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

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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
	MAXIMUM TE		X WEEKS READINE INTEGRATED IN			ING PROCESS		TERM 1 C	ONTENT	
CAPS Topic				(Minimum tin		SIGNING - 2 HOURS veek; Maximum time	5, 30 MIN 10 x 15 minutes a weel	k)		
Executive function (Use SASL signed songs, rhymes and actions with routines whenever possible)	Observe and sign greetings, introductions and name-signs. Teach learners the routines and procedures for: 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	Teach learners a few simple, universal rules for the classroom (rules that are always true) For example: 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 Reinforce routines and	Teach learners a simple attention getter, for example: • 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) Teach learners the routines and procedures for: • Greetings • Asking and answering questions • Looking after their belongings Reinforce routines and procedures from previous weeks.	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.) Teach learners the routines and procedures for: • Moving around the classroom (to the carpet and back) • Handing out and collecting books/ DVDs Reinforce routines and procedures from previous weeks.	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.) Teach learners the routines and procedures for: Group guided visual reading Any other group task Reinforce routines and procedures from previous weeks.	Reinforce and clarify: Classroom rules All attention getters All routines and procedures taught Group names and members (for group guided visual reading and other activities) Learn each other's and teacher's names (fingerspelling and signname)	Reinforce and clarify: Classroom rules All attention getters All routines and procedures taught Group names and members (for group guided visual reading and other activities)	Reinforce and clarify: Classroom rules All attention getters All routines and procedures taught Group names and members (for group guided visual reading and other activities)	Reinforce and clarify: Classroom rules All attention getters All routines and procedures taught Group names and members (for group guided visual reading and other activities)	Reinforce and clarify: Classroom rules All attention getters All routines and procedures taught Group names and members (for group guided visual reading and other activities)
Core Concepts, Skills and Values	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.	procedures from the previous week. Signed song: Teach learners a signed song related to animals or a farm Vocabulary: farmer, tractor, horse, goat, sheep, pigs, cows Turn and sign: "Tell" learners to turn and sign and discuss the question: What would you like to see on a farm?	Signed song: Teach learners a signed song related to the classroom. Vocabulary: desk, chairs, carpet, friends, groups, teacher Turn and sign: "Tell" learners to turn and sign and discuss the question: What do you like most about your classroom?	Signed song: Teach learners a signed song related to things we do in Summer. Vocabulary: swim, outside, braai, plants Turn and sign: "Tell" learners to turn and sign and discuss the question: What things do you like to do in Summer?	Signed song: Teach learners a signed song related to being neat and tidy. Vocabulary: wash, soap, tidy, fold, hang Turn and sign: "Tell" learners to turn and sign and discuss the question: What do you do to stay neat and tidy?	Signed song: Teach learners a signed song related to helping. Vocabulary: helpful, kind, cleaning, playing with younger siblings Turn and sign: "Tell" learners to turn and sign and discuss the question: How do you help at home?	Appropriate-observing behaviour Observe instructions (classroom routine) and stories, etc. Share personal details	Appropriate observing behaviour Sign songs with body movement and appropriate NMF's Observe for enjoyment Observe instructions (classroom routine) and stories, etc. Share personal details	Appropriate observing behaviour Observe for enjoyment Observe with interest to stories, rhymes and songs. Observe instructions	Appropriate observing behaviour Share personal experiences at the scho Sign songs with body movement and good NMF's Observe with interest stories, rhymes and songs Observe for enjoyment Observe instructions, stories etc.

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CAPS Topic		VISUAL READING AND VIEWING - 2 (Minimum time: 5 x 15 minutes per week; Maximum time:		ek)		
Core Concepts, Skills and Values: Shared Visual Reading	Orientate learners to be part of your shared visual reading routine using a suitable recorded story. For example: 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.	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. For example: Monday Show learners the pictures/DVD cover and ask them what they see, and what they think will happen. Tuesday 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. Wednesday 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. Thursday 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. Friday 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 Practice the following perceptual skills: Monday 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. Tuesday 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. Wednesday Visual discrimination – the ability to differentiate between objects and forms and the meaning of the text. Thursday 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. Friday Visual constancy – the ability to see a form and find it amongst other forms although it is sized differently or rotated.	Emergent visual reading skills: 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	Emergent visual reading skills: 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	Emergent visual reading skills: 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	Emergent visual reading skills: 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
Core Concepts, Skills and Values: Group Guided Visual Reading (2 X 15 minutes per day)	Orientate learners to part of your group guided visual reading routine	 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: Point at some pictures or objects, give the sign and ask what handshape it starts with. Show learners flashcards of pictures and let them sign these signs, they will have to match the sign with the picture. 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. Sort learners into same-ability group guided visual reading groups. Name each group and create a 'Group Guided Visual Reading' chart. 	Develop basic concepts from signed text and pictures: Concept of texts The whole group "reads" the same signed story Make use of pictures and videos to introduce new sign/s	Develop basic concepts from signed text: Concept of texts The whole group "reads" the same signed story Make use of pictures and videos to introduce new sign/s	Develop basic concepts from signed text: 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	Develop basic concepts from signed text: 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

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 1 Orientate learners to Teach learners the Settle learners with a Settle learners with a Settle learners with a Settle learners with a • "Read" text with a partner "Read" text with a partner • "Read" text with a partner "Read" text with a partner part of independent/ partner. Inform then to routine and procedures partner, inform them to partner. Inform them to partner. Inform then to "Read" own recording, starting "Read" own recording. • "Read" own recording, "Read" own recording. paired visual reading for independent or take turns to "read" a take turns to "read" a take turns to sign a story take turns to sign a story starting to correct errors to correct errors starting to correct errors starting to correct errors routine by letting them paired reading, which story about the picture to story about the picture about the picture to each about the to each other. • "Read" other recorded "Read" own and other's "Read" own and other's • "Read" own and other's Core "read" to each other in will take place as you each other. each other. other. texts from the visual recordings recordings recordings wordless books. "listen to" group guided Concepts, Skills reading corner "Read" other recorded texts "Read" other recorded "Read" other recorded reading. For example: from the visual reading corner texts from the visual texts from the visual and Values: Teach them not to reading corner reading corner bother you when you Paired/ are busy with a **Independent Visual** group. Reading Settle learners with a partner. Instruct them to take turns to "read" a story about a picture to each other. **RECORDING - 1 HOUR CAPS Topic** (Minimum time: 3 x 15 minutes per week; Maximum time: 3 x 20 minutes per week) · "Tell" learners that · "Tell" learners that • "Tell" learners that "Tell" learners that · Inform learners that Draw pictures to convey Draw pictures to convey a Draw pictures to convey Draw pictures to convey they are going to a message e.g. a message e.g. a personal a message a message sign about visiting a sign about what personal experience sign about what sign about what sign about how they experience • Draw pictures in Draw pictures in farm. they like best about they like to do in they do to stay neat help at home Draw pictures in Draw pictures in sequence to sequence to be able to sequence to be able to Model this for their classroom. and tidy. · Model this for sequence to be able to sign these events. sign these events. be able to sign these events. learners - draw a Model this for Model this for Model this for learners - draw a sign these events. picture of yourself learners - draw a learners - draw a learners - draw a picture of yourself visiting a farm and picture of yourself picture of yourself doing something picture of something you like in the explain it to learners. doing something you doing something to helpful and explain it classroom (learners) like to do in summer be neat and tidy and to learners. Add the sketched Core and explain it to and explain it to explain it to learners. · Sketch the sign for sign to the picture of Concepts, Skills learners. learners. Sketch the sign for a farm. Sketch the sign for Add the sketched "Tell" learners to neat · Let learners think and Values sign to the picture of Summer think about their own Instruct learners to about their own ideas the object. ideas of visiting a Instruct learners to think about their own of what they do to "Tell" learners to think about their own ideas of what to do help at home. think about their own ideas of what they to stay neat and tidy. "Tell them" to draw a Let them draw a ideas of what they like to do in summer. picture and to try and "Tell them" to draw a picture and try and like about the "Tell them" to draw a copy the sign. picture and to try and copy the sign. classroom. picture and to try and copy the sign. "Tell them" to draw a copy the sign. picture and to try and copy the sign. Grade R knowledge **Requisite Pre-**Knowledge DVDs Pictures **Pictures Pictures Pictures Pictures Pictures Pictures Pictures Pictures Pictures** Resources to Posters Webcams enhance learning Video camera The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that leaners are afforded opportunities to demonstrate these skills practically. This must be done informally and ongoing. Informal The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that leaners are afforded opportunities to demonstrate these skills practically. **Assessment** 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

sequence of

happenings in the

in full sentences.

by asking questions

on 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	DL HEALTHY HABITS WEATHER				N	MY FAMILY SAFE			MY BODY	
			TERM 1 CO	NTENT				TERI	M 2 CONTENT		
CAPS Topic				(Minin	OBSERVIN		- 2 HOURS, 30 MIN mum time 10 x 15 m				
Core Concepts, Skills and Values	Appropriate observing behaviour Share personal experiences on the sports field. Observe with interest stories, rhymes and signed songs. Observe instructions	text • Suitable observing behaviour/ respect/ take	logical sequence and discuss Discuss and classify	Arrange pictures in logical sequence and discuss Discuss and classify pictures and objects	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	Share personal experiences on the sports field. Observe stories,	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.	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	discusses safety at home (bathroom and kitchen) Observe instructions – safety rules in the house Convey messages – "tell" Mom and Dad	 Observe with 	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				(Minimu	VISUAL F	READING AND VIE ites per week; Maxi		inutes per week)		(consty)	
Core Concepts, Skills and Values: Shared Visual Reading	Emergent visual reading skills: Vocabulary building Repeat the story several times so that learners can get acquainted with the vocabulary and signs used in the story Make use of visual cues: Reflect on the end of the story by discussing what could lead to it Make use of pictures to understand the sequence of	Emergent visual reading skills: Vocabulary building Repeat the story several times so that learners can get acquainted with the vocabulary and signs in the story Make use of visual cues: 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	Emergent visual reading skills: Vocabulary building Recognise learners' name-sign in the classroom Make use of visual cues: Reflects on the end of the story by discussing what could lead to it Build basic skills of understanding: Build understanding by asking questions on the story. Learners to answer in full sentences.	Emergent visual reading skills: Vocabulary building Recognise learners' name-signs in the classroom Recognise familiar, age-appropriate fingerspelling Make use of visual cues: Reflect on the end of the story by discussing what could lead to it Build basic skills of understanding: Build understanding	Emergent visual reading skills: Vocabulary building Recognise learners' name-signs in the classroom Recognise familiar, age-appropriate fingerspelling Interpret pictures to create own story; "read" pictures	Emergent visual reading skills: Vocabulary building • Recognise learners' names in the classroom • Recognise familiar, age-appropriate fingerspelling • Interpret pictures to create own story; "read" pictures	Vocabulary development: Vocabulary in different contexts Focus on the signs and pictures before concentrating on the text Story skills: Learners make use of their imagination and use cues from pictures to make up their own stories Interpret: Interpret: Interpret pictures to create own stories, "read" pictures		Vocabulary development: Vocabulary in different contexts Focus on the signs used in the story Story skills: Learners make use of their imagination and use cues from pictures/signed stories to make up their own stories Interpret: Interpret: Interpret pictures to create own stories, "read" pictures; use pictures /DVD cover to predict what story is	Think about your thoughts and feelings and make inferences: Think deeply What does the character thinks? Make inferences Make inferences by using cues Think about an example Make connections: Ask questions like: Have you felt like this before? Who of you have had an experience like this?	Vocabulary development: Vocabulary in different contexts Focus on the signs used in the story Recognise familiar, age-appropriate fingerspelling Story skills: Learners make use of their imagination and use cues from recorded story to make up their own stories Interpret: Interpret pictures to create own stories, "read" pictures: use

Use clues and pictures for

understanding

about

"read" pictures; use

pictures /DVD cover to

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 1 Week 8 Week 11 Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 9 Week 10 Term 2 51 days **MY BODY** TOPIC/THEME AT SCHOOL **HEALTHY HABITS** WEATHER MY FAMILY SAFETY AT HOME **TERM 1 CONTENT TERM 2 CONTENT** story and to Learners to answer Decision making predict what story is Discuss story, characters, main idea • Use pictures to create determine how the in full sentences. skills: Use pictures to create Ask questions about story, also happenings Think about why a own story higher-order questions Use clues and pictures influenced each character acted the Use clues and pictures for understanding other way he did? from signed story for Discuss story. understanding characters, main idea Sequence of events: Discuss story, Ask questions about • "Read" the DVD and characters, main idea story, also higher-order try and remember Ask guestions about questions what happened in story, also higher-order the story questions Give the sequence of events and highlights of the storv Use DVD cover and pictures to predict what story is about • Use clues and pictures for understanding Discuss story, characters, main Ask questions about story, also higher-order questions Develop basic Develop basic concepts Develop basic Develop basic Develop basic concepts from Develop basic **Develop basic concepts** Develop basic Develop basic Develop basic Develop basic concepts concepts from concepts from signed concepts from from signed text: concepts from signed concepts from signed concepts from printed signed text: from signed text: concepts from from signed text: signed text: text: text: text: signed text: text: • The whole group signed text: · Concept of DVDs • The whole group • The whole group "reads" the same • The whole group Concept of DVDs Concept of DVDs Concept of DVDs · Concept of DVDs • The whole group • The whole group signed story "reads" the same "reads" the same • The whole group "reads" "reads" the same "reads" the same signed story "reads" the same signed story • The whole group The whole group The whole group • The whole group • Build basic comprehension skills the same signed story "reads" the same "reads" the same "reads" the same signed story signed story Build basic signed story Build basic "reads" the same place events in sequence Make use of pictures and signed story signed story signed story signed story Begins to build Build basic comprehension skills - Build basic comprehension skills videos to introduce new · Learners monitor themselves in comprehension Make use of pictures Builds basic skills for Builds basic skills for Builds basic skills for vocabulary comprehension skills recognition of signs and place events in place events in Core - place events in skills - place events sequence sequence and videos to understanding understanding understanding comprehension skills · Create pictures with signed Concepts, Skills in sequence sequence Learners monitor introduce new sign/s Learners monitor recorded sentences to · Learners start to Learners start to Learners start to Make use of pictures and videos to Learners monitor Learners monitor themselves in themselves in Begins to build introduce new vocabulary in monitor themselves monitor themselves monitor themselves introduce new sign/s and Values: themselves in recognition of signs and themselves in recognition of signs and vocabulary Make context to learners Make use of pictures Make use of pictures · Make use of pictures Begins to build vocabulary **Group Guided** recognition of signs comprehension skills recognition of signs comprehension skills use of pictures to Begins to build vocabulary and videos to and videos to and videos to Make use of pictures to consolidate and comprehension and comprehension consolidate signs Make use of pictures Make use of pictures Make use of pictures to introduce new sign/s introduce new sign/s introduce new sign/s Visual Reading skills and videos to introduce and videos to introduce consolidate signs · Begins to build Begins to build Begins to build • Recognise familiar, age-appropriate Make use of pictures Make use of new sign/s new sign/s vocabulary vocabulary vocabulary fingerspelling and videos to pictures and videos Begins to build Begins to build (2 X 15 minutes per Make use of pictures Make use of pictures · Make use of pictures introduce new sign/s to introduce new vocabulary vocabulary to consolidate signs to consolidate signs to consolidate signs day) sign/s · Begins to build Make use of pictures to Make use of pictures to vocabulary Begins to build consolidate signs consolidate signs vocabulary · Make use of pictures Recognise familiar. Recognise familiar. to consolidate signs Make use of age-appropriate age-appropriate pictures to · Recognise familiar, fingerspelling fingerspelling age-appropriate consolidate signs fingerspelling

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 1 Week 8 Week 11 Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 9 Week 10 Term 2 51 days **MY BODY** TOPIC/THEME AT SCHOOL **HEALTHY HABITS WEATHER** MY FAMILY SAFETY AT HOME **TERM 1 CONTENT TERM 2 CONTENT** Recognise familiar, age-appropriate fingerspelling • "Read" with a • "Read" with a partner "Read" with a partner "Read" with a partner "Read" with a partner • "Read" with a • "Read" with a partner • "Read" with a partner Read" with a partner • "Read" with a • "Read" with a partner Core partner • "Read" own recording • "Read" own recording "Read" own recording "Read" own recording "Read" own • "Read" own recording starting to • "Read" own recording "Read" own recording "Read" own starting to correct errors starting to correct starting to correct starting to correct • "Read" own recording starting to correct errors starting to correct "Read" own starting to correct errors Concepts, Skills • "Read" others' recording recording starting to errors errors recording starting to correct errors • "Read" others' recording errors recording starting to "Read" others' and Values: correct errors correct errors correct errors • "Reread" familiar signed texts such • "Reread" familiar signed · "Read" others' "Read" others "Read" others' "Read" others' "Read" others' recording • "Read" others' · "Read" others' • "Read" others' texts such as those "read" recording recording recording recording as those "read" in Shared Visual recording "Reread" familiar signed Paired/ recordina recording recording "Reread" familiar "Reread" familiar "Reread" familiar "Reread" familiar in Shared Visual Reading "Reread" familiar Reading sessions texts such as those Independent • "Reread" familiar "Reread" familiar signed texts such as · "Reread" familiar signed texts such as "read" in Shared Visual signed texts such as signed texts such as signed texts such as sessions signed texts such as those "read" in Shared those "read" in those "read" in signed texts such as those "read" in those "read" in Shared signed texts such Reading sessions Visual Reading those "read" in Visual Reading Shared Visual Shared Visual those "read" in Shared Visual Visual Reading as those "read" in Shared Visual sessions Reading sessions Reading sessions Shared Visual Reading sessions sessions Shared Visual Reading sessions Reading sessions Reading sessions **RECORDING - 1 HOUR CAPS Topic** (Minimum time: 3 x 15 minutes per week; Maximum time: 3 x 20 minutes per week) • Draw pictures to Draw pictures to Draw pictures to • Draw pictures to • Draw pictures to convey a Draw pictures to Draw pictures to convey a Draw pictures to convey a Draw pictures to convey Draw pictures to convey Draw pictures to convey a message convey a message convey a message convey a message message convey a message message a message a message convey a message message and sign a label or Start recording Start recording own · Start recording own · Start recording own · Start recording own text · Sign own news and draw Sign own news and draw Sign own news and Create a security sign caption Start recording for your home and sign text text a picture own text text a picture draw a picture Match signs to drawn own text about it Contribute ideas to the Contribute ideas to the Contribute ideas to the Record own news picture recording of a class story recording of a class story recording of a class story Record important · Record own news and • The learners help the • The learners help the Learners draw their family draw a picture emergency numbers teacher to sign a story on: and think about what they teacher to compile and e.g. police 10111 record a list of safety Contribute ideas to the "How can I show my want to sign about them family that I care?" recording of a class Core rules Contribute ideas to the story • Some learners can Some learners can recording of a class Concepts, Skills illustrate the story illustrate the rules story • The learners help the and Values teacher to compile and • Put the story up in the Put the pictures up in • The learners help the record a list of safety class for learners to "read" the class for learners to teacher to compile and "read" record a list of safety • Some learners can illustrate the rules Some learners can illustrate the rules • Put the rules/pictures up in the class for • Put the rules/pictures up learners to "read" in the class for learners to "read" • Sign about the drawn rules Grade R knowledge Grade R Grade R knowledge **Requisite Pre**knowledge Knowledge DVDs **Pictures Pictures Pictures Pictures Pictures Pictures Pictures Pictures Pictures** Pictures **Pictures** Resources to Posters **Posters** Posters **Posters** Posters Posters Posters Posters Posters Posters Posters Webcams enhance learning Video camera Video camera

Term 2 51 days	y Annual Teaching Week 1	g Plan: South African S Week 2	Sign Language Hon Week 3	ne Language Grad Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
Ji days												
TOPIC/THEME	AT SCHOOL	HEALTHY	HABITS		WEATHER		MY	FAMILY	SAFETY A	AT HOME	MY BODY	
			TERM 1 CC	NTENT				TER	RM 2 CONTENT			
Informal Assessment	 Each skill is r This must be The activities Each skill is r Rubrics, chee 	The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that leaners are afforded opportunities to demonstrate 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 leaners 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)	Observe live Sign poems a Observe instr Observe live Visual Reading and Vie Assess each Use contextu Build basic or Types of que Multiple choic Sequence eve Interpret infor Recognise fa Recording: Draw pictures Compiles a li Record own	personal experiences and expresigned stories with interest, ideand rhymes and do the actions. ructions and announcements ar signed stories and answer close ewing: learner on visual reading choose all clues when observing omprehension skills – place everence everence in the story rmation from posters, pictures amiliar, age-appropriate fingers is to convey a message sist of signs according to instruction.	ntifies the main idea and drand respond appropriately. ed and open-ended questionse a signed text (±1 minute) ents in sequence pelling	ns.) and ask 2-3 questions re		o questions						

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 M	Y BODY SAFE	MY COM	MUNITY	PETS	MANNERS AND RESPONSILI- TIES	PLANT	S & SEEDS	FC	OOD
	1	TERM 2 CONTENT	Г				TERM 3 COM	ITENT			
CAPS Topic				(Minimum		AND SIGNING - 2 HOUR es a week; Maximum time)			
Core Concepts, Skills and Values	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	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	 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 	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	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	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	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	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.)	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	Sign about personal experiences – food I like/do not like Observe details and answer openended questions – healthy and unhealthy food Identify differences and similarities using correct vocabulary – food pyramid	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)											
Core Concepts, Skills and Values: Shared Visual Reading (Minimum time: 3 x 15 minutes per week; Maximum time: 5 x 15 minutes per week)	Decision making skills: Think about why a character acted the way he did? Think about text: Form own opinions on the text Consolidation of vocabulary: 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	Vocabulary development: Vocabulary in different contexts Focus on the pictures Story skills: Learners make use of their imagination and use cues from pictures to make up their own stories Interpret: Interpret pictures to create own stories, "read" pictures 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	Think about your thoughts and feelings and make inferences: Think deeply What does the character think? Make inferences by using cues Think about an example Make connections: 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	Vocabulary building: Observe vocabulary in different contexts Focus on the pictures before focussing on the text – Places in our community and people in the community Story skills: Learners make use of their imagination by making up their own story, using cues in the pictures – Places and people in our community Interpret: Interpret pictures to create own story by "reading" the pictures. The whole group views the same signed story	Re-think thoughts and feelings and make inferences: Think deeper What do you think does the character think? Make inferences by using cues Think about examples Make connections: Ask questions to connect the story with real life experiences e.g. Who of you have felt like that? Decision making skills: Why do you think the character acted the way he did?	The whole group views the same signed story Vocabulary building: Observe vocabulary in different contexts. (We care for our pets) Make connections: Ask questions to connect the story with real life experiences e.g. Who of you have felt like that? Problem solving: Cobus does not know how to care for his pet. Help him. Summarise: Explain in ±5 sentences how to care for your pet.	The whole group views the same signed story Vocabulary building: Observe vocabulary in different contexts e.g. Chris forgets his manners Make connections: Ask questions to connect the story with real life experiences e.g. Who of you have felt like that? Problem solving: Case studies – how will you help children who have bad manners? Summarise: Make a list of signs that will demonstrate good manners	- Why do we need plants? Interpret information from posters, pictures and tables:	Understand the connection between cause and effect: Caring for my plants (How?) Make inferences: I think that because	Vocabulary building: Observe vocabulary in different contexts Focus on the pictures before focussing on the text – Places in our community and people in the community Story skills: Learners make use of their imagination by making up their own story, using cues in the pictures – Places and people in our community Interpret: Interpret pictures to create own story by "reading" the pictures The whole group views the same signed story	Decision making skills: Why do you think character acted the way he did? The whole group views the same signed story Discuss sequence and background frestory Use DVD cover to predict what story about Recognise the connection between cause and effect Ask questions about story, also higher-order questions Give own opinion story Interpret information	
Core Concepts, Skills and Values: Group Guided Visual Reading (2 X 15 minutes per day)	Develop basic concepts from text: "Read" with teacher 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	Develop basic concepts from text: "Read" with teacher • 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	from text: "Read" with teacher The whole group views the same signed story Build basic comprehension skills – place events in sequence Learners monitor themselves regarding recognition of signs and	"Read" recorded texts with teacher • 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	Make use of contextual cues: • 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 Build vocabulary during all visual reading	"Read" recorded texts Make use of contextual cues: • 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 Use recognition of signs and comprehension skills during the visual reading lesson Build vocabulary during all visual reading activities	"Read" recorded texts Make use of contextual cues: • 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 Use recognition of signs and comprehension skills during the visual reading lesson Build vocabulary during all visual reading activities	"Read" recorded texts Make use of contextual cues: • 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 Build vocabulary during all visual reading activities	"Read" recorded texts Make use of contextual cues: • 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 Use recognition of signs and comprehension skills during the visual reading lesson Build vocabulary during all visual reading activities	"Read" recorded texts Make use of contextual cues: 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 Use recognition of signs and comprehension skills during the visual reading lesson	from posters, pictures and table: "Read" recorded texts Make use of contextual cues: • Make use of picture to make sense of a story • Predicts the story making use of cue • Make use of the storyline to predict text Use recognition of signs and comprehension skill during the visual reading lesson	

Core	"Read" with a partner Help each other to correct errors "Read" own and others'	"Read" with a partner Help each other to correct errors "Read" own and	"Read" with a partner Help each other to correct errors "Read" own and others'	Make use of contextual cues: 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 Use recognition of signs and comprehension skills during the visual reading lesson "Read" with a partner Help each other to correct errors	• "Read" with a partner • Help each other to correct errors	 "Read" with a partner Help each other to correct errors "Read" own and others' 	 "Read" with a partner Help each other to correct errors "Read" own and others' 	 "Read" with a partner Help each other to correct errors 	 "Read" with a partner Help each other to correct errors "Read" own and others' 	Build vocabulary during all visual reading activities "Read" with a partner Help each other to correct errors	 "Read" with a partner Help each other to correct errors
Concepts, Skills and Values: Paired/ Independent Visual Reading	recordings • "Read" other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom "reading" corner	others' recordings "Read" other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom "reading" corner	recordings • "Read" other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom "reading" corner	"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	"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	recordings • "Read" other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom "reading" corner	recordings • "Read" other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom "reading" corner	"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	recordings • "Read" other SASL texts, e.g. signed text used in Shared Visual Reading sessions and texts from the classroom "reading" corner	"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	"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
CAPS Topic				(Minimum ti		RECORDING - 1 HOUR s per week; Maximum tin	ne: 3 x 20 minutes per we	eek)			
Core Concepts, Skills and Values	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) Contribute ideas to the recording of a class story 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	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) Contribute ideas to the recording of a class story 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	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) Contribute ideas to the recording of a class story 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	Record at least 2 sentences on own news – Holiday news • Fingerspell correctly Contribute ideas to the recording of a class story • Different careers • Use illustrations for the reading corner – express feelings • Record the story	Record at least 2 sentences on own news – People in my community Record a simple message • A get well or birthday greeting • Fingerspell correctly	Record at least 2 sentences on own news - How do I care for my pet? • With help use referencing (e.g. indexing, preforms, use of classifiers, eyegaze, space) correctly when recording	Record at least 2 sentences - Parts of the plant • With help use referencing (e.g. indexing, preforms, use of classifiers, eye- gaze, space) correctly when recording	Record a poem and draw: 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	Draw pictures of the steps	sentences on own news and use past tense – Where do we get different kinds of food?	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
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	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	DVDs Pictures Posters Webcams Video camera

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 1 The activities must be observed and assessed during daily lesson activities in Languages. • Each skill is not meant to be an assessment activity but rather should ensure that leaners are afforded opportunities to demonstrate these skills practically. Informal • This must be done informally and ongoing. Rubrics, checklists and drawing activities can be used. Assessment • Assessment can only take place if the concepts have been taught and learners had enough time to practice. Observing and Signing: 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 Visual Reading and Viewing: 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) SBA • Types of questions: (Formal Multiple choice questions Sequence events in the story Assessment) Interprets information from posters, pictures or simple tables Recognises cause and effect in a story Answers open-ended questions based on the text "read"

Recording:

Fingerspell correctly

Record a simple message (at least 2 sentences)
 Use placement (prepositions) correctly

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

Week 1	Week 2	Week 3							
			Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
HOU	ISES	PICTUR	E MAPS	WA	TER		THE SKY	AT NIGHT	
				TERM 4 (CONTENT				
					· · · · · · · · · · · · · · · · · · ·				
Use simple strategies to find information: • Look at pictures on houses and discuss the following: What materials do you think was used to build the houses? Similarities and differences. Take part in group discussions and give feedback.	Classify information by making use of individual pictures: Use the pictures and sort it according to building materials and houses Give feedback to the group	Observe, enjoy and respond to humourous stories and jokes using language imaginatively: Observe live signed jokes/ humourous stories Learners make up their own jokes Group discussions and feedback	Observing stories and give opinion Group discussions and feedback Gain information through simple strategies: • Make use of signs indicating position to explain a simple route to a classmate • The classmate follows the instructions Classify information	Observing stories and give an opinion Observe, enjoy and respond to humourous stories and jokes using language imaginatively: Poem about water Group discussions and feedback Gain information through simple strategies Classify information Make use of pictures to discuss the different uses of water. Sign a known story with a beginning, middle and end	Appropriate observing behaviour Sign about personal experiences and feelings • How can we save water? Observe stories and give opinion Sign a well-known story varying signing mode Answer closed and openended questions • Teacher signs a story on water • Learners answers questions	Observe stories and give opinion Group discussions and feedback Gain information through simple strategies Observe instructions and announcements and respond appropriately Answer closed and openended questions • Answers questions on the story	Sign about personal experiences and feelings • Differences between day and night • Careers on people working in the day and those working in the night Answer closed and open- ended questions • Answers questions on the story Sign a known story with a beginning, middle and end	Appropriate observing behaviour Observe stories and give opinion • Story on planets in the universe Observe instructions and announcements and respond appropriately Answer closed and openended questions: • Planets in the universe	Sign about personal experiences and feelings: • Full moon, half moon, crescent moon Observe stories and give opinion: • Discussions on sun and moon • Poem about stars Sign a known story with a beginning, middle and end
Vocabulary building: Vocabulary in different contexts Focus on individual signs before learner focus on text – different kinds of houses in our country Story skills: 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 Interpret information on	Use recorded text with teacher Identify initial event / problem that sets the story in motion Discuss logical sequence of story Recognise cause and effect in story	Vocabulary building: Vocabulary in different contexts Focus on individual signs before learner focus on text Story skills: 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 Interpret information on	Use recorded text with teacher Identify initial event / problem that sets the story in motion Discuss logical sequence of story Recognise cause and effect in story	Use recorded text with teacher Identify initial event / problem that sets the story in motion Discuss logical sequence of story Recognise cause and effect in story	Use recorded text with teacher Identify initial event / problem that sets the story in motion Discuss logical sequence of story Recognise cause and effect in story	Use recorded text with teacher Predict story based on cover Use clues and pictures in book for understanding Answer open-ended questions based on text	Use recorded text with teacher Predict story based on cover Use clues and pictures/DVD cover for understanding Answer open-ended questions based on text	Predict story based on cover Identify initial event / problem that sets the story in motion Use clues and pictures/ DVD cover for understanding Discuss logical sequence of story	Predict story based on cover Use clues and pictures/DVD cover for understanding Answer open-ended questions based on text Interpret information on posters
	Use simple strategies to find information: Look at pictures on houses and discuss the following: What materials do you think was used to build the houses? Similarities and differences. Take part in group discussions and give feedback. Vocabulary building: Vocabulary in different contexts Focus on individual signs before learner focus on text – different kinds of houses in our country Story skills: 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	find information: Look at pictures on houses and discuss the following: What materials do you think was used to build the houses? Similarities and differences. Take part in group discussions and give feedback. Vocabulary building: Vocabulary building: Vocabulary building: Vocabulary building: Vocabulary in different contexts Focus on individual signs before learner focus on text – different kinds of houses in our country Story skills: 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 Interpret information on	Use simple strategies to find information: • Look at pictures on houses and discuss the following: What materials do you think was used to build the houses? Similarities and differences. • Take part in group discussions and give feedback. Use recorded text with egroup discussions and give feedback. Use recorded text with egroup discussions and give feedback. Use recorded text with egroup discussions and feedback Use recorded text with eacher Use recorded	Use simple strategies to find information. Look at pictures on houses and discuss the following: What materials do you think was used to build the houses? Similarities and differences. Take part in group discussions and give feedback. Vocabulary building: Vocabulary building: Vocabulary building: Vocabulary in different contexts I context — Girect elemer focus on text— different kinds of houses in our country Story skills: Alake use of inagination Discuss logical sequence of story Story skills: Alake use of inagination by making use of individual pictures: Vocabulary in different contexts I dentify initial event / problem that sets the story in motion Discuss logical sequence of story Discuss logical sequence of story Story skills: Alake use of inagination by building materials used to build nouses Interpret information on I discussions and give feedback to the group Observe, enjoy and respond to humourous stories and give opinion or respond to humourous stories and jokes using language imaginatively: Soberve leve signed jokes / humourous stories Learners make up their own story a feedback Gain information through simple strategies: Alake use of signs indicating position to explain a simple route to a classmate The classmate of lows the instructions Classify information Winimum time: 5 Winimum time	Use simple strategies to find information: Look at pictures: Look at	Use simple strategies to find information: • Look at pictures on houses and discuss the following. What meetings do you think was used to build the houses? Similarities and differences. Take part in group discussions and give feedback. • Look and give feedback to the group Take part in group discussions and give feedback. • Collaboration of the feedback to the group • Sign abound through similar strategies. • Make use of signs inferent kinds of houses on individual signs before learner focus on text—different kinds of houses in our country lates and politic meets. • Coast on individual signs to feedback to the group • Vocabulary building: • Vocabula	Use simple strategies to find information. **Description of the properties of the p	Use simple strategies to find information: Lock at pizzues on houses and discuss the notation show that the properties and discovered in the properties and discover	TERM 4 CONTENT OBSERVING ADD SIGNING - 2 HOURS, 30 MIN (Minimum time 8 x 15 minutes as week) Observing stories and give information brough simple strategies. It can stry formation a very without a control of the

2021 National Recovery A	Annual Teaching Plan	: South African Sign	Language Home Lang	uage 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	нои	JSES	PICTUR	E MAPS	WA	TER		THE SKY	AT NIGHT	
					TERM 4	CONTENT				
	The whole group "read" the same recorded story	The whole group "read" the same recorded story	The whole group "read" the same recorded story	The whole group "read" the same recorded story	The whole group "read" the same recorded story	The whole group "read" the same recorded story	The whole group "read" the same recorded story	The whole group "read" the same recorded story	The whole group "read" the same recorded story	The whole group "read" the same recorded story
Core	Make use of contextual	Make use of contextual	Make use of contextual	Make use of contextual	Make use of contextual	Make use of contextual	Make use of contextual			
Concepts, Skills and Values Group Guided Visual Reading	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	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	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	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	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	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	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	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	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	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
(2 X 15 minutes per day)	Use recognition of signs and comprehension skills during the visual reading of recorded text	Use recognition of signs and comprehension skills during the visual reading of recorded text	Use recognition of signs and comprehension skills during the visual reading of recorded text	Use recognition of signs and comprehension skills during the visual reading of recorded text	Use recognition of signs and comprehension skills during the visual reading of recorded text	Use recognition of signs and comprehension skills during the visual reading of recorded text	Use recognition of signs and comprehension skills during the visual reading of recorded text	Use recognition of signs and comprehension skills during the visual reading of recorded text	Use recognition of signs and comprehension skills during the visual reading of recorded text	Use recognition of signs and comprehension skills during the visual reading of recorded text
Core Concepts, Skills and Values Paired/Independent Visual Reading	"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	"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	"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	"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	"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	"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	"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	"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	"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	"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 classroon "reading" corner
CAPS Topic				(Minimum time: 3 x		IG - 1 HOUR Maximum time: 3 x 20	minutes per week)			
Core Concepts, Skills and Values	Record more complex texts Record at least 3 sentences about: Holiday news Use placement (prepositions) correctly	Record more complex texts Record at least 3 sentences about: My dream house Use placement (prepositions) correctly	Record more complex texts Discuss ideas for recording with peers Record news/ creative story – use taught knowledge Use fingerspelling where needed Use placement (prepositions) correctly Begin to indicate time/tense correctly (with	Record more complicated texts Form the plurals of familiar signs appropriately Record with illustrations sentences for the visual reading corner: Route from home to school Use fingerspelling where needed Use placement (prepositions correctly	Record more complicated texts Form the plurals of familiar signs appropriately Record a creative story of at least 3 sentences about: Uses of water Use fingerspelling where needed Use placement (prepositions correctly	Record more complicated texts Form the plurals of familiar signs appropriately Record a creative story of at least 3 sentences about: • We make clever plans to save water Use fingerspelling where needed Record with illustrations sentences for the visual reading corner	texts Record a creative story of at least 3 sentences about: Day and night Use fingerspelling where	Record more complicated texts Record a creative story of at least 3 sentences about: I would like to go and live on the moon because Use fingerspelling where needed Use placement (prepositions correctly Begin to indicate time/tense correctly (with	Record more complicated texts Sign news/ creative story – use taught knowledge Form the plurals of familiar signs appropriately Begin to indicate time/tense correctly (with teacher's assistance - past, present)	Record a creative story of at least 3 sentences about • My first school year Use fingerspelling where needed Use placement (prepositions correctly Begin to indicate time/tense correctly (with teacher's assistance - past, present)

2021 National Recovery	Annual Teaching Pla	n: South African Sigr	n Language Home Lan	guage 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						
			teacher's assistance - past, present)	time/tense correctly (with teacher's assistance - past, present)	Begin to indicate time/tense correctly (with teacher's assistance - pas 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	 Each skill is not This must be do The activities m Each skill is not Rubrics, checkl 	 Each skill is not meant to be an assessment activity but rather should ensure that leaners 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 leaners are afforded opportunities to demonstrate these skills practically. Rubrics, checklists and recording activities can be used. 										
SBA (Formal Assessment)	Participate in cl. Observe stories Role play chara Visual Reading and View Assess each leader Choose a short Types of quest Multiple choice Sequence even Interpret information. Recognise caus Answer open-eate Recognise fami Recording: Form the plurals Use placement Begin to use pro	ass discussions and expresses and answer closed and open- cters in a story that is signed by the content of the	rended questions by the teacher se a recorded text of at least 2 m minutes simple tables bassage read elling y in recording									