

# Water

## TERM 3

### WEEKS 25 AND 26



#### 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 Little Take Home Story 'We Plant A Seed';
- answered questions about the story;
- described characters in the story and gave opinions;
- read high frequency words;
- identified the 'd' sound at the beginning of words;
- discussed things that sink and things that float;
- contributed to a class book about things that sink and things that float;
- discussed things that live in water and things that don't;
- distinguished aurally between different letter sounds; and
- identified words that rhyme with big, red, see, etc.

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.

#### TASK

##### Part One

- Make picture cards in advance of this assessment task.
- Put the following picture cards on a table: red, bed, big, pig, see, tree.
- Ask the learners to 'read' the pictures.
- Now ask the learners to point to one of the cards, e.g. 'Point to the bed.'
- Then ask the learners to find the picture that rhymes with 'bed'.
- Ask the learners to read both words, e.g. 'bed' and 'red'.
- Finally, ask them if they can think of other words that rhyme with 'bed' and 'red', e.g. 'head', 'shed'.

##### Part Two

- Ask the learners what sound they hear at the beginning of 'dog'.
- Now ask if they can think of other words that begin with 'd', e.g. 'dig', 'do', 'drink'. Remember to say the sound and not the name, i.e. 'd' not 'dee'.
- Repeat with the other cards of the sounds learnt so far.

##### Part Three

- Ask the learners to talk about the picture they drew for the class book.
- Ask the following questions one at a time: 'Does this item sink or float? Why does it sink/float? If it sinks what can you do to it so that it doesn't sink?'
- Ask the learners to read their page to you.
- If necessary, you can read the sentence with the learner (paired reading).

#### GRADE R: TERM 3

##### Holistic rubric for Literacy Assessment Task Part One, Two and Three

	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:							
<b>ORAL</b>							
1. Follow the instructions							
2. Answer the questions							
3. Listen without interruption							
4. Use the theme related vocabulary and sentence frame when responding to questions, e.g. sink, float, water							
<b>PHONICS</b>							
5. Identify the letter 'd' and say the sounds sound							
6. Isolate and identify words that begin with the letter 'd' from a group of words							
7. Recognise already learnt sounds							
<b>PHONICS</b>							
8. Identify the letter 'd' and say the sounds sound							
9. Isolate and identify words that begin with the letter 'd' from a group of words							
10. Recognise already learnt sounds							
<b>READING</b>							
11. Understand story conventions, e.g. the structure of story							
12. Retell a story (own or other)							
13. Read pictures							
14. Read a caption that accompanies a picture he/she drew							
15. Identify rhyming words							



#### 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;
- revised numbers 1 to 6 and matching words;
- completed simple story sums;
- distinguished between different amounts of objects (more, less);
- demonstrated a basic understanding of the concept of capacity (empty, full, half full);
- solved addition and subtraction problems using counters (up to 7); and
- built puzzles (18 -piece or more).

