

My body

TERM I

WEEKS 5 AND 6



LITERACY ASSESSMENT

This assessment task will assess whether the learner has understood and can apply the concepts taught in this theme. Over the last two weeks learners:

- listened to the Big Book I story 'All About Me' on page 2;
- demonstrated understanding of the above story;
- identified the sound at the beginning of their name;
- sang and recited songs;
- talked about their own bodies and what they use their bodies for;
- matched labels on the poster to various parts of the body;
- discussed how certain parts of their body help them;
- practised the letter formation of the letters in their name;
- segmented names into syllables;
- used the sentence frame 'This is my...'; and
- used language for learning.

This assessment task may take several days to complete. You can do it one-to-one with the learner or in a small group.

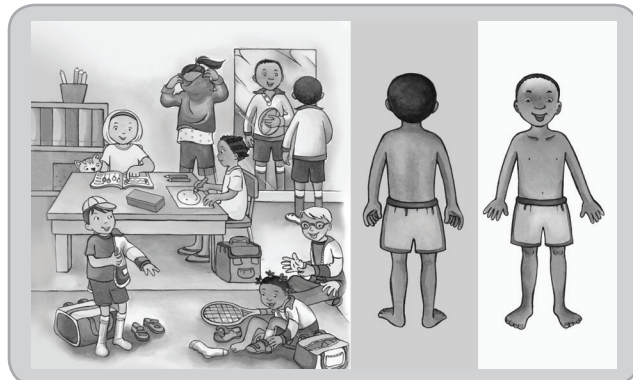
TASK

Part One

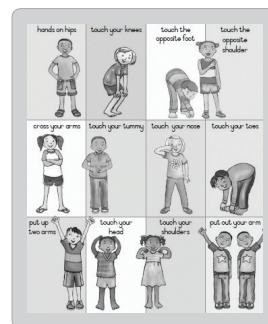
- Ask the learner to 'read' the first letter of their name.
- Now ask learners to trace that letter saying what they are doing. Check that they start and end in the correct positions.
- Finally ask the learner if they know words that begin with that letter. Remember to say the sound and not the name, e.g. 'gah' not 'gee'.

Part Two

- Use poster 2 for My Body or page 23 in Workbook I.



- Ask the learners to name each part of the body.
- 'Read' the flash cards of the different body parts.
- Use page 30 of Workbook I and ask the learners to name the part of the body each child is touching or the action they are doing.



- Ask the learners to name the body part/s that are the focus of each picture, e.g. hands and hips in the first picture, 'hands on hips'.

GRADE R: TERM I

Holistic rubric for Literacy Assessment Task Part One and Part Two

	1 Not achieved	2 Elementary achievement	3 Moderate achievement	4 Adequate achievement	5 Substantial achievement	6 Meritorious achievement	7 Outstanding achievement
The learner is able to:							
ORAL							
1. Follow the instructions							
2. Answer questions							
3. Take turns to speak							
4. Use the language of learning (body parts and actions) in their responses							
5. Identify that letter's sound independently of their name							
READING							
6. Identify different parts of the body							
7. Explain what their own body can do							
8. Use body words in own sentences							
9. Recognise their own name in print							

Copy this rubric. You will need one for each learner.