

# The jobs people do

TERM 3

WEEKS 23 AND 24



## LITERACY ASSESSMENT

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

- listened to the Big Book 2 story 'People Who Help' on page 7;
- used the illustrations in the story to identify objects and experiences;
- predicted what will happen in a story through the pictures;
- recounted personal stories of helping others;
- identified the 'm' sound at the beginning of words;
- recognised the symbol for 'm';
- identified words beginning with 'm';
- 'read' their own page from the book they made as a class on the jobs people do;
- pointed to the words when they 'read';
- sang and recited songs;
- role-played a given situation about asking for help;
- broke theme words into syllables;
- practised the formation of the letter 'm'; and
- used language for learning.

This assessment task may take several days to complete.

## GRADE R: TERM 3

### Checklist for Literacy Assessment Task

Name:	Date:	
The learner is able to:	Yes	No
1. Remember events from a story		
2. Use a story to recognise common experiences		
3. Recognise initial sounds of words using picture cards		
4. Select picture cards that begin with 'm' from a group of cards		
5. Recognise the letter 'm' from a group of letters		
6. Read single letters		
7. Role-play reading: turn pages appropriately		
8. Hold a book the right way up		
9. Using his/her own 'story' look at words and pictures and understand the relationship between them		
10. Use pictures to construct ideas		
11. Distinguish pictures from print (e.g. by pointing at words rather than pictures when 'reading')		

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

## TASK

### Part One

- Allow the learner to look at the pictures on each page of the Big Book 2 story 'People Who Help' on page 7.
- Close the book.
- Ask the learner to tell you about two people who needed help in the story.
- Then ask the learner to tell you who helped them.
- Ask the learner what they do at home and at school to help.

### Part Two

- Put picture cards of the following on the table, for example a mat, mouse, man, magazine, dog, pot, boat, cloud. Mix up the cards. Ask the learner to 'read' the cards.
- Now ask the learner to pick up all the cards that begin with 'm'. Remember to say the sound 'mmm' and not the letter name 'em'.

### Part Three

- Place the following alphabet letters on the table: p, t, s, b, a, m, i.
- Ask the learner to 'read' each letter.
- Ask the learner to say a word that begins with the letter sound.
- Repeat until the learner has 'read' all the letter symbols.

### Part Four

- Let the learner use the book he/she made about someone helping them.
- Ask the learner to point to the picture. Let the learner tell you about the picture.
- Now ask the learner to point to the words under the picture. Let the learner 'read' the sentence.
- Give the learner a book from the library corner. Ask them to hold the book (observe if they hold it up the correct way), ask them to show you the cover, ask them to show you how they turn pages.



## NUMERACY ASSESSMENT

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

- counted to 10;
- were introduced to the numeral '6' and the word 'six';
- built a puzzle (18 piece or more);
- used concrete apparatus (counters) to work out sums;
- collected and sorted pictures according to given criteria (theme-related criteria);
- recognised the number names up to six;
- copied, extended a given colour pattern and created their own colour patterns
- used construction apparatus;
- described groups of objects using the terms more, less and the same; and
- used mathematical language to express problem-solving strategies and techniques.

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