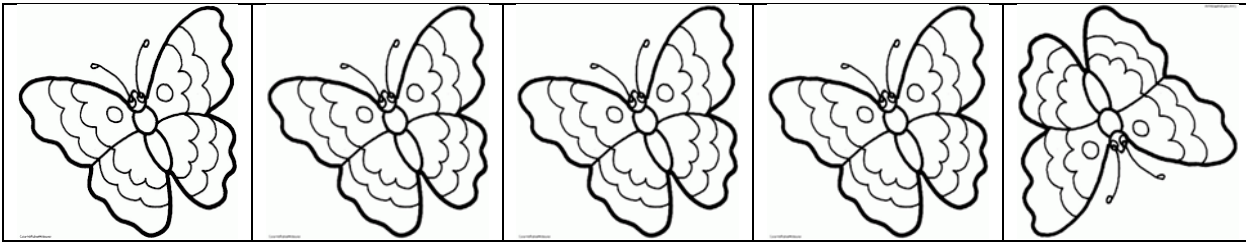


Game 2:

Use this as a fun game. Hand the learner 5 markers.

Instruction: Put the marker on the picture that differs.

This is not a pen and paper activity.



Activity exemplars


Grade 1

Phonic activities


Sound chart:

a	c	f	g	i
b	e	d	h	l
j	k	p	n	m
q	s	o	t	u
r	x	w	v	y
z	/ 26 sounds			


Circle the letter that matches the beginning sound.



f | l | t



w | c | g



t | p | a

Say the word represented by each picture. Then identify the vowel sound and write it on the line.

a	e	i	o	u
---	---	---	---	---



k _ _ _ d



l _ _ _ g



s _ _ _ n



b _ _ _ g






l _ _ _ g


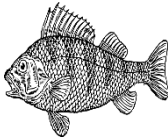



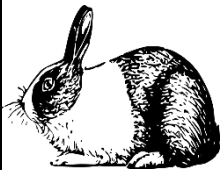


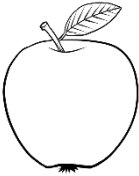

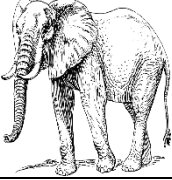







d _ _ _ g

Fill in the missing sounds:

s _ n	
cu _	
_ ug	

Write the initial letter sound for the picture. The first one has been completed for you.

	m		
			
			
			
			
			
			
			

Match the initial sounds to the pictures by drawing a line to join them.

p

v

q

y

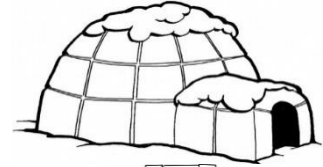
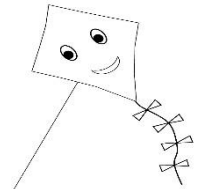
n

k

i

w

u



Gr. 1 reading activities

Read the words:

it	is	sat	at	sit	its
pip	sip	pat	tap	the	spit
nap	ant	pant	tin	nit	spin
can	cat	stick	skip	ink	picnic
the	he	she	look	said	go
me	had	we	mom	are	was
like	girl	with	run	go	see
play	put	very	boy	baby	mother
father	I	was	are	all	to
do	be	come	some	you	here
there	no	so	said	your	they

Read, write and draw:

Read: The cat sat on the blue mat.

Write:

Draw:

Read the sentences:

The big cat is in the pot.

My bug is on the mat.

I have ten dogs.

The hen lays an egg.

I see ants on my arm.

Read the words and join each word to the correct picture:



duck

guitar

ball


hen

house

Gr. 1 writing activities

Draw a picture of how you and your family stayed safe during the lockdown. Write 2 sentences about your picture using the words below:

books	I	hands	ate	scared	fun	pet	washed	we	played
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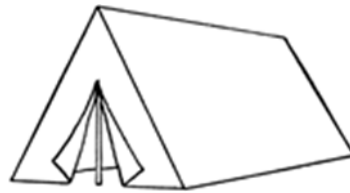
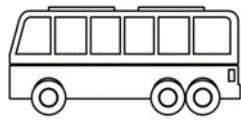
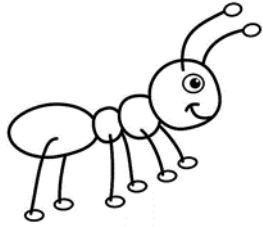


Write the word for each picture:



10

Look at the picture and write a word or sentence underneath.



Fill in the missing words:



fun sun ball sand

1. The beach umbrella protects me from the _____.
2. I love playing with my _____ on the beach.
3. I use a bucket and spade to collect _____.
4. Building sandcastles is so much _____.

Activity exemplars

Grade 2

Gr. 2 phonic activities

Sound chart:


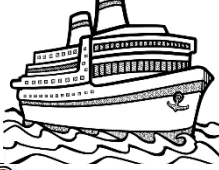






a	c	f	g	i
b	e	d	h	l
j	k	p	n	m
q	s	o	t	u
r	x	w	v	y
z	ai	oa	ee	ea
oo	tch	str	br	bl
sh	th	ck	ch	wh

Write a word with the consonant blends below. The first one has been completed for you.

-itch	twitch	
-sh	wash	

-th	smooth	
-ch	church	

Write the word next to the picture.

Circle the word that does not rhyme with the word in the first block:

all	fall fill ball tall
car	Can bar star far
dish	wish fish swish switch
leaf	meat treat boat seat
look	tone took shook book

Circle the correct word:

Mommy told me to wear my coat / cote when it is cold.

The stricked /strict teacher told the children to keep quiet.

here	my	see	once	like	after	some	out	going
give	only	mother	father	sister	every	always	also	put
could	right	does	goes	made	their	want	were	before
other	more	any	who	why	where	which	many	because
want	saw	should	their	four	would	love	eight	ask
away	into	must	under	good	pretty	came	will	from
give	know	some	before	does	wash	write	today	never
myself	about	laugh	these	those	very	much	light	together

I use my wotch / watch to tell the time.

I love to splash in the puddles in the rane / rain.

You must be careful if you play in the streat / street.

Gr. 2 Reading activities

Read the words: *(Teachers may use their own word lists too.)*

Reading: Comprehension and Language

Read the text and answer the questions that follows.

Max the Dog

Jen has a brown dog. Her dog's name is Max. He likes to play with the ball. Jen throws the ball and loves to watch as Max brings it back. She knows that he is a really smart dog.

Max lies on the bed next to Jen. This makes her mom really mad. She wants Max to lie on the floor.

One day Max got lost. Jen looked all over for him. She walked up the street and down the street. She yelled, "Come home, Max!" She found Max! He was in the park. He was happy to see Jen.

Circle the correct letter for questions 1 and 2. ONLY CHOOSE ONE.

1. Max liked playing with _____.

a) a stick

b) a bone

c) a ball

2. Where does Jen's mom want Max to lie?

a) on her bed

b) in the yard

c) on the floor

3. Why do you think Jen's mom gets really mad when Max lies next to her?

4. What word in the first paragraph tells you that Max was a clever dog?

5. How do you think Jen felt when Max got lost?

Jen felt _____.

6. Sequence these events 1 – 3 in the correct order as it appears in the story.

☐ Max was in the park.

☐ Jen throws the ball.

☐ Max was on the bed.

7. **Underline** the correct answer marked in **bold**.

a) The word that rhymes with brown is **found / frown**.

b) Jen has a brown dog. The word brown describes the dog and is therefore a **noun / adjective**.

c) Jen has a brown dog. The underlined words are both **nouns / verbs**.

8. Rewrite the sentence using capital letters and full stops.

max and jen play with the ball

10. What is the opposite of happy?

Read, write and draw:

The snake ate the cake in the grass.

Read the sentences:

The flea sat behind the tree to wait for the dog.

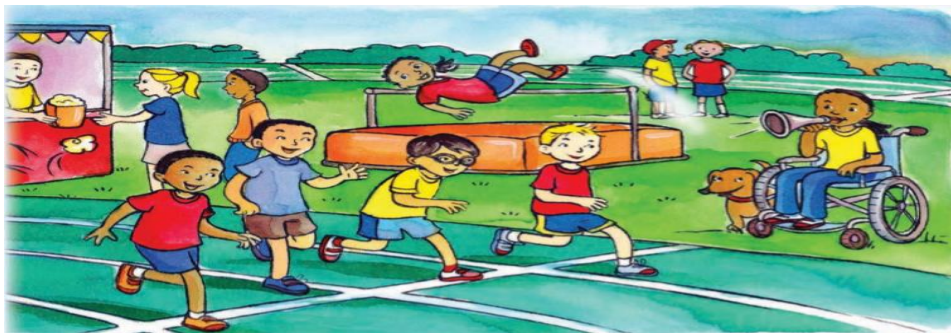
I will look at the book that she took to school.

My mother will go to work on the train.

The boat is in the water and the sailor is standing at the rail on the boat.

Choose the sentence that best describes the picture and write it on the line.

- The girls are playing in the sand at the beach.
- The children enjoyed the sports day and lived running in the races

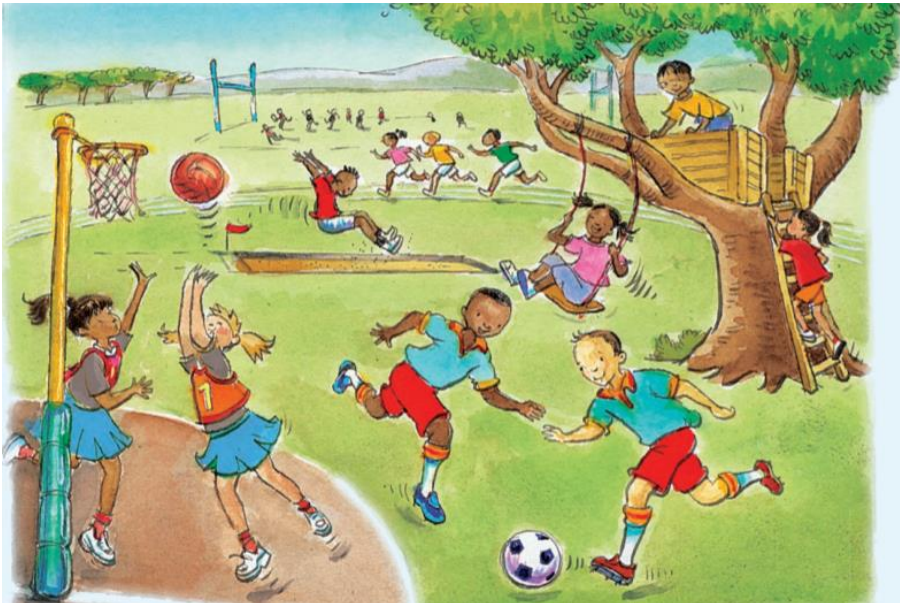


Gr. 2 writing activities

Use the words from the list below and write 4-6 sentences about your favourite season of the year. Describe the season. Say what you enjoy about that season and what activities you get to do during that time of the year.

Autumn	Winter	Spring	Summer
leaves	cold	flowers	hot
yellow	rain	light	fun
orange	jersey	pollination	beach
trees	blankets	birds	outside
bare	socks	trees	volleyball
birds	soccer	fields	running
dark	boots	warm	ablaze
crisp	water	beauty	barefoot
cool	winds	jogging	play
sun	chilly	walking	salads
	soup		
	wet		

Write a story about what is going on in the picture



Words you could use:

sport

play

girl

boy

athletics

netball

swing

climb

soccer

Activity exemplars

Grade 3

Gr. 3 phonic activities

Match the words on the left to their meanings on the right.

foolish	round and full; a little bit fat.
---------	-----------------------------------

greedy	become aware of something.
realised	being silly or unwise.
plump	wild plants growing where they are not wanted
fair	wanting more than your share
weeds	a place to buy and sell farm products and animal

Choose the correct homophone for each sentence.

1. The farmer wanted a goose to eat the **weads / weeds**.
2. They went to the fair to **buy / bye** a goose.
3. The goose **laid / layed** a golden egg.
4. The farmer and his wife wanted to buy another **goose / geese**.

Circle the words that have the hard th- sound like you hear in the word **‘the’** and **make a X** on the words that have the soft th- sound like you hear in the word **‘thing’**.

they	mouth	that	think	their	thin	this	with
			another				

Make words with the sounds below and draw a picture for the word:

sh-		
ch-		

ph-		
-gh		
-ey		

Choose the correct word from the brackets and re-write the sentence.

Betty carried **(that, those)** dishes up the stairs.

(That, Those) microwave smells like burned popcorn.

(These, This) house gets very cold in January.

We visited **(that, those)** girl that lives down the street.

I will shuffle **(these, this)** cards so we can begin playing the game.

If you learn **(that, those)** spelling words, you'll do great on the test.

Gr. 3 reading activities

The Goose that Laid the Golden Eggs



A farmer and his wife went to a fair in the next town. They wanted to buy a new goose to eat the weeds in their garden. They found a large, plump goose and took her home. They didn't know that this was their lucky day.

The next morning, the farmer's wife went to collect eggs. She found a big yellow egg in the goose's nest. She picked up the strange egg and took it to her husband. "Look at this egg the goose laid," she said. "It is very heavy and very yellow."

The farmer took the egg. His mouth fell open. "This egg is made of gold," he said.

The goose laid a golden egg every day. The farmer and his wife grew very rich from selling the eggs. And they grew very, very greedy.

"Let's cut open the goose. Then we can get all of the golden eggs at one time," said the farmer. But when they cut the goose open, there was no gold. The goose was just like all geese inside. Now the greedy farmer and his wife had no more golden eggs. And they didn't have a goose to eat the weeds in the garden.

The farmer and his wife kept buying geese. They wanted to find a new goose that laid golden eggs. But soon realized they were out of luck.

Reading Comprehension: Read the story before answering the questions.

1. Why did the farmer and his wife buy a goose?

2. How did the farmer and his wife become rich?

Underline the correct answer.

3. Who are the main characters in this story?

- a) the farmer
- b) the farmer's wife
- c) the goose
- d) the farmer and his wife

4. When did the old lady collect the eggs?

- a) evening
- b) morning
- c) afternoon
- d) lunch time

5. Why was the goose's eggs so special?

- a) It was pure chocolate.
- b) It was pure gold.
- c) It was a really good egg.
- d) It was pure silver.

6. Why did the farmer cut open the goose that laid golden eggs?

- a) The hen made too much noise.

- b) The hen could no longer give them golden eggs.
- c) The farmer and his wife became greedy.
- d) The old woman thought that she could buy more geese.

7. What lesson did the farmer and his wife learn?

8. Read the sentence below and write the synonym (word with the same meaning) for the underlined word

The farmer and his wife grew very wealthy from selling the eggs.

9. Read each sentence below and then write the antonym (word with the opposite meaning) for the underlined word.

They wanted to buy a new goose to eat the weeds in their garden.

10. Number the sentences from 1 – 6 in the last blocks to indicate the sequence of events as they happened in the story.

They grew rich selling the golden eggs.	
The goose was just like all the geese inside.	
The farmer's wife found an egg made of gold in the goose's nest.	
The greedy farmer cut open the goose to get all of the gold at one time.	
A farmer and his wife went to the fair. They bought a goose to eat weeds in their garden.	

Now the greedy farmer and his wife had no more golden eggs.

Gr. 3 writing activities

Write the words (adjectives) that describe each person or object in the correct box.

Lucky plump yellow large rich magical heavy greedy
golden



Rewrite the following sentences with the correct punctuation:

1. we bought a telescope space sweet popping candy and asteroid smarties at the shop

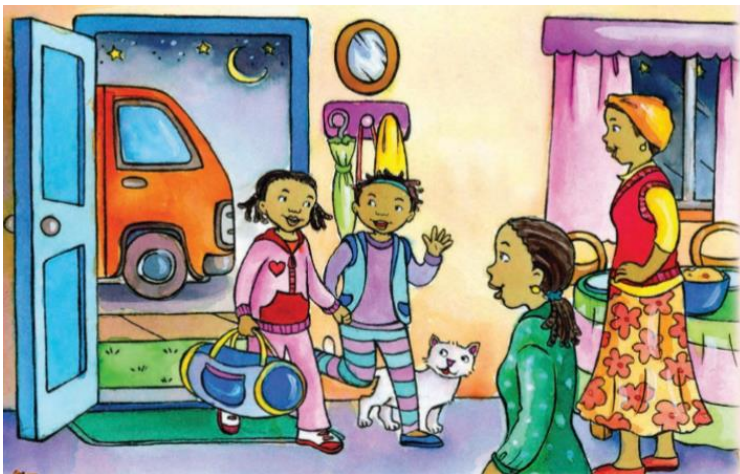
2. he told mr lewis to come and visit him in england

3. she had a big fight with her brother sister and friend

4. what are we going to learn about space

5. watch out here comes an asteroid said tom

Write a story about what is going on in the picture



Words you could use:

taxi

mother

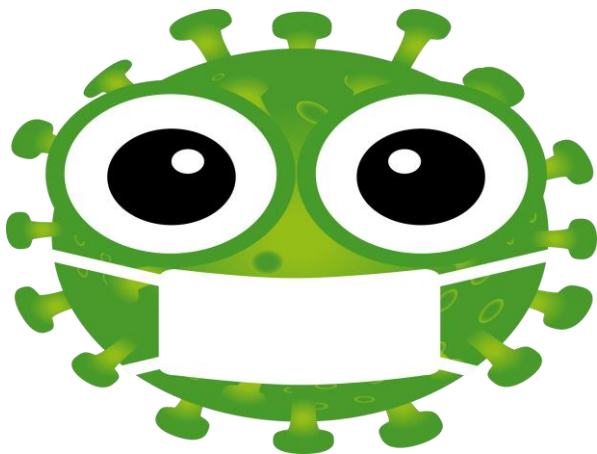
sister

brother

night

house

Write a story about the Corona virus:



Words you could use:

illness

sick

lockdown

mask

sneeze

cough

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- Selected clipart tagged with creative commons license.

