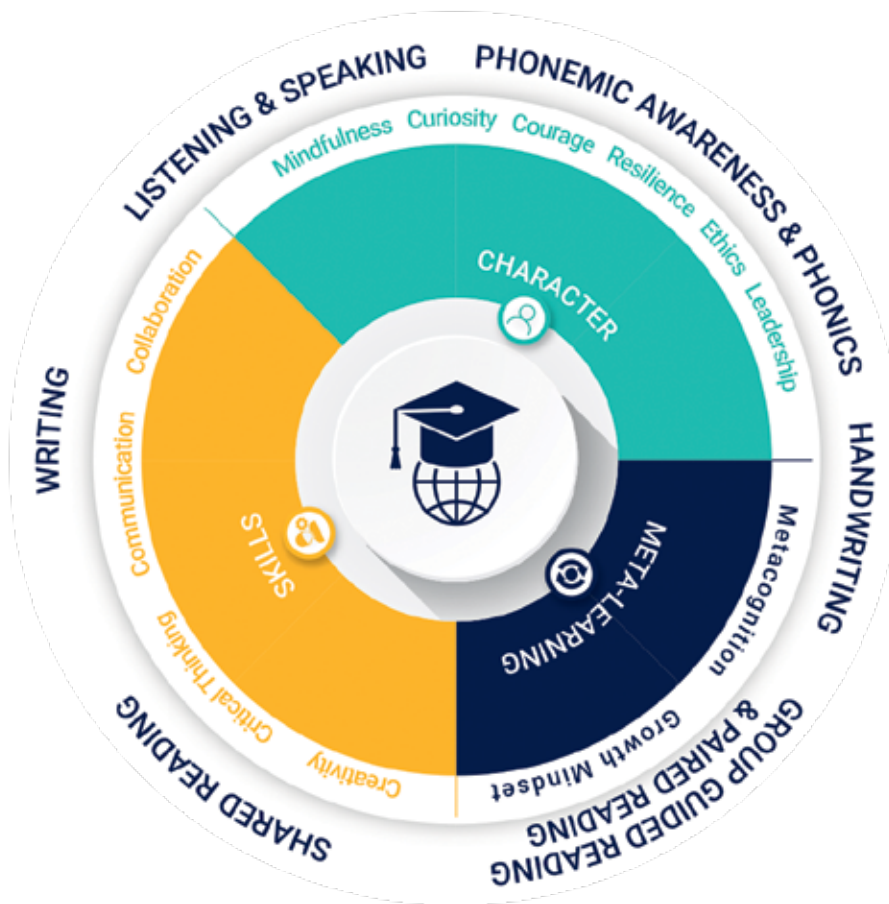


COMPETENCY-BASED LEARNING PROGRAMME

HOME LANGUAGE
ENGLISH

SAMPLE MATERIAL FOR REVIEW



**CORE METHODOLOGIES
& LESSON PLANS**

GRADE 1

SAMPLE
Grade 1
ENGLISH
HOME
LANGUAGE

Core
Methodologies
and Lesson
Plans

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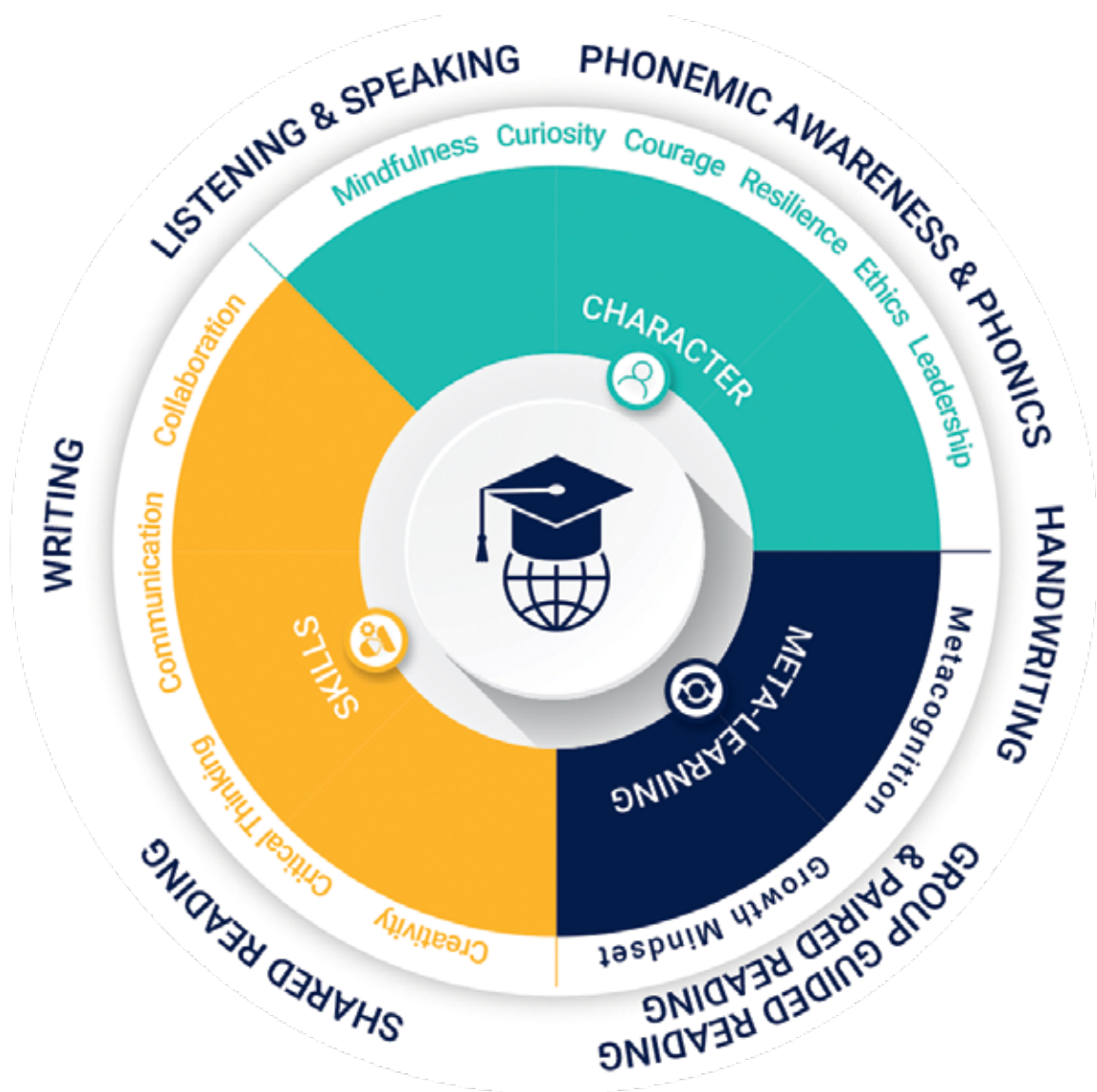
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The Competency-based Learning Programme

The world is changing fast!

In our changing world, learners must be prepared holistically to adapt to any situation.

It is not enough to only have KNOWLEDGE – children also need to develop SKILLS, CHARACTER, and META-LEARNING.



These are called competencies for a changing world – this is the focus of the **Competency-based Learning Programme**.

Building skills and competencies for a changing world every day



CREATIVITY

Creative thinkers look for many possibilities and are willing to try things that may not work. They consciously push boundaries and to think 'out of the box' with flexibility and originality in different situations.



CRITICAL THINKING

Critical thinkers are skilled in organising, applying, analysing, synthesising, questioning and evaluating information. They question their sources and seek a variety of perspectives. Critical thinkers question the status quo, rather than simply accepting the way things are.



COMMUNICATION

Effective communicators practice active listening, asking questions, and clearly articulating their ideas. Strong communicators consider and empathise with their audience.



COLLABORATION

Collaborative learners take and share responsibility, empathise with their group members and play to their strengths, and work through conflict in order to achieve common goals. Collaborative learners are skilled in giving and seeking constructive feedback.



CURIOSITY

Curious people spend time wondering how and why things work. They seek new experiences and perspectives. Curious people also develop and make time for passions.



ETHICS

Ethical people focus on fairness, keep their values consistent, think about who is affected by different actions, and take action to improve the world.



RESILIENCE

Resilient people are willing to be flexible and adapting. They work to build strong social networks to support them. Resilient people work on managing stress and expressing emotions appropriately. They try to persevere through challenges but know when to seek help.



LEADERSHIP

Effective leaders are focused on sharing their vision and inspiring others. They think strategically, respectfully collaborate with others, and work to make their groups or communities better for everyone.



MINDFULNESS

Mindful people are aware of their bodies, emotions, and surroundings. They can describe and communicate their feelings and reactions. They are skilled in regulating themselves, and in being fully present. Mindful people work to cultivate positivity, open-mindedness, patience and compassion.



COURAGE

Courageous people pursue ambitious goals – even when there are risks involved. They stand up for their values, and engage with others in a vulnerable way.



GROWTH-MINDSET

People with a growth mindset believe that effort leads to success and appreciate that learning is a process. They see mistakes as opportunities, recognize their current strengths and weaknesses, and welcome feedback as opportunities for growth. They are continuous, lifelong learners who find joy in learning and constantly persevere for deeper expertise and understanding.



METACOGNITION

Metacognitive learners hone their self-reflection skills. They notice their thoughts and feelings. They practice setting goals, plan how to achieve them, and reflecting honestly on their ability to achieve those goals. Metacognitive learners work to consider alternative perspectives, question if things are making sense and know when they need help.

Brought to you by the Sandbox Project

The Sandbox is a research project to understand how to develop competencies for a changing world in our public schools.

About the CLP

WHAT IS THE CLP?

The Sandbox is about trying different approaches to develop these competencies for a changing world. The Competency-based Learning Programme (CLP) is one of these approaches which is being tested in Grade 1 Home Language. As a Grade 1 teacher in the Sandbox, you are part of an exciting new programme that could benefit the entire education system.

The Competency-based Learning Programme is a structured learning programme, including materials and training, to deliberately develop competencies for a changing world through the CAPS Curriculum. The CLP provides a day-by-day guide for teachers on how to implement the Home Language curriculum while deliberately developing these competencies through the way they teach.

WHAT IS IN THE CLP?

The CLP contains the following elements:



Lesson Plan



Management Document



Reading Booklet



Big Book of themed stories



Resource Pack – Including flash cards, images, creative storytelling sheets



Charts



Weekly Routine: 7 hours

- 1 The structured learning programme follows the same routine every week.
- 2 This makes it easy for teachers and learners to follow.
- 3 Learners can prepare for the next activity once they know the routine.
- 4 The routine is based on the CAPS minimum time for Home Language: 7 hours per week.
- 5 Please display this routine in your classroom and try to learn it off by heart!

Monday		Tuesday		Wednesday		Thursday		Friday	
Morning Mindfulness	5	Morning Mindfulness	5	Morning Mindfulness	5	Morning Mindfulness	5	Morning Mindfulness	5
Goal setting	15								
Oral Activities	15			Oral Activities	15			Oral Activities	15
		Phonics	15	Phonics	15	Phonics	15	Phonics	15
Handwriting	15	Handwriting	15	Handwriting	15				
Shared Reading: Pre-Read	15	Shared Reading: Read 1	15			Shared Reading: Read 2	15	Shared Reading: Post-Read	15
Writing	30			Writing	30				
Group Guided Reading	30	Group Guided Reading	30	Group Guided Reading	30	Group Guided Reading	30	Group Guided Reading	30
End of day reflection	5	End of day reflection	5	End of day reflection	5	End of day reflection	5	End of week goal review and reflection	15
1.45		1.15		1.45		1.00		1.15	


Core Methodologies

LANGUAGE COMPONENT: LISTENING AND SPEAKING

Activity	Competency
Start-of-Week Goal Setting	Metacognition
End-of-Week Goal Review and Reflection	Metacognition
Morning Mindfulness	Mindfulness
	Metacognition
Oral Activities – Background Knowledge	Critical Thinking
Oral Activities – Theme Vocabulary	Critical Thinking
Oral Activities – Rhyme or Song	
Oral Activities – Creative Storytelling	Creativity
	Collaboration
Oral Activities – Discussion of Shared Reading Text	Critical Thinking
	Communication



Activity: Start-of-Week Goal Setting

Rationale	<ul style="list-style-type: none"> The aim of this activity is to help learners understand that they can take responsibility for some of their own growth and learning. They can do this by choosing what they want to improve or develop, and by planning how to do this. This is done in a routine way every week to teach learners a procedure for goal setting, that they can internalise and use on an ongoing basis.
Focus Competency	Sub-competency <i>How does this look in action?</i>
 Metacognition	Determining goals, plans to achieve those goals, and monitoring one's progress <ul style="list-style-type: none"> <i>What is your goal?</i> <i>What strategies can get you there?</i>
	Monitoring comprehension and managing information accordingly <ul style="list-style-type: none"> <i>Are you on the right track?</i> <i>Do you understand what you are doing and why?</i>
	Practicing awareness and regulation of internal state <ul style="list-style-type: none"> <i>How are you feeling right now?</i> <i>Why do you think you feel this way?</i>

Activity Description

Work through the following process every week to help learners set a goal for the week. It is very important that learners select their own goals, although it is equally important that you assist them to formulate a goal that is manageable and attainable. In Grade 1, the focus is on short-term goals.

INTRODUCTION

- 1 Hand out each learner's **book of goals**. This should be a dedicated A5 book, covered and labelled appropriately.
- 2 Remind learners that a goal is something that we haven't yet done, but we want to be able to do. Remind them that every week, we are going to set a goal for ourselves.
- 3 Tell learners the specific kind of goal that they should think about for the week. This is specified in the lesson plan.

MODELLING

- 1 Tell learners your own goal for the week, for example: **I want to teach you all to write your names this week.**
- 2 Draw a picture of you helping a child to write his name on the chalkboard.
- 3 Say: **My goal is to teach all learners to write their names this week.**
- 4 Tell learners how you feel about your goal. For example: **I feel excited about this goal because I think I can do a good job!**

ORAL

- 1 Tell learners to think about one thing that they haven't yet done, but that they want to be able to do – relate this to the theme as directed in the lesson plans. Ask learners to try and think of smaller goals – something that they should be able to achieve quite soon. For example: **What do you want to be able to do at school?**
- 2 If learners struggle, ask suitable prompting questions. For example:
 - **How can you be a good friend?**
 - **How can you be helpful to others at school?**
 - **How can you keep all your things organised and safe?**
- 3 Ask learners to think about how they feel about this goal and why.
- 4 Then, tell learners to open their eyes, and to turn and talk and tell a partner what they want to be able to do, and how they feel about this goal. They must say:
 - **I want to...**
 - **I feel...because...**

WRITING

- 1 Tell learners to open their book of goals, and to write the number of their goal in the top left corner of the page.
- 2 Next, ask learners to draw a picture of their goal.
- 3 Walk around the class and ask a few learners to tell you their goals.
- 4 Ask one or two learners to share their goals with the class.

CLOSURE

- 1 Remind learners to think about their goals and to work hard to try and achieve these goals this week.
- 2 Tell learners that if they forget their goal, they can look at the picture they drew in their book of goals to remind them.
- 3 Explain that at the end of the week we will go back to our goals, and see how well we did.




Activity: End-of-Week Goal Review and Reflection

Rationale	<ul style="list-style-type: none"> • The aim of this activity is to help learners understand that in order to achieve goals, they must reflect on the goal and their progress. • Learners must understand that this involves reflecting on their progress, strategies, impact on others, and, on their feelings. • This is done in a routine way every week to teach learners a procedure for reflection, that they can internalise and use on an ongoing basis.
Focus Competency	Sub-competency <i>How does this look in action?</i>
 Metacognition	Reflecting on processes, achievements, learning, and/or identity
	<ul style="list-style-type: none"> • <i>What do you know?</i> • <i>What do you not know?</i>
	Monitoring comprehension and managing information accordingly
	<ul style="list-style-type: none"> • <i>Are you on the right track?</i> • <i>Do you understand what you are doing and why?</i>
	Evaluating one's actions and their consequences
	Practicing awareness and regulation of internal state
	<ul style="list-style-type: none"> • <i>How are you feeling right now?</i> • <i>Why do you think you feel this way?</i>
	Thinking and adapting flexibly
	<ul style="list-style-type: none"> • <i>What adjustments would be good to make right now?</i> • <i>What changes should you make next time?</i>

Activity Description

At the end of each week, reflect on the goals with learners. If learners do not achieve their goal in the first week, they should be encouraged to work on it again the next week, unless the goal was unrealistic or unattainable.

- 1 Hand out learners' **book of goals**.
- 2 Ask learners to turn to the goal of the week.
- 3 Tell learners to take a minute to think about this goal.
- 4 Ask some of the following prompting questions to help learners think about the goal:
 - *What do you know?*
 - *What do you not know?*
 - *Are you on the right track?*
 - *Do you understand what you are doing and why?*
 - *How are you feeling right now?*
 - *Why do you think you feel this way?*
 - *What adjustments would be good to make right now?*
 - *What changes should you make next time?*
- 5 If they think they achieved this goal very well, they must draw a smiley face on the page.
- 6 If they think they have started to achieve this, but they still need to work on it, they must draw a straight face on the page.
- 7 If they think they did not even start to achieve this goal, they must draw a sad face on the page.

- 8 Tell learners that on Monday, they will think about their goals for the next week.
- 9 Explain that if learners drew a straight face or a sad face, they should keep the SAME goal for next week.
- 10 Thank learners for their efforts and collect the books.
- 11 Finally, tell learners to think about what they want to tell their families about their goal for the week. Encourage learners to tell their families about their goal and what they managed to achieve.

Please note: This process of self-review and reflection is a critically important part of learning. Please do not skip this weekly activity.



Activity: Morning Mindfulness

Rationale	<ul style="list-style-type: none"> • Mindfulness activities are short guided activities that have been proven to have positive effects on learners' physical and mental health, by making learners aware of their feelings and reactions, and by helping them to monitor and regulate these feelings and reactions. • These activities have the power to promote kindness, patience and compassion for others. • They also boost learners' self-control, whilst at the same time, increase attention and focus. • In addition, mindfulness activities have been shown to improve learners' decision-making abilities.
Focus Competency	Sub-competency <i>How does this look in action?</i>
 Mindfulness	Attending to one's body, emotions, and reactions in the present moment <ul style="list-style-type: none"> • <i>What is your heart feeling at this moment?</i> • <i>What is your body feeling at this moment?</i>
	Understanding by describing one's emotions and reactions <ul style="list-style-type: none"> • <i>Can you say how your heart is feeling?</i> • <i>Can you say how your body is feeling?</i>
	Building effective habits for regulation of inner experience <ul style="list-style-type: none"> • <i>Are you in control of your feelings?</i> • <i>Can you calm yourself?</i>
	Cultivating positivity, open-mindedness, patience and compassion <ul style="list-style-type: none"> • <i>What do you think someone else is feeling?</i> • <i>Can you understand why they feel this way?</i>
 Metacognition	Practicing awareness and regulation of internal state <ul style="list-style-type: none"> • <i>How are you feeling right now?</i> • <i>Why do you think you feel this way?</i>

Activity Description

At first, these activities may feel strange to both you and the learners, so don't expect them to work out perfectly. But do persevere for at least a term, and you will begin to see significant changes in learners' behaviours, attitudes to each other, and ability to focus and recall.

Introduce these activities to learners by saying something like:

- I wonder if you would like to learn a new skill that helps you to clear your head, so that you can think straight and feel good?

- Sometimes it feels really good to stop and pay attention to what's around me. Do you want to try?
- Sometimes I like to press pause and check in with my body to see how its feeling. Do you want to try?

Next, give the learners general instructions to prepare for the activity:

- 1 For this activity, you will be focussing on your body and mind. Because of this, I don't want you to touch anyone else. Please make sure you keep inside your own space.
- 2 I will also ask you to close your eyes. At first, this may feel strange, but keep trying and you will get used to it.
- 3 Finally, it is very important for you to listen carefully to me. Because of this, I ask you to please be quiet.

Below are some simple mindfulness activities that you can alternate, depending on your mood and focus for the day.

MINDFULNESS ACTIVITY 1: 5 FINGER BREATHING

Suitable for: Calming learners down and helping them to increase their self-control, attention and focus.

- 1 Learners plant their bottoms in their seats, and their feet on the floor.
- 2 Learners hold up one of their hands in front of them, palm facing them.
- 3 They use the pointing finger on the other hand to trace around the hand – going up and down each finger.
- 4 As they trace up a finger, they breath in.
- 5 As they trace down a finger, they breathe out.
- 6 Learners must feel the breath entering and exiting their bodies.
- 7 As they breath out, they must let go of all bad feelings.
- 8 After a while, they can close their eyes as they do this.
- 9 At first, try to get learners to do this for 1–2 minutes. With practice, they should be able to do this for up to 5 minutes.
- 10 End by asking learners to slowly open their eyes, and to please stay calm and quiet.
- 11 Ask one or two learners how they feel.
- 12 Tell learners that if they ever feel bad feelings, they can do this on their own to try and breathe the bad feelings out.

MINDFULNESS ACTIVITY 2: BUTTERFLY BODY SCAN

Suitable for: Relaxing learners, reducing their stress and anxiety, and helping them to focus.

- 1 Learners plant their bottoms on their seats, and their feet on the floor.
- 2 Learners put their hands in their laps and sit up straight.
- 3 Learners close their eyes.
- 4 Guide them to do some deep breathing.

- 5 Next, tell learners to imagine that they have a butterfly. Tell them to think about what their butterflies look like. What colour is their butterfly? What do the patterns on the butterfly look like?
- 6 Then, tell learners that their butterflies are amazing creatures. They must pretend that when their butterfly touches part of their body, that part goes soft, and feels relaxed. All stress and tension leaves that part of the body.
- 7 Tell learners to imagine that their butterflies are flying around them.
- 8 The butterfly lands on their right shoulder, and settles there. Immediately, the shoulder feels soft and relaxed. All tension leaves.
- 9 The butterfly flies some more, and then lands on their left foot. The foot goes limp and feels soft and relaxed.
- 10 The butterfly flies up high, and then gently lands on their forehead. The forehead softens and relaxes.
- 11 Etc.
- 12 End by telling learners that their butterflies are always with them. If they ever have bad feelings, like tension, stress or anger, they can close their eyes and call their magic butterflies to help.

MINDFULNESS ACTIVITY 3: JUST LIKE ME

Suitable for: Helping learners to identify their own feelings, and to develop empathy (kindness, patience and compassion) for others.

- 1 Learners plant their bottoms on their seats, and their feet on the floor.
- 2 Learners put their hands in their laps and sit up straight.
- 3 Learners close their eyes.
- 4 Guide them to do some deep breathing.
- 5 Next, tell learners to think of someone who they do not know well yet. They must keep this person in their minds. Give learners a minute to think of who this person is.
- 6 Explain that sometimes:
 - a It can be difficult to make new friends, or to get to know people better.
 - b It can also be difficult to understand people who are not so nice to us.
 - c It can be helpful to remember that we are more the same than different.
- 7 Tell learners to think of ways that they are the same as this person. At the end, they must think – ‘just like me’.
- 8 Tell learners you will say a few phrases to get them started.
- 9 Remind learners that if their brains wander, they must focus on their breathing.
- 10 Say the following:
 - a He is a living human being – just like me
 - b He sometimes feel scared – just like me
 - c He sometimes gets sick – just like me
 - d He also wants to make new friends – just like me
- 11 Now tell learners to keep breathing, and to think of their own ‘just like me’ statements.

- 12 After a few minutes, tell learners to slowly open their eyes, and to stay calm and quiet.
- 13 Ask a few learners to share their 'just like me' statements.
- 14 Remind learners that when there is someone new in their lives, it is always good to try and think about how we are the same, and not how we are different.

MINDFULNESS ACTIVITY 4: FROG JUMPS

Suitable for: Energising learners and helping them to increase their self-control, attention and focus. You will need something metal to bang, like a pot and a spoon – experiment until you find something that makes a clear ringing sound when it is banged.

- 1 Take learners outside to an open space.
- 2 Learners must space out so that they do not touch each other.
- 3 Next, learners must crouch down, as though they are frogs.
- 4 Tell learners that they need to listen very carefully.
- 5 When your pot is silent, they must be absolutely still.
- 6 Then, as soon as they hear you bang the pot, they can start to quietly leap like a frog.
- 7 They must not bump into anyone, and they must continue to listen carefully.
- 8 They must continue to leap until the pot stops ringing – once the pot is quiet, they must be still.
- 9 Do this for a few minutes.
- 10 Then, ask learners to stand up, but to stay quiet.
- 11 Take them into the classroom and settle them for the next activity.
- 12 Ask learners to remember the feeling of focussing and listening carefully to the pot's vibration – they must please try to keep that focus during the lesson.

MINDFULNESS ACTIVITY 5: SHAKE IT OUT

Suitable for: Energising learners and helping them to increase their self-control, attention and focus. Improving learners' moods. You will need to play some music for this.

- 1 Take learners outside to an open space.
- 2 Learners must space out, so that even with their arms stretched out wide, they do not touch each other.
- 3 Tell learners that you are going to play some music, and they need to follow some directions as they listen.
- 4 When they hear the music, they must 'shake out their bodies', shake every part of themselves to get rid of any tension in their bodies.
- 5 When the music is loud, their arms must be stretched high, and their shakes must be big.
- 6 When the music is soft, their arms must be close to their bodies, and their shakes must be small.
- 7 When the music goes off, they must freeze – stand completely still.
- 8 Play this for a few minutes.

- 9 Then, once learners are relaxed and happy, take them back into the classroom for the next activity.
- 10 Take them into the classroom and settle them.
- 11 Ask a few learners how they feel.
- 12 Tell learners to be aware of these good feelings.

MINDFULNESS ACTIVITY 6: CIRCLE OF CARE

Suitable for: Helping learners to develop empathy (kindness, patience and compassion) for others.

Introduction

- 1 Prior to the lesson, prepare learners books by drawing a small circle and a bigger circle on a blank page in each learner's book.
- 2 Seat learners at their tables with their exercise books or paper.
- 3 Tell learners that today they are going to think of their own 'circles of care'.
- 4 They should start by drawing themselves in the small, central circle.
- 5 Next tell them to draw the people they care about most in the bigger circle – this is their circle of care. They must include the people that they love and care about the most.

Inside the circle of care

- 1 Tell learners to open their books to their 'Circle of Care' drawings.
- 2 Ask them to think about someone in their circle who they think is having a hard time, or who needs some extra care.
- 3 Ask them to think of who this person is, and how they think the person is feeling. They can use the frame: I think my _____ needs extra care. I think they are feeling _____.
- 4 Try and encourage learners to identify and name specific feelings, using theme vocabulary that has been taught.
- 5 Next, ask learners to think of something they can do to try and show extra care to this person. They can use the frame: I will show my _____ extra care by...
- 6 Tell learners to turn and talk to a partner, and to share their ideas, if they feel comfortable doing so – do not force any child to engage if they are not comfortable doing so.
- 7 Ask a few learners to share their ideas if they are comfortable doing so. Help learners to better name their feelings if required.
- 8 Acknowledge learners' attempts to become even more caring to those in their circle.

Beyond the circle of care

- 1 Tell learners to open their books to their 'Circle of Care' drawings.
- 2 Ask them to think about someone outside their circle who they still care about – this could be a classmate, a neighbour, or an extended family member.


- 3 Ask them to think of a way to show care to this person. This could be as simple as greeting this person, by thanking them for something they do, or, in the case of a classmate, by inviting them to play or sit together at break.
- 4 Ask them to think of who this person is, and of how they are going to show care to this person. They can use the frame: I will show my _____ extra care by...
- 5 Tell learners to turn and talk to a partner, and to share their ideas, if they feel comfortable doing so – do not force any child to engage if they are not comfortable doing so.
- 6 Ask a few learners to share their ideas if they are comfortable doing so.
- 7 Acknowledge learners' attempts to become more caring to those beyond their circle.

Mindfulness Closure

- 1 At the end of the mindfulness activity, help learners to reflect on the experience by asking them to think about their answers to these questions.
- 2 Ask whichever questions are relevant to the mindfulness activity you have just completed:
 - *What is your heart feeling at this moment?*
 - *What is your body feeling at this moment?*
 - *Can you say how your heart is feeling?*
 - *Can you say how your body is feeling?*
 - *Are you in control of your feelings?*
 - *Can you calm yourself?*
 - *What do you think someone else is feeling?*
 - *Can you understand why they feel this way?*
- 3 Ask a few learners to share their answers to these questions. Be sure to ask different learners every day.

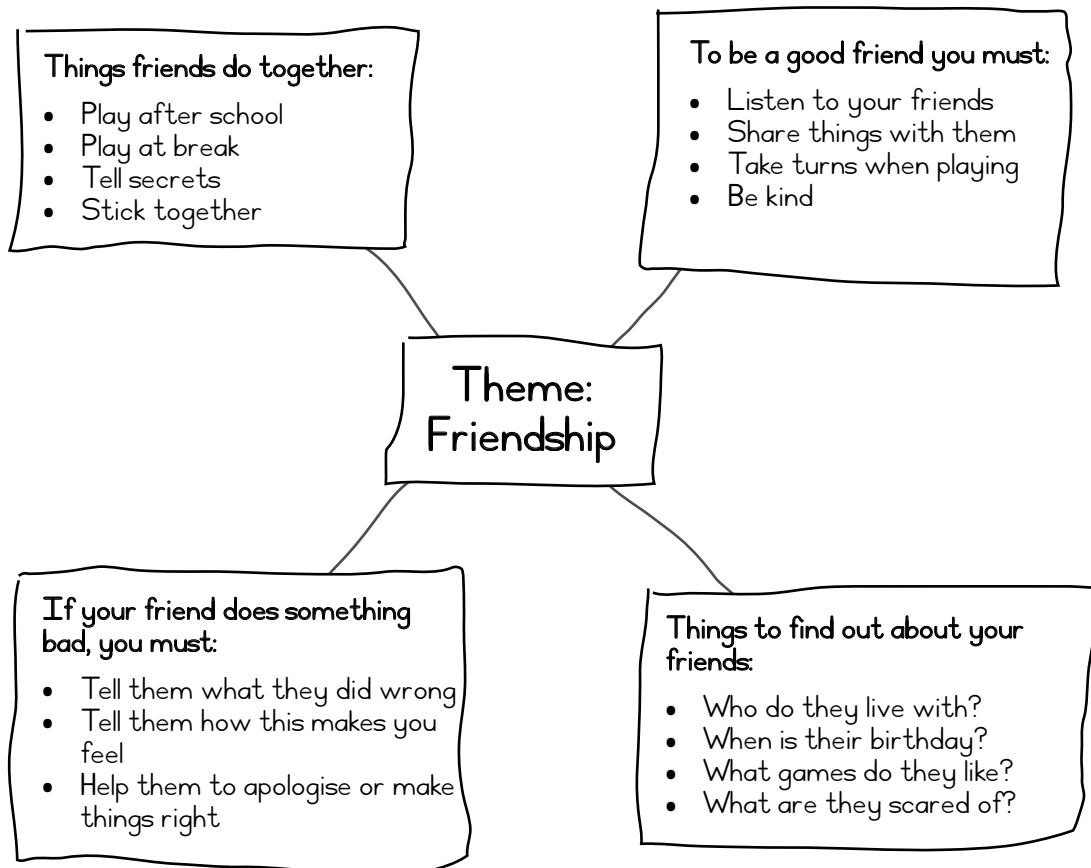


Activity: Oral Activities – Background Knowledge

Rationale	<ul style="list-style-type: none"> • The aim of this activity is to activate, establish and acknowledge learners' prior knowledge of a topic, and to build on what is already known about that topic. • It is also to model the graphic organisation of knowledge by using the strategy of mind-mapping.
Focus Competency	Sub-competency <i>How does this look in action?</i>
 Critical Thinking	Identifying, clarifying, and organizing information <ul style="list-style-type: none"> • <i>Keep your ideas organised</i> • <i>Draw or write your ideas in a way that you can share with others</i>

Activity Description


- 1 In this activity, the teacher starts by making a quick mind-map on the chalkboard.
- 2 The teacher draws a circle with the name of the theme in the middle of board.
- 3 Next, the teacher asks learners: *What do you already know about this theme?*
- 4 The teacher writes down learners' ideas around the mind map. The teacher should try to group similar ideas together, for example, if the theme is 'Friendship' you may have a mind map that looks like this:



- 5 In the second week of the cycle, the teacher will use the mind map to help learners revise and reflect on what they learned in the first week of the cycle.
- 6 The teacher will ask learners: What new and interesting things have we learned about this theme so far?



Activity: Oral Activities – Theme Vocabulary

Rationale	<ul style="list-style-type: none"> The aim of this activity is to extend learners' cognitive, conceptual and academic vocabulary, in order to improve reading comprehension and general knowledge. Another aim is to better equip learners with the language required to name and describe their feelings, which helps them to better understand and process these feelings.
Focus Competency	Sub-competency <i>How does this look in action?</i>
 Critical Thinking	Identifying, clarifying, and organizing information <ul style="list-style-type: none"> <i>Keep your ideas organised</i> <i>Draw or write your ideas in a way that you can share with others</i>

Activity Description

- 1 Teach 3 new theme vocabulary words to learners.
- 2 Use the methodology 'PATS' to teach new vocabulary.
- 3 PATS is an acronym for Point, Act, Tell and Say.
- 4 It is not always possible to do all four actions for each theme word – just do what is appropriate.
 - a P – POINT to a picture or real item, if possible.
 - b A – ACT out the theme word, if possible.
 - c T – TELL learners what the theme word means. Give a simple explanation of the word.
 - d S – SAY the word in a sentence, and have the learners repeat the word after you.
- 5 Once you have taught the theme vocabulary for the week, display the words on the display board, together with the theme word illustration.
- 6 Not every learner will recall the new theme vocabulary immediately. Do not worry about this, and do not make learners repeat the word many times!
- 7 Learners will encounter the new vocabulary multiple times during the theme, and will be given the opportunity to build their vocabulary authentically.



Activity: Oral Activities – Song or Rhyme

Rationale

The aim of this activity is to consolidate learners' knowledge of new vocabulary, and to allow them to learn through play.

Activity Description

- 1 The specific song or rhyme which you are to do with the learners is listed in the lesson plan.
- 2 Over time, the learners will get to know these songs and rhymes, and they will sing them automatically.
- 3 However, when they are first introduced, you need to teach learners the words, actions and tune (if there is one).
- 4 Teach the song or rhyme to the learners, line-by-line as follows:
 - a Sing or say the whole song or rhyme for the class. Explain the meaning of it to learners if necessary.
 - b Sing or say the first line, and then let learners repeat after you.
 - c Sing or say the second line, and then let learners repeat after you.
 - d Sing or say the first two lines together, and then let learners repeat after you.
 - e Continue on in this manner until you have taught learners the whole song or rhyme.
- 5 Always include appropriate actions with the song or rhyme.
- 6 Let learners request to sing their favourite songs at the end of the day – this is a fun way of reinforcing the new language that they have learnt.



Activity: Oral Activities – Creative Storytelling

Rationale

- The aim of this activity is to give learners the opportunity to use new language authentically, and to apply their knowledge of a topic and creativity to create a meaningful story.
- It also aims to build learners' sequencing skills.
- And finally, it gives learners the opportunity to work collaboratively and co-operatively in small groups.

Focus Competency

Sub-competency
How does this look in action?



Creativity

Generating and seeking new ideas

- *Don't settle for your first idea.*
- *Keep pushing until you've found something.*

Connecting, reorganizing, and refining ideas into a cohesive whole

- *Does everything work well together?*
- *Does everything belong?*



Collaboration

Utilizing each individual's unique skills and perspectives

- *What are you really good at?*
- *What might you need some help with?*

Giving and receiving constructive feedback

- *Is the feedback about the work and not the person?*
- *What do you want feedback on?*

Activity Description

WEEK 1

- 1 This activity gives learners the opportunity to use their imagination and creativity, their new theme vocabulary and their sequencing skills to make up a new story.
- 2 Tell learners to get into their small groups.
- 3 Hand each group a copy of the creative storytelling sheet for the theme. You will find this in the Resource Pack.
- 4 These sheets have a series of 3–4 pictures that can be used to build a story related to the theme.
- 5 Tell learners to think of a story that fits with the pictures.
- 6 Give learners a minute or two to think about their ideas.
- 7 Next every learner in the group must take a turn to share their version of the story.
- 8 Walk around and listen to different learners as they tell their stories.
- 9 Collect the sheets and store them carefully for the next week.
- 10 Encourage learners to tell their story to someone at home.

WEEK 2

- 1 Tell learners to get into their small groups.
- 2 Hand each group a copy of the creative storytelling sheet for the theme.
- 3 Remind learners that last week, they made up their own stories around the pictures.
- 4 This week, learners must work as a group to decide on a group story.
- 5 Remind learners that their story should be creative, but also must fit with the pictures!
- 6 Call the class to attention.
- 7 Ask 1–2 different groups to share their group stories.
- 8 Thank learners for sharing their stories.



Activity: Oral Activities – Discussion of Shared Reading Text

Rationale	<ul style="list-style-type: none"> • This activity aims to give learners the opportunity to work collaboratively and co-operatively in a small group. • It also aims to teach learners critical thinking and summary skills and to give them the opportunity to practise and develop these skills. • Finally, it aims to build learners' confidence by providing authentic opportunities to formulate and express opinions, evaluations, connections and inferences.
Focus Competency	Sub-competency <i>How does this look in action?</i>
 Critical Thinking	Considering other points of view <ul style="list-style-type: none"> • <i>What do the other members of your group say?</i> • <i>What do you think about their answers? Could they be right?</i> Applying sound reasoning to decision-making <ul style="list-style-type: none"> • <i>Don't just guess – think about the story before answering</i> • <i>Could there be another answer?</i>
 Communication	Asking questions and actively listening <ul style="list-style-type: none"> • <i>Listen actively to others</i> • <i>If you aren't sure, check your understand of what someone says</i>

Activity Description

- 1 The Discussion of the Shared Reading Text takes place on Fridays.
- 2 Tell learners to get into their small discussion groups.
- 3 Ensure that each group has a 'talking object'.
 - This should be a unique item – there should only be one per group.
 - Only the group member who is holding the 'talking item' may speak.
 - The others must listen. The talking item must be rotated around the group.
- 4 Start by writing the discussion frame on the chalkboard.
- 5 Next, read and explain the discussion frame to learners. Tell learners where they must explain or give reasons for their answers.
- 6 Learners should understand that there is no judgement of answers to open-ended questions – differing answers and opinions are welcomed.
- 7 Then, tell learners to take turns to answer the questions in their groups.
- 8 At the end of the lesson, call the class to attention.
- 9 In the last few minutes, ask different learners or a specific group to share their answers.
- 10 Thank learners for their answers and contributions.
- 11 If answers are incorrect, or need to be expanded on, correct learners or ask prompting questions.


LANGUAGE COMPONENT: PHONEMIC AWARENESS & PHONICS / HANDWRITING

*Phonemic Awareness & Phonics and Handwriting work together in this programme.

Activity	Competency
Handwriting – Consolidation of Previous Week’s Learning	Resilience
	Growth Mindset
	Metacognition
Phonics – Learning New Sound and Words	Resilience
	Growth Mindset
Handwriting – Writing New Letters and Words	Resilience
	Growth Mindset
Phonics – Blending & Segmenting	Resilience
	Growth Mindset
Phonics – Word Find	Resilience
	Growth Mindset



Activity: Handwriting – Consolidation of Previous Week’s Learning

Rationale	<ul style="list-style-type: none"> This activity aims to informally assess learners’ recall of taught phonics and handwriting. It also aims to give learners the opportunity to remediate or consolidate phonic and handwriting knowledge through self-checking. Finally, it aims to use assessment observations for formative purposes.
Focus Competency	<p>Sub-competency <i>How does this look in action?</i></p>
 Resilience	<p>Persevering through challenges but seeking help when needed</p> <ul style="list-style-type: none"> Can you keep going when things get tough? Do you ask for help when you need it?



Growth Mindset

Learning from mistakes and welcoming feedback as a chance to grow

- *What can you learn from that feedback?*
- *What can you do better next time?*

Persevering for deeper expertise and understanding

- *Even when you're frustrated, there's more that you can learn.*
- *How will this challenges help you grow?*

Understanding one's current strengths and weaknesses


- *How can you reinforce the things that come easily?*
- *How can you overcome what you find difficult?*

Activity Description

- 1 On Mondays during Handwriting, learners practise their print by revising sounds and words learnt in previous weeks.
- 2 Tell learners to open their exercise books. As soon as learners are able to, they should write the date.
- 3 Next tell learners to fold the page in half, and number from 1–5 in the margin, and from 6–10 in the middle of the page. (*the number of sounds and words will differ from lesson to lesson*)
- 4 Tell learners to write down the sound or word as you say it – they must write next to the correct number. If they cannot write the sound or word, they must write a dash –
- 5 Remind learners that this is a quick activity to see if they remember how to write the sounds and words that they have already learnt.
- 6 Tell learners that they are checking their phonics and handwriting.
 - They need to see if they know how to write a sound or word correctly.
 - They also need to see if they know how to form the letters properly.
- 7 Call out the sounds and words in the lesson plan.
- 8 Next, instruct learners to take a coloured pencil and self-check and correct their own work.
- 9 Correctly write the sounds and words on the chalkboard, saying the sound and describing the writing process as you do this.
- 10 Tell learners that if they struggled to remember a sound or to write a letter, they must work on this during the week.
- 11 Collect learners books at the end of the day, and make a note of who needs additional help.



Activity: Phonics – Learning New Sound and Words

Rationale	<ul style="list-style-type: none"> This activity aims to explicitly and systematically develop learners' phonemic awareness. It also aims to explicitly and systematically teach home language phonemes to learners, and to practice the identification and use of the taught phoneme in words. Learners develop phonemic awareness and knowledge at their own individual pace, so it is important to encourage them to monitor their own progress.
Focus Competency	Sub-competency <i>How does this look in action?</i>
 Resilience	Persevering through challenges but seeking help when needed <i>Can you keep going when things get tough?</i> <i>Do you ask for help when you need it?</i>
 Growth Mindset	Learning from mistakes and welcoming feedback as a chance to grow <i>What can you learn from that feedback?</i> <i>What can you do better next time?</i> Persevering for deeper expertise and understanding <i>Even when you're frustrated, there's more that you can learn.</i> <i>How will this challenges help you grow?</i> Understanding one's current strengths and weaknesses <i>How can you reinforce the things that come easily?</i> <i>How can you overcome what you find difficult?</i>

Activity Description

INTRODUCE THE NEW SOUND



- 1 Say the sound and hold up the flashcard, for example: /p/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 Discuss how the sound for /p/ is the same in home language and English. / different in home language and English.
- 4 For single sounds, show learners the sound on the alphabet frieze.
- 5 Ask learners: Can you think of words that begin with /p/?
- 6 Brainstorm words with learners, like: **path, power, pap, pencil**
- 7 Ask learners: Can you think of words that end with /p/?
- 8 Brainstorm words with learners, like: **map, clap, cap**

INTRODUCE THE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **pat, sap, tap**
- 2 Show each word to learners, as you say it.
- 3 Ask learners to repeat the words after you.
- 4 Stick up the flashcards of the words on the Phonics Display Board.



Activity: Handwriting – Writing New Letters and Words

Rationale	<ul style="list-style-type: none"> • This activity aims to consolidate learners’ knowledge and understanding of phonemes. • It also aims to explicitly and systematically develop learners’ ability to correctly and fluently write graphemes that correspond to the taught phonemes.
Focus Competency	Sub-competency <i>How does this look in action?</i>
 Resilience	<p>Persevering through challenges but seeking help when needed</p> <ul style="list-style-type: none"> • <i>Can you keep going when things get tough?</i> • <i>Do you ask for help when you need it?</i>
 Growth Mindset	<p>Learning from mistakes and welcoming feedback as a chance to grow</p> <ul style="list-style-type: none"> • <i>What can you learn from that feedback?</i> • <i>What can you do better next time?</i>
	<p>Persevering for deeper expertise and understanding</p> <ul style="list-style-type: none"> • <i>Even when you’re frustrated, there’s more that you can learn.</i> • <i>How will this challenges help you grow?</i>
	<p>Understanding one’s current strengths and weaknesses</p> <ul style="list-style-type: none"> • <i>How can you reinforce the things that come easily?</i> • <i>How can you overcome what you find difficult?</i>

Activity Description

- 1 Teach learners to correctly form the printed letter(s) for the sound taught.
- 2 Model writing the sound on the chalkboard – describe the letter formation process as you write.
- 3 Tell left-handed learners to put their heads on the desk.
- 4 Then, stand with your back to learners, and raise your right hand.
- 5 Tell right-handed learners to follow you as you write the letter(s) in the air.
- 6 Next, repeat this process with left-handed learners.
- 7 Then tell learners to work with a partner and to write the sound on each other’s backs with their fingers.

- 8 After this tell learners to write the sound on their desks with their fingers.
- 9 Finally, show learners once again how to form the letter(s) and words on the chalkboard.
- 10 Learners must then write the sound/words/sentences into their books.
- 11 Learners must underline the sound in any words/sentences written.



Activity: Phonics – Segmenting and Blending

Rationale	<ul style="list-style-type: none"> • This activity aims to explicitly and systematically develop learners' phonemic awareness, and ability to blend and segment taught phonemes, in order to read and write independently. • It also aims to increase learners' recognition of phonemes with automaticity.
Focus Competency	Sub-competency <i>How does this look in action?</i>
 Resilience	Persevering through challenges but seeking help when needed <ul style="list-style-type: none"> • <i>Can you keep going when things get tough?</i> • <i>Do you ask for help when you need it?</i>
 Growth Mindset	Learning from mistakes and welcoming feedback as a chance to grow <ul style="list-style-type: none"> • <i>What can you learn from that feedback?</i> • <i>What can you do better next time?</i>
	Persevering for deeper expertise and understanding <ul style="list-style-type: none"> • <i>Even when you're frustrated, there's more that you can learn.</i> • <i>How will this challenges help you grow?</i>
	Understanding one's current strengths and weaknesses <ul style="list-style-type: none"> • <i>How can you reinforce the things that come easily?</i> • <i>How can you overcome what you find difficult?</i>

Activity Description

I DO...

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **pat**
- 3 Segment the word into the individual sounds: /p/ – /a/ – /t/
- 4 Say the beginning sound of the word: /p/
- 5 Say the middle sound of the word: /a/
- 6 Say the end sound of the word: /t/
- 7 Write the word on the board: **pat**
- 8 Model pointing and blending the sounds to make a word: /p/ – /a/ – /t/ = **pat**
- 9 Repeat this with a word from the Wednesday lesson.

WE DO...

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **tap**
- 3 Ask learners: What is the first sound in the word? /t/
- 4 Ask learners: What is the middle sound in the word? /a/
- 5 Ask learners: What is the last sound in the word? /p/
- 6 Ask learners to segment the word into each individual sound: /t/ – /a/ – /p/
- 7 Write the word: **tap**
- 8 Instruct learners to blend the sounds in the word with you: /t/ – /a/ – /p/ = **tap**
- 9 Repeat this with a word from the Wednesday lesson.

YOU DO...

- 1 Instruct learners to take out their exercise books.
- 2 Instruct learners to write the heading: **b words**.
- 3 Instruct learners to write the numbers 1–5.
- 4 *Make sure the flashcard words are covered. Learners must **not** copy the words from the board.*
- 5 Say each of the following words. Instruct learners to write the word in their books.


bed	bat	bit	lab	nib
------------	------------	------------	------------	------------


Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.

- 6 Instruct learners to practise reading the phonic words for **homework**.



Activity: Phonics – Word Find

Rationale	<ul style="list-style-type: none"> This activity aims to explicitly and systematically develop learners’ phonemic awareness, and ability to blend and segment taught phonemes, in order to read and write independently. It also aims to increase learners’ recognition of phonemes with automaticity.
Focus Competency	Sub-competency <i>How does this look in action?</i>
 Resilience	<p>Persevering through challenges but seeking help when needed</p> <ul style="list-style-type: none"> Can you keep going when things get tough? Do you ask for help when you need it?

 <p>Growth Mindset</p>	<p>Learning from mistakes and welcoming feedback as a chance to grow</p> <ul style="list-style-type: none"> • <i>What can you learn from that feedback?</i> • <i>What can you do better next time?</i>
	<p>Persevering for deeper expertise and understanding</p> <ul style="list-style-type: none"> • <i>Even when you're frustrated, there's more that you can learn.</i> • <i>How will this challenges help you grow?</i>
	<p>Understanding one's current strengths and weaknesses</p> <ul style="list-style-type: none"> • <i>How can you reinforce the things that come easily?</i> • <i>How can you overcome what you find difficult?</i>

Activity Description

Write the table on the chalkboard that includes previously learnt sounds as well as the sounds taught on Tuesday and Wednesday.

bl-	i	p
oo	d	a
nk	e	m

MODEL

- 1 Remind learners of the sounds of the week: for example: **/bl/** and **/oo/**
- 2 Review all of the sounds and blends on the chalkboard.
- 3 Explain that learners will have three minutes to make as many words as they can using the sounds and blends above.
- 4 Show learners how to make a word using a target sound, like: **/bl/** – **/oo/** – **/d/**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use **/bl/** or **/oo/**.
- 6 Show learners how to make another word, like: **/p/** – **/i/** – **/nk/**
- 7 Remind learners they can make words using the target sounds, like **blood**, or words without the target sound, like **pink**.

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **bl, oo**.
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **blood, blink, blank, bloom, pink, map, dam, doom, pad, dip, mood**

LANGUAGE COMPONENT: SHARED READING

Activity	Competency
Pre-Read	Creativity
	Critical Thinking
First Read	Critical Thinking
	Communication
Second Read	Critical Thinking
	Communication
Post-Read	Critical Thinking
	Communication
	Metacognition



Activity: Shared Reading Pre-Read

Rationale	<ul style="list-style-type: none"> This activity aims to allow learners to identify a problem. It also aims to give learners the opportunity to think about possible solutions to the identified problem.
Focus Competency	Sub-competency <i>How does this look in action?</i>
 Creativity	Generating and seeking new ideas <ul style="list-style-type: none"> Don't settle for your first idea. Keep pushing until you've found something.
	Realizing ideas while recognizing constraints <ul style="list-style-type: none"> What are the things you can't change? How can you work with that?
	Reflecting on processes and outcomes <ul style="list-style-type: none"> Look back at how you got here. What went poorly or well?
 Critical Thinking	Applying sound reasoning to decision-making <ul style="list-style-type: none"> Don't go by blind intuition. Don't jump to conclusions.

Activity Description

In the Pre-Read, we work through a process to develop the learners' problem solving skills. This starts by getting learners to look at the illustrations in the first part of the story, and asking learners to try and explain what is happening.

Next, we read the first part of the story to learners, and ask learners to identify the problem. Problem identification is the first part of problem solving, as we are getting learners to anticipate what could go wrong. In every story, there is the potential for more than one problem to be identified. Try to encourage learners to identify possible problems by getting them to explain why this could be a problem. Teach learners that if they cannot rationalise the problem, it is unlikely to happen.

Once the problem in the story has been identified, learners should think about how they think the problem should be solved. Explain to learners that you are asking for their opinions – because of this, there are no 'wrong answers'. Learners should be encouraged to think creatively about possible solutions to problems. Every week, you will work with one or two discussion groups to share their ideas about how the problem should be solved. This is in order to give different learners the opportunity to speak individually, and to share their own thoughts with the class. Manage this carefully so that this is rotated every week.

Use the following procedure to work through this lesson:

INTRODUCTION:

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story that is being read.
- 3 Look at the picture on the first page of the story, and ask learners what is happening.
- 4 Listen to their answers.
- 5 Next, read the first section of the story to the learners, as specified in the lesson plan.
- 6 Go back to the illustration, and point out the specific elements identified in the lesson plan.

PROBLEM IDENTIFICATION:

- 1 Say: There is a problem in this story. I wonder if you can see what it is?
- 2 Tell learners to think about what the problem is for a minute.
- 3 Next, tell learners to then turn and talk and tell their partners what they think it is.
- 4 Ask 3–4 learners to tell you what they think they problem is.
- 5 Listen carefully and thank learners for their suggestions.
- 6 Be aware of the problem that you want learners to identify.
- 7 If learners come up with other, reasonable problems, tell them that they are correct, but this is not the problem you are looking for.
- 8 If learners do not identify the problem correctly, ask a further prompting questions as specified in the lesson plan.

PROBLEM SOLVING:

- 1 Say: I wonder how this problem should be solved?
- 2 Tell learners to think about the problem in the story for a minute.
- 3 Ask learners: How do you think this problem should be solved?
- 4 Next, tell learners to then turn and talk and tell their partners their ideas..
- 5 Settle the class and call on DISCUSSION GROUPS 1&2.
- 6 Let each group member say how they think the problem should be solved. Explain that it is okay to have the same idea as someone else. They must say: I think....
- 7 Write their suggestions in a graph on the chalkboard as follows:

WRITE:	<i>Until learners can read, draw a symbol or quick representation picture here</i>	<i>Until learners can read, draw a symbol or quick representation picture here</i>	<i>Until learners can read, draw a symbol or quick representation picture here</i>	<i>Until learners can read, draw a symbol or quick representation picture here</i>
SAY:	Say suggestion 1 out loud	Say suggestion 2 out loud	Say suggestion 3 out loud	Say suggestion 4 out loud

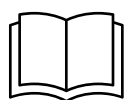
- 1 Next, ask the class to raise their hands if they think that is how the problem should be solved.
- 2 Tell learners they can only raise their hand once.
- 3 Call out each solution, and count the number of hands. Fill this in on the graph, as per the example below:

How do you think the problem of Ben the dog should be solved?

NUMBER OF HANDS RAISED:	12	6	17	3
WRITE:	<i>SPCA</i>	<i>Draw a house</i>	<i>Draw a school</i>	<i>Draw Jabu's sad face</i>
SAY:	Someone takes Ben to SPCA	Ben goes home	Ben goes to school	Ben gets lost or run over

- 4 Tell learners that we will see how the problem in the story is solved when we read the story.



Note: Keep this graph on the chalkboard for the next shared reading lesson.



Activity: Shared Reading First Read

Rationale

- This activity aims to ensure that learners have heard the story and that they have a clear understanding of the story.
- It also aims to have the teacher model 'how to think about the text', as a good readers would.
- Finally, it aims to give learners the opportunity to answer questions about the text, to ensure they understand the text.

Focus Competency	Sub-competency <i>How does this look in action?</i>
 <p>Critical Thinking</p>	<p>Identifying, clarifying, and organizing information</p> <ul style="list-style-type: none"> • <i>Keep your ideas organised</i> • <i>Draw or write your ideas in a way that you can share with others</i> <p>Considering other points of view</p> <ul style="list-style-type: none"> • <i>What do the other members of your group say?</i> • <i>What do you think about their answers? Could they be right?</i> <p>Applying sound reasoning to decision-making</p> <ul style="list-style-type: none"> • <i>Don't just guess – think about the story before answering</i> • <i>Could there be another answer?</i>
 <p>Communication</p>	<p>Asking questions and actively listening</p> <ul style="list-style-type: none"> • <i>Listen actively to others</i> • <i>If you aren't sure, check your understand of what someone says</i>

Activity Description

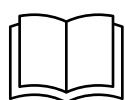
- 1 Before starting the first read, remind learners that of the story that you started reading.
- 2 Remind learners that there was a problem in the story.
- 3 Go through the graph on the chalkboard where learners said how they think the problem should be solved.
- 4 Tell learners to remember how they thought the problem should be solved.
- 5 Tell them to listen carefully as you read the full story.

In the First Read, we first build comprehension skills by reading and explaining the story to learners. We also model how to think about the story. Before reading, tell the class what you are going to do. Say something like: ‘*Class, it is time for Shared Reading. Remember, whenever we read or listen to a story, it is important to always think about the story. Today, I am going to show you how I think about the story. I am going to do this by (for example) visualising what happens in the story. This means that as I read, I will make a movie of the story in my mind.*’

- 1 Read each page of the story fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
- 2 Where necessary, stop and explain a word or phrase to learners.
- 3 At the same time, during the First Read, we also focus on modelling and teaching a comprehension strategy to learners.
- 4 At the end of each page you will see two coloured blocks, labelled First Read and Second Read.
- 5 Once you have read the page to learners, pause and show that you are thinking by saying what is in the block. By doing this, you are modelling how to *think about the*

story. It is important that you understand what you are saying – if it does not make sense to you, it will not make sense to your learners.

- 6 On the last page of the story, there are a few questions in the First and Second Read blocks.
- 7 Ask different learners to answer the questions.
- 8 Show learners that there can be more than one correct answer to a question, and that learners may have different opinions.
- 9 Finally, discuss the solution to the problem and compare it to learners' ideas for how the problem should be solved.
- 10 Use the questions in the lesson plan to guide you as you do this.



Activity: Shared Reading Second Read

Rationale	<ul style="list-style-type: none"> • This activity aims to ensure that learners have heard the story and that they have a clear understanding of the story. • It also aims to have the teacher model 'how to think about the text', as a good readers would. • Finally, it aims to give learners the opportunity to answer questions about the text, to ensure they understand the text.
Focus Competency	Sub-competency <i>How does this look in action?</i>
 Critical Thinking	Identifying, clarifying, and organizing information
	<ul style="list-style-type: none"> • <i>Keep your ideas organised</i> • <i>Draw or write your ideas in a way that you can share with others</i>
	Considering other points of view
	<ul style="list-style-type: none"> • <i>What do the other members of your group say?</i> • <i>What do you think about their answers? Could they be right?</i>
	Applying sound reasoning to decision-making
	<ul style="list-style-type: none"> • <i>Don't just guess – think about the story before answering</i> • <i>Could there be another answer?</i>
 Communication	Asking questions and actively listening
	<ul style="list-style-type: none"> • <i>Listen actively to others</i> • <i>If you aren't sure, check your understand of what someone says</i>

Activity Description


In the Second Read, we continue to build comprehension skills by reading the story to learners, and by modelling how to think about the story. Once again, tell the class what you are going to do. Say something like: 'Class, it is time for Shared Reading. Remember,



whenever we read or listen to a story, it is important to always *think* about the story. Today, I am going to show you how I think about the story. I am going to do this by (for example) visualising what happens in the story. This means that as I read, I will make a movie of the story in my mind.'

- 1 Next, read each page of the story fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
- 2 At the same time, during the Second Read, you will model how to think about the story.
- 3 At the end of each page you will see two coloured blocks, labelled First Read and Second Read.
- 4 Once you have read the page to learners, pause and show that you are thinking by saying what is in the block for the Second Read. By doing this, you are modelling how to *think about the story*. It is important that you understand what you are saying – if it does not make sense to you, it will not make sense to your learners.
- 5 On the last page of the story, there are a few questions in the First and Second Read blocks.
- 6 Ask different learners to answer the questions.
- 7 Finally, ask learners to formulate a question about the text.
 - a Ask learners to independently think of a question that they can ask about the text.
 - b If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc.
 - c Tell learners to turn and talk, and share their questions with each other.
 - d Then, ask a few learners to share their questions with the class.
 - e Give other learners the opportunity to answer these questions.



Activity: Shared Reading Post-Read

Rationale	<ul style="list-style-type: none"> • The aim of the Post-Read activity is to give learners an opportunity to consolidate their understanding of the story by doing a related activity. • It also aims to give them the opportunity to practise using the new language that they have learnt in an authentic context.
Focus Competency	Sub-competency <i>How does this look in action?</i>
 Critical Thinking	Identifying, clarifying, and organizing information <ul style="list-style-type: none"> • Keep your ideas organised • Draw or write your ideas in a way that you can share with others
	Considering other points of view <ul style="list-style-type: none"> • What do the other members of your group say? • What do you think about their answers? Could they be right?
	Applying sound reasoning to decision-making <ul style="list-style-type: none"> • Don't just guess – think about the story before answering • Could there be another answer?

 Communication	Asking questions and actively listening <ul style="list-style-type: none"> • Listen actively to others • If you aren't sure, check your understand of what someone says
	Communicating via multiple modes (digitally, orally, etc.) <ul style="list-style-type: none"> • How is speaking your message different from writing it down? • Or drawing it?
 Metacognition	Reflecting on processes, achievements, learning, and/or identity <ul style="list-style-type: none"> • What do you know? • What do you not know?
	Monitoring comprehension and managing information accordingly <ul style="list-style-type: none"> • Are you on the right track? • Do you understand what you are doing and why?

Activity Description

IN THE POST-READ, YOU WILL DO ONE OF FOUR ACTIVITIES:

- 1 Illustrate the text
- 2 Act out the story
- 3 Oral or written recount from the story
- 4 Written comprehension

ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 Tell learners that they are going to visualise something from the text. Remind learners that when they visualise something, they think about what it looks like, smells like, feels like, and sounds like. They also visualise how they feel about this character, event or item from the text.
- 3 Ask learners to close their eyes and relax. Read the text to them once more.
- 4 Then, ask learners to open their eyes, and draw what they have visualised from the text. Learners can add labels to explain smell, taste, etc.
- 5 Then, learners must use the sentence starter/s to write a sentence or two about what they have visualised.
- 6 Finally, allow learners to turn and talk, and to share their visualisations with a partner.

ACT OUT THE STORY

- 1 Settle the learners on the carpet, or in a quiet space outside.
- 2 Tell learners that today they will act out parts of the story that they have read.
- 3 Hold up the big book. Read the first page.

- 4 Give learners the instruction of what to act out. (in lesson plan)
- 5 Act out the instruction with learners.
- 6 Repeat with every page.
- 7 Train learners to respond to a signal that they should be quiet and listen as you read a page between actions.

ORAL OR WRITTEN RECOUNT FROM THE STORY

- 1 Settle the learners so that you have their attention.
- 2 Follow the steps in the lesson plan to recount part of the story with learners.
- 3 First, you will model recounting something from the story.
- 4 Next, you will tell learners to think of something from the story – they should not copy your recount.
- 5 Then, learners will TURN AND TALK and share their recount with a partner.
- 6 Finally, you will call on a few learners to share their recounts with the class.
- 7 If the lesson is a written recount, learners will then draw / write their recount in their exercise books.

WRITTEN COMPREHENSION



- 1 Before the lesson, write the title of the text as a heading on the chalkboard.
- 2 Next, write the comprehension questions on the chalkboard, together with the sentence starters for the answers. (Where applicable.)
- 3 Instruct learners to open their exercise books and write the heading.
- 4 Tell learners that today, they are going to think about and write the answers to these questions.
- 5 Read through the questions with learners, and explain if required.
- 6 Tell learners they do not need to write down the questions, only the answers.
- 7 Walk around and help learners who struggle.
- 8 In the last two minutes, go through the answers with learners, and allow them to correct their own work.

LANGUAGE COMPONENT: GROUP GUIDED READING

Activity	Competency
Group Guided Reading	Resilience
	Growth Mindset



Activity: Group Guided Reading

Rationale	<ul style="list-style-type: none"> The aim of this activity is to listen to each learner read aloud as an individual, and to explicitly their build technical reading skills. At the same time, this activity gives the rest of the class the opportunity to practice reading phonic words, high frequency words and short, decodable sentences, in order to improve their decoding and oral reading frequency.
Focus Competency	Sub-competency <i>How does this look in action?</i>
 Resilience	Persevering through challenges but seeking help when needed <ul style="list-style-type: none"> Can you keep going when things get tough? Do you ask for help when you need it?
	 Growth Mindset

Activity Description

OBJECTIVE:

It is very important that you listen to every learner read individually, at least once per week.

WHAT TO DO WITH THE REST OF THE CLASS:

- 1 Before you begin the group guided reading session with a group, you must first settle the rest of the class with their exercise books and decodable Reading Worksheets.

- 2 Make sure the worksheets are protected, by using flip files or plastic sleeves.
- 3 Train learners on the routine of Home Language Group Guided Reading as follows:
 - a Settle the class with their reading worksheets
 - b Explain the first worksheet activity that must be completed
 - c Call a group to read for you
 - d Once you have listened to every learner in the group, send the group back to their seats
 - e Instruct the class to do a transition activity, like: Teacher says; Dance party; Wiggle, wiggle, freeze; or My chair and me
 - *Note: 30 minutes is a long time for young learners to stay seated and work quietly and independently. For this reason, it is important to do a transition activity to allow learners the opportunity to take a break and do something fun and physical.*
 - f Resettle the class with their worksheets
 - g Explain the next worksheet activity that must be completed
 - h Call another group to read for you
- 4 It is a good idea to seat a weaker reader next to a stronger reader, so that as learners read the worksheets, some peer tutoring can take place.

STRUCTURE OF THE READING WORKSHEETS:

- 1 Each weekly worksheet consists of 10 activities. There are 10 group guided reading sessions per week. However, every group has a chance to work with the teacher once per week. This means that learners will complete the Worksheet activities during 9 sessions.
- 2 **Icons remind the learners of what to do on each day:**
 - a The mouth reminds learners to sound out words.
 - b The eye reminds learners that they must read these words by sight.
 - c The single child reminds learners to read on their own.
 - d The two children remind learners to read with a partner.
 - e The hand holding a pen reminds learners that they must draw or write.
- 3 A master list of all phonic and high frequency words taught is kept. New stories are structured using the phonic and high frequency words of the week, and by including phonic and high frequency words that were previously taught. This means that learners never encounter words on the worksheet that they have not seen before.

ASSIGNING GROUPS AND TEXT SELECTION FOR GROUP GUIDED READING:

- 1 In the first two weeks of school, listen to every learner read individually.
- 2 Use the rubric below to sort learners according to their abilities.
- 3 Assign learners to same-ability groups.
- 4 In this programme, there are 10 slots per week to listen to reading. This means that you may form up to 10 groups. If you form fewer than 10 groups, you may use the extra time slots to work with struggling readers.

- 5 In your Tracker you will find a form to fill in the names of learners per group, and a table that allows you to keep track of what each group has read.
- 6 **Please note:** this rubric divides learners based on their technical reading skills.
- 7 If there are many learners at the same level, you may want to use reading comprehension as a further way to divide the group.
- 8 **In a class of 40 learners, there may be:**
 No full group at level 1, only a few individual learners
 1 group at level 2
 2 or 3 groups at level 3
 2 or 3 groups at level 4
 1 or 2 groups at level 5

I think this learner reads at: Level 1	I think this learner reads at: Level 2	I think this learner reads at: Level 3	I think this learner reads at: Level 4	I think this learner reads at: Level 5
This learner knows no or very few words. This learner does not seem to recognise many letter-sound relationships.	This learner knows just a few common words. This learner does not seem to recognise some letter-sound relationships, OR this learners needs a lot of help to read previously unseen words.	This learner knows many common words. This learner needs help to decode previously unseen words.	This learner knows many common words and can decode most previously unseen words. This learner occasionally needs help to decode more challenging words. This learner reads with some fluency.	This learner knows many common words. This learner can decode previously unseen words. This learner reads with fluency and expression. This is one of the best readers in the class.

WHAT TO DO WITH EACH GROUP DURING GROUP GUIDED READING:

- 1 Call a group to read to you.
 - a Make sure they all have the correct text.
 - b Seat the group in a circle.
 - c Remind learners of the sight words they have learnt for the week. Show the group the flashcards of these words and practice reading them.
 - d Next, give learners a few minutes to read part of the text independently and in silence.
 - e Then, ask each learner to read part of the text aloud, on his or her own.
- 2 During group guided reading, it is important to remember to:
 - a **Point out the high frequency words.** Remind learners that there are some words that appear so often, that we must learn to read them by sight.

- b Build decoding skills.** If a learner cannot read a word, do not just help the learner with the word straight away. Rather, encourage the learner to sound the word out, and then blend the sounds together to form the word.
- c Praise and encourage learners.** Make group guided learning a positive experience for learners and use this time to try and build learners' confidence.
- d Build reading fluency.** Help learners to improve the fluency of their reading. Tell learners that their reading should sound like they are talking. Model reading fluency for learners and let them repeat after you.
- e Build reading comprehension.** Tell learners that they must always think about what they are reading. Teach learners to pause, go back, and reread what they have read if they lose track of the meaning. Teach learners to visualise as they read – to build a movie in their heads of what they are reading. Teach learners to try and remember what they have read. Also encourage learners to ask if they do not understand something.

CARE OF THE READING WORKSHEETS:



- 1** It is a good idea to put the worksheets into flip files or plastic sleeves when learners use them.
- 2** Look after these worksheets carefully and store them properly once they have been used.
- 3** You should be able to use the same worksheets for many years, as learners do not write on them. Instead, they write in their exercise books.

LANGUAGE COMPONENT: WRITING

Activity	Competency
Planning, Drafting and Sharing of Writing	Creativity
	Metacognition



Activity: Planning of Writing

Rationale	<ul style="list-style-type: none"> The aim of the writing lesson is to teach learners a process to put their original thoughts into writing with some support. The lessons also show learners that working through a process allows them the opportunity to change, refine and improve their thoughts, rather than having to 'get it right the first time'.
Focus Competency	Sub-competency <i>How does this look in action?</i>
 Creativity	Generating and seeking new ideas <ul style="list-style-type: none"> Don't settle for your first idea. Keep pushing, even when you've found something.
	Being comfortable with risks, uncertainty, and failure <ul style="list-style-type: none"> Is this a different idea? Is it new?
	Connecting, reorganizing, and refining ideas into a cohesive whole <ul style="list-style-type: none"> Does everything work together and belong?
	Realizing ideas while recognizing constraints <ul style="list-style-type: none"> What are the things you can't change? How can you work with that?
	Reflecting on processes and outcomes <ul style="list-style-type: none"> Look back at how you got here. What went well? What went poorly?
	Reflecting on processes, achievements, learning, and/or identity <ul style="list-style-type: none"> What do you know? What do you not know?
 Metacognition	Monitoring comprehension and managing information accordingly <ul style="list-style-type: none"> Are you on the right track? Do you understand what you are doing and why?

Activity Description

As it appears in the current core methodologies

WRITING STRATEGIES

Objective: *To equip learners with a number of strategies that act as scaffolds to assist them to turn their thoughts into original writing.*

- 1** Follow the lesson plans to complete the writing task for each week.
- 2** In the lesson plans, you will notice that the same routine is always followed. This is to help learners, so that they know what to expect in writing lessons. This helps to build confidence.
- 3** You will also notice that different strategies are slowly taught to learners so they are able to successfully complete sentence frames.
- 4** The aim is for learners to eventually use these strategies automatically.
- 5** These strategies help learners feel confident about their writing by showing them that there is a series of steps to follow when they write.

STRATEGY 1: TEACHER MODELS WRITING FIRST

- a** The teacher first demonstrates the task to the class (she shows the class exactly what they are going to do).
- b** By watching the teacher, the learners have a clear idea of the task.

STRATEGY 2: WRITERS THINK BEFORE THEY WRITE

- a** Writing is the act of putting thoughts onto paper.
- b** This means that writers must think first and decide what to write about before writing.
- c** It also means that there are no correct or incorrect 'answers' when writing – every writer has his or her own thoughts to write about.
- d** Always build in time for learners to think about what they want to write.

STRATEGY 3: WRITERS DRAW A LINE FOR EACH WORD

- a** Learners think about the sentence they want to write, and say it aloud.
- b** They count how many words there are in the sentence, and draw a line to represent each word.
- c** Lines must be drawn from left to right and from the top of the page to the bottom.
- d** Lines must be the approximate length of the words.
- e** Spaces must be left between words.
- f** At the end of the sentence, the learner puts a full stop.
- g** With lines in place, the learner fills in words that are known, or must try to write down the starting sounds of a word before asking for help.
- h** This gives a structure to the learner's writing, which builds confidence. Even learners who really struggle can start the writing process in this way.

STRATEGY 4: WRITERS USE RESOURCES TO WRITE WORDS

- a** Teach learners not to ask for help to write all unknown words. They should first use other resources to find out how to write the unknown word. For example:
 - Words on a word wall
 - Other books
 - Spelling lists
 - They can even ask their classmates.

STRATEGY 5: WRITERS USE THEIR MEMORIES TO WRITE WORDS

- a** Learners should try to remember words they have learnt, and to write these words from memory.

STRATEGY 6: WRITERS SAY WORDS SLOWLY LIKE A TORTOISE

- a** Teach learners to say an unknown word very slowly to hear its different sounds. (Segmenting)
- b** Next, teach learners to write down every sound that they can hear. (They may not spell the word correctly, but this will be a starting point to write unknown words. For example, **are** may be written as **ar** or even **r**. The teacher can then build on this and show the writer the correct spelling.)
- c** Try to read the learner's phonetic writing, and praise them for using their phonetic knowledge to try and build words. This is an important skill to encourage.

STRATEGY 7: WRITERS READ WHAT THEY WRITE

- a** Learners read their sentences aloud to themselves or to a peer. Reading one's writing to a classmate makes the writing process more meaningful.
- b** As they do this, they check that they have not left out any words.
- c** They also check that the word order is correct.
- d** Most importantly, set this up so that learners enjoy the reading process, and feel proud of what they have written.

STRATEGY 8: WRITERS TURN AND TALK

- a** At different times in the lesson, learners can turn to a partner, and take turns to talk to each other.
- b** This can be used to share ideas about what to write about, to read their writing to each other, to tell each other about their pictures, or to check that they understand what to do.
- c** Teach learners to face each other and talk quietly when they turn and talk.

STRATEGY 9: HOLD MINI-CONFERENCES

- a** This is a useful strategy to use as learners are writing.
- b** Walk around the room, and stop where you see a learner struggling.
- c** Hold a mini-conference with that learner.
- d** Engage with the learner's work, listen to the learner, and help the learner as needed.
- e** Remember to try and give all learners some individual attention, and to praise their efforts and improvements.

Grade 1 TERM 1 Week 1

THEME: My environment



Creativity

Big Book Story

Mrs Kgosana's precious rubbish



Classroom Preparation:

- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAY BOARDS, by removing items that are no longer relevant, and storing them carefully.
- 3 Then, prepare the flashcard words and theme word illustrations that you will need.
- 4 Find and prepare items for your theme wall and table that will be of interest to learners, for instance: make an ecobrick; make a ball from reused plastic; ask learners to bring in a piece of rubbish they find on their way to school; etc.
- 5 Do some research on the internet to prepare for the theme. For example: pollution in the oceans.
- 6 Make sure all learner exercise books and DBE Workbooks are marked, and neatly packed where they belong.
- 7 Make sure all your big books, graded readers and classroom library books are in good order.
- 8 Adjust your group guided reading groups if necessary.
- 9 Plan your informal and formal assessment activities for the week.



Extension Activities

These activities can be used as independent work for learners who finish their work early OR while you are giving assessments to learners.

Activity 1: DBE Workbook 1: Page 16, Let's do

Activity 2: DBE Workbook 1: Page 18, Let's do

Activity 3: DBE Workbook 1: Page 20, Let's do

Activity 4: Draw a picture of something you like to do outside.

Monday



Morning Mindfulness

5 minutes

Focus Competency		
	Mindfulness	Metacognition

INSTRUCTIONS

- 1 Explain to learners that for this activity, they will be focussing on their body and mind.
- 2 Explain that learners must not touch anyone else. They must keep inside their own space.
- 3 Instruct learners to close their eyes.
- 4 Instruct learners to listen carefully as you speak.
- 5 Follow the instructions for: 5 Finger breathing



Weekly Goal Setting and Reflection

15 minutes

Focus Competency	
	Metacognition

INTRODUCTION

- 1 Hand out each learner's **book of goals**. This should be a dedicated A5 book, covered and labelled appropriately.
- 2 Remind learners that a goal is something that we haven't yet done, but we want to be able to do. Remind them that every week, we are going to set a goal for ourselves.
- 3 Tell learners that this week, they can think about a goal they have made before but haven't achieved yet OR a goal related to their environment!

MODELLING

- 1 Tell learners your own goal for the week, for example: 'I want to make my environment better by tidying up the classroom shelves.'
- 2 Draw a picture of you tidying up the classroom.
- 3 Say: My goal is to make our classroom tidier this week.

ORAL

- 1 Tell learners to close their eyes and think about one thing that they haven't yet done, but that they want to be able to do, like: something to improve their own environment, at home or at school.
- 2 If learners struggle, ask suitable prompting questions, like:
 - a What is something you could do to make your environment tidier?
 - b What is something you could do that would make your classmates or family feel good?
 - c How could you help make your space a nicer place to be?
- 3 Ask learners to open their eyes, and to turn and talk and tell a partner their goal. They must say: I want to...

WRITING

- 1 Tell learners to open their book of goals, and to write the number of their goal in the top left corner of the page.
- 2 Next, ask learners to draw a picture of their goal.
- 3 Walk around the class and ask a few learners to tell you their goals.
- 4 Ask one or two learners to share their goals with the class.

CLOSURE

- 1 Remind learners to think about their goals and to work hard to try and achieve these goals this week.
- 2 Tell learners that if they forget their goal, they can look at the picture they drew in their book of goals to remind them.
- 3 Explain that at the end of the week we will go back to our goals, and see how well we did.



Oral Activities

15 minutes



INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners a picture of Mrs Kgosana picking up rubbish the Big Book story: Mrs Kgosana's precious rubbish

- 2 Tell learners that we are starting a new theme called: My environment
- 3 Draw a circle with the name of the theme in the middle of the chalkboard.
- 4 Ask learners: *What do you already know about this theme?*
- 5 Write down learners' ideas around the mind map. Group similar ideas together.
- 6 If learners struggle to respond, ask the following prompting questions:
 - a What is an environment?
 - b What kind of environment do you live in?
 - c Who lives in your environment?

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - environment
 - litter
 - rubbish / garbage

Rhyme or song	Actions
Follow me, follow me, it's as easy as can be!	<i>March on the spot</i>
Clap your hands, spin around,	<i>Do the actions</i>
Bend your knees and touch the ground!	<i>Do the actions</i>
Follow me, follow me, it's as easy as can be!	<i>March on the spot</i>
Wiggle your fingers, tippy toe,	<i>Do the actions</i>
Stretch up high and wave hello!	<i>Do the actions</i>



Handwriting

15 minutes

Focus Competency			
	Metacognition	Resilience	Growth Mindset

- 1 Tell learners to open their exercise books.
- 2 Call out the following sounds and words for learners to write:
 - i
 - n
 - d
 - m
 - mad

pin
sat

- 3 Next, tell learners to take a coloured pencil and correct their own work.
- 4 Clearly write the sounds and words on the chalkboard.
- 5 Collect learners books at the end of the day, and make a note of who needs additional help.



Shared Reading:

15 minutes

Pre-Read

Focus Competency		
	Critical Thinking	Creativity

COMPREHENSION STRATEGY: PREDICT

- 1 Settle learners on the carpet or so that they can see the Big Book.
- 2 Open the Big Book to the story: Mrs Kgosana's precious rubbish
- 3 Do a picture walk of every page, asking learners what they think is happening.
- 4 Help learners to connect the pictures, so that they have a good sense of what the story is about.
- 5 Introduce new vocabulary at relevant parts of the story.
- 6 Read the story through once, without stopping.

PROBLEM IDENTIFICATION

- 1 Say: There is a problem in this story. I wonder if you can see what it is?
- 2 Tell learners to think about what the problem is for a minute.
- 3 Next, tell learners to then turn and talk and tell their partners what they think it is.
- 4 Ask 3–4 learners to tell you what they think they problem is.
- 5 Listen carefully and thank learners for their suggestions.
- 6 Be aware of the problem that you want learners to identify: That people in the community whisper and stare at Mrs Kgosana when she picks up rubbish.
- 7 If learners come up with other, reasonable problems, tell them that they are correct, but this is not the problem you are looking for.
- 8 If learners do not identify the problem correctly, ask a further prompting questions, like:
 - a What is Mrs Kgosana doing?
 - b How do the other people in the community react to that?
 - c Why do you think they are watching her instead of helping?

PROBLEM SOLVING

- 1 Say: I wonder how this problem should be solved?
- 2 Tell learners to think about the problem in the story for a minute.
- 3 Ask learners: How do you think this problem should be solved?
- 4 Next, tell learners to then turn and talk and tell their partners their ideas..
- 5 Settle the class and call on one of the discussion groups.
- 6 Let each group member say how they think the problem should be solved. Explain that it is okay to have the same idea as someone else. They must say: I think....
- 7 Write their suggestions in a graph on the chalkboard as follows:

WRITE:	<i>Until learners can read, draw a symbol or quick representation picture here</i>	<i>Until learners can read, draw a symbol or quick representation picture here</i>	<i>Until learners can read, draw a symbol or quick representation picture here</i>	<i>Until learners can read, draw a symbol or quick representation picture here</i>
SAY:	Say suggestion 1 out loud	Say suggestion 2 out loud	Say suggestion 3 out loud	Say suggestion 4 out loud

- 8 Next, ask the class to raise their hands if they think that is how the problem should be solved.
- 9 Tell learners they can only raise their hand once.
- 10 Call out each solution, and count the number of hands. Fill this in on the graph, as per the example below:

How do you think Mrs Kgosana's problem could be solved?

NUMBER OF HANDS RAISED:	12	6	17	3
WRITE:	<i>Why</i>	<i>Ask / Draw a question mark</i>	<i>Draw a wall</i>	<i>Draw Mrs Kgosana looking angry</i>
SAY:	The other people will understand why she picks up rubbish	The other people will ask her why she picks up rubbish	The other people will see her beautiful wall	Mrs Kgosana will yell at the others and tell them to stop!

- 11 Tell learners that we will see how the problem in the story is solved when we read the story.

Note: Keep this graph on the chalkboard for the next shared reading lesson.



Writing:

30 minutes

Plan and Draft

Focus Competency		
	Metacognition	Creativity

TOPIC: Draw a picture of your favourite person / people to play with outside.

TASK: Draw a picture and add a label

WRITING FRAME: n/a

MODELLING

- 1 Explain that today, learners will draw about who they like to play with outside – this can be one person or a few people!
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: I love to play outside with my daughter!
- 4 Use **modelling** to draw a picture of you playing outside with your daughter.
- 5 Explain which words you will write. **Draw a line for each word**, like: my daughter
- 6 Erase your example from the chalkboard. Explain that this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS

- 1 Brainstorm some people words with learners.
- 2 Write the words on the chalkboard, like: neighbour, sister, brother, cousin, mother, friend, etc.
- 3 Ask learners: Who do you like to play outside with?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you their favourite person / people to play with outside.
- 6 They must say: I like to play outside with...
- 7 Explain that learners will now draw and label their own picture!

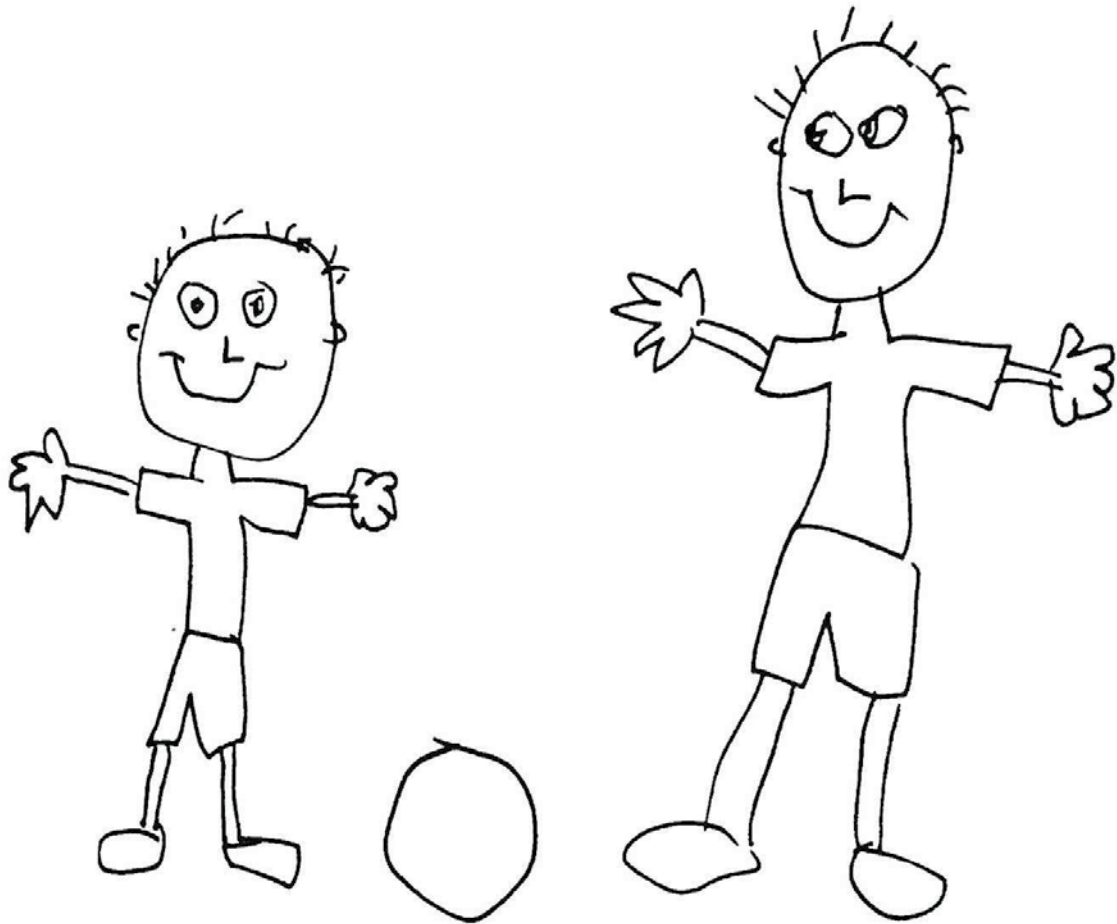
WRITING

- 1 Hand out learner books.
- 2 As learners are writing, walk around the room and complete **mini conferences**.
- 3 Ask learners to tell you about their writing.
- 4 Help learners to add a label.
- 5 Encourage learners.

TURN AND TALK

- 1 When there are 2–3 minutes left, instruct learners to put their pencils away.
- 2 Instruct learners to **turn and talk** with a partner about their drawings.

Hang up learners' writing at learner eye-level around the room. This helps learners have conversations about the theme.



My dad



Group Guided Reading

30 minutes

Focus Competency		
	Resilience	Growth Mindset


GROUPS: _____

- 1 Settle the whole class with **Reading Worksheet 7**.
- 2 Explain **Monday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Monday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.



End of Day Reflection

5 minutes

Focus Competency	
	Metacognition

- 1 Instruct learners to close their eyes.
- 2 Instruct learners to think about their day at school.
- 3 Instruct learners to think about one thing they learned today, or something specific they enjoyed about school today.
- 4 Instruct learners to turn and talk, and share their reflection with a partner.
- 5 Ask a few learners to share their reflections with the class.
- 6 Explain that learners should try to share their reflection about the day with someone at home.

Tuesday



Morning Mindfulness

5 minutes

Focus Competency		
	Mindfulness	Metacognition

INSTRUCTIONS

- 1 Explain to learners that for this activity, they will be focussing on their body and mind.
- 2 Explain that learners must not touch anyone else. They must keep inside their own space.
- 3 Instruct learners to close their eyes.
- 4 Instruct learners to listen carefully as you speak.
- 5 Follow the instructions for: Butterfly body scan



Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

Focus Competency		
	Resilience	Growth Mindset

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /o/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /o/?
- 5 Brainstorm words with learners, like: **on, onto, orange**
- 6 Ask learners: Can you think of words that have the sound /o/ in the middle of the word?
- 7 Brainstorm words with learners, like: **pot, not, spot**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **pot, mop, dot**
- 2 Show each word to learners, as you say it.

- 3 Ask learners to repeat the words after you.
- 4 Stick up the flashcards of the words on the Phonics Display Board.



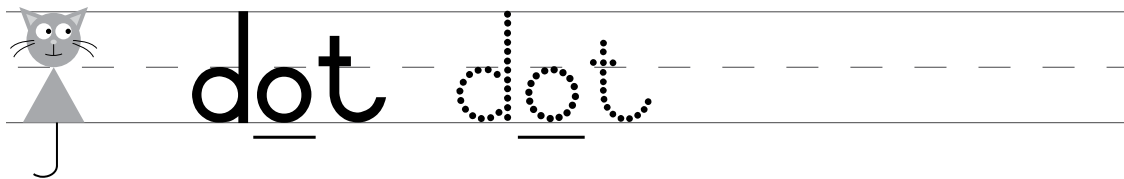
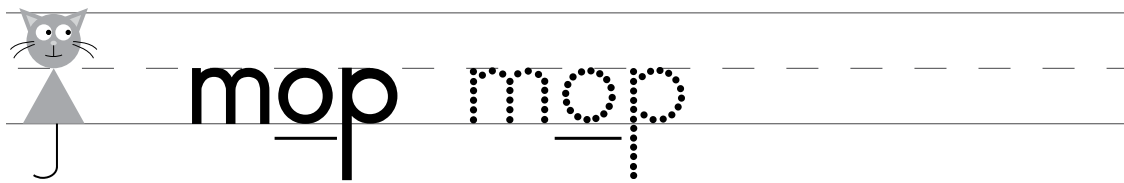
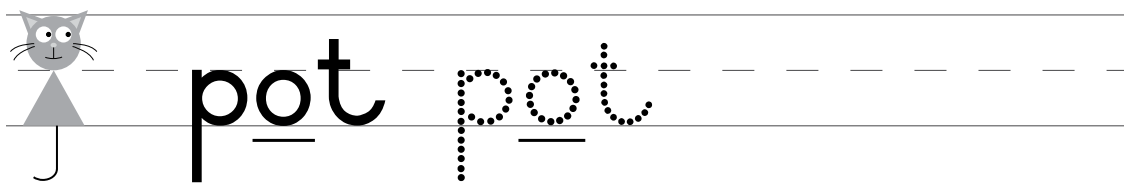
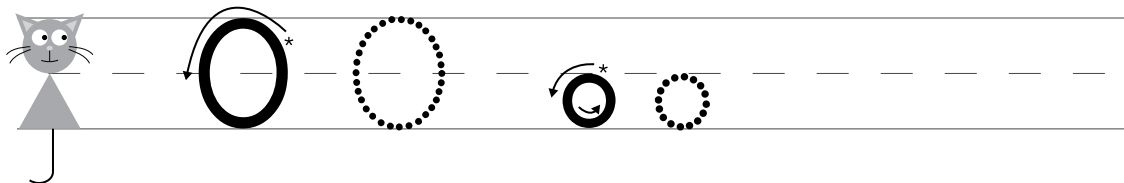
Handwriting:

15 minutes

Write new letter(s) / words / sentences

Focus Competency		
	Resilience	Growth Mindset

- 1 Teach learners to correctly form the upper and lower case letter(s): **Oo**
- 2 Model writing the letter(s) for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell learners to write the letter(s) on their desks with their fingers.
- 5 Finally, show learners once again how to form the letter(s) and words on the chalkboard.
- 6 Learners must then copy the sound/words/sentences into their books.
- 7 Learners must underline the targeted sound in any words/sentences written.





Shared Reading:

15 minutes

First Read

Focus Competency		
	Critical Thinking	Communication

COMPREHENSION STRATEGIES: I WONDER / MAKE INFERENCES

Text	First Read (Think Aloud)
<p><u>Mrs Kgosana's precious rubbish</u></p> <p>Every morning just after sunrise, Mrs Kgosana went for a walk. She carried a giant black garbage bag. As she walked, she picked up every piece of plastic she could find.</p>	<p>I wonder why Mrs Kgosana picks up rubbish?</p>
<p>As she filled her bag with plastic pieces, the little children on their way to school glanced and whispered.</p> <p>'Why does that granny always pick up rubbish?' they asked.</p>	<p>I can infer that the little children haven't seen someone picking up rubbish before.</p>
<p>When she stopped at the rubbish bins to search for plastic bottles, the ladies waiting for their taxi stared and whispered.</p> <p>'Why does she collect bottles? What can you do with old plastic bottles?' they wondered.</p>	<p>I wonder why she wants to find plastic bottles instead of tins or other kinds of rubbish?</p>
<p>As she took her overflowing garbage bag back to her house, the learners outside the high school stared and chatted.</p> <p>'Why does that granny bring all that garbage home? What value does garbage have?' they questioned.</p> <p>But Mrs Kgosana went on collecting plastic. She didn't pay them any attention.</p>	<p>I can infer that even the high school learners haven't seen someone picking up rubbish before, because they are very curious about what Mrs Kgosana is doing!</p>
<p>This went on for months and months, until one morning when Mrs Kgosana was nowhere to be seen.</p> <p>That day, the little children on their way to school noticed all the plastic bags.</p>	<p>I wonder where Mrs Kgosana is? I hope she is okay!</p>
<p>That day, the ladies waiting for the taxi noticed the bins overflowing with plastic bottles.</p>	<p>I wonder if the ladies will realise how valuable Mrs Kgosana's actions are when they notice all the rubbish?</p>

Text	First Read (Think Aloud)
<p>That day, the high school learners saw Mrs Kgosana busy outside her house. She mixed some cement. Then, she began to build.</p> <p>'What will that granny build?' one of the learners asked curiously.</p> <p>'Maybe she needs an extra room for all her garbage?' another joked.</p> <p>But Mrs Kgosana went on building. She didn't pay them any attention.</p>	<p>I wonder what Mrs Kgosana did with all that rubbish she collected?</p>
<p>By that afternoon, when the bell rang loudly and the high school learners left their classrooms, they noticed a beautiful, colourful wall extending from Mrs Kgosana's house.</p> <p>'What are those bricks? Where did Granny Kgosana get such fancy building materials?' they wondered.</p>	<p>I wonder if the building material is related to Mrs Kgosana's rubbish?</p>
<p>The next morning, the little children on their way to school heard about Mrs Kgosana's new, beautiful wall.</p> <p>The ladies waiting for the taxi had heard the news of Mrs Kgosana's wall built of fancy, colourful bricks.</p>	<p>--</p>
<p>The high school learners stood outside, as a crowd built up outside Mrs Kgosana's house. People were staring and pointing at her new wall. Everyone wondered where she got such beautiful building materials.</p>	<p>I think that the building materials must come from rubbish. I wonder if I am correct?</p>
<p>Once quite a large crowd had gathered, Mrs Kgosana came out of her house to continue building.</p> <p>'Where did you get such beautiful, colourful bricks?' one of the onlookers asked.</p> <p>Mrs Kgosana disappeared behind her wall and came back with a wheelbarrow filled with old plastic bottles.</p>	<p>Oh! I can infer that the fancy building materials are really reused rubbish!</p>
<p>She held up a bottle, filled with plastic rubbish, for everyone to see.</p> <p>'This is an ecobrick,' she explained. 'Plastic is polluting our community. It is on our paths and in our rivers. But I have collected our garbage. I have reused our rubbish to make my beautiful wall!'</p>	<p>Oh! I wonder what the people in the crowd will think about building with rubbish?</p>

Text	First Read (Think Aloud)
From that day forward, the children on their way to school, the ladies waiting for the taxi, and the high school learners could all be seen collecting plastic bags, rubbish and bottles for their very own ecobricks.	Oh! I can infer that they thought Mrs Kgosana had a good idea, because everyone now wants to make ecobricks too.
Follow up questions	Possible responses
What did Mrs Kgosana normally do every morning?	Every morning she collected rubbish.
What did Mrs Kgosana make a wall from?	She made a wall from ecobricks. / She made a wall from reused rubbish.
Why question	Possible responses
Why did Mrs Kgosana pick up rubbish?	<ul style="list-style-type: none"> • Because she wanted to clean up her community. • Because she cared about her community. • Because she wanted to reuse the rubbish to make ecobricks. • Because she wanted to use ecobricks to make her house bigger.



Group Guided Reading

30 minutes

Focus Competency		
	Resilience	Growth Mindset

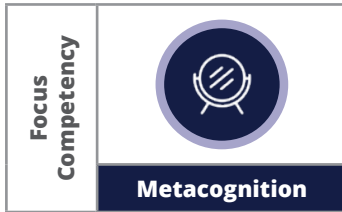
GROUPS: _____

- 1 Settle the whole class with **Reading Worksheet 7**.
- 2 Explain **Tuesday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Tuesday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.



End of Day Reflection

5 minutes



- 1 Instruct learners to close their eyes.
- 2 Instruct learners to think about their day at school.
- 3 Instruct learners to think about one thing they learned today, or something specific they enjoyed about school today.
- 4 Instruct learners to turn and talk, and share their reflection with a partner.
- 5 Ask a few learners to share their reflections with the class.
- 6 Explain that learners should try to share their reflection about the day with someone at home.

Wednesday



Morning Mindfulness

5 minutes

Focus Competency		
	Mindfulness	Metacognition

INSTRUCTIONS

- 1 Explain to learners that for this activity, they will be focussing on their body and mind.
- 2 Explain that learners must not touch anyone else. They must keep inside their own space.
- 3 Instruct learners to close their eyes.
- 4 Instruct learners to listen carefully as you speak.
- 5 Follow the instructions for: Just like me



Oral Activities

15 minutes

Focus Competency			
	Critical Thinking	Creativity	Collaboration

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - environment
 - litter
 - rubbish

Rhyme or song	Actions
Follow me, follow me, it's as easy as can be!	<i>March on the spot</i>
Clap your hands, spin around,	<i>Do the actions</i>
Bend your knees and touch the ground!	<i>Do the actions</i>
Follow me, follow me, it's as easy as can be!	<i>March on the spot</i>
Wiggle your fingers, tippy toe,	<i>Do the actions</i>
Stretch up high and wave hello!	<i>Do the actions</i>

CREATIVE STORYTELLING

- 1 Divide learners into their small groups.
- 2 Hand each group a copy of the creative storytelling pictures.
- 3 Tell learners to think of a story that fits with the pictures.
- 4 Give learners a minute or two to think about their ideas.
- 5 Next every learner in the group must take a turn to share their version of the story.
- 6 Remind learners that their story should be creative, but also must fit with the pictures!
- 7 Remind learners to listen carefully to each other's stories.
- 8 Thank learners for sharing their stories.



Phonemic Awareness and Phonics:

15 minutes

Introduce new sound and words

Focus Competency		
	Resilience	Growth Mindset

INTRODUCE SOUND

- 1 Say the sound and hold up the flashcard: /g/
- 2 Say the sound and instruct learners to repeat the sound x 3.
- 3 For single sounds, show learners the sound on the alphabet frieze.
- 4 Ask learners: Can you think of words that begin with /g/?

- 5 Brainstorm words with learners, like: **girl, go, gone, got**
- 6 Ask learners: Can you think of words that end with /g/?
- 7 Brainstorm words with learners, like: **dog, dig, hug**

INTRODUCE NEW WORDS

- 1 Say each word loudly and clearly as you show the flashcard: **got, pig, dig**
- 2 Show each word to learners, as you say it.
- 3 Ask learners to repeat the words after you.
- 4 Stick up the flashcards of the words on the Phonics Display Board.



Handwriting:

15 minutes

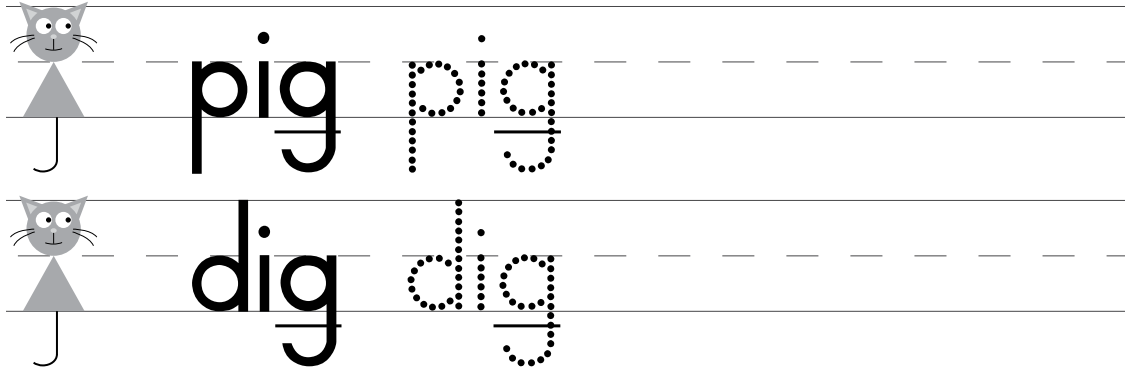
Write new letter(s) / words / sentences

Focus Competency		
	Resilience	Growth Mindset

- 1 Teach learners to correctly form the upper and lower case letter(s): **Gg**
- 2 Model writing the letters for right-handed learners and then left-handed learners.
- 3 Then tell learners to work with a partner and to write the letter(s) on each other's backs with their fingers.
- 4 After this tell learners to write the letter(s) on their desks with their fingers.
- 5 Finally, show learners once again how to form the letter(s) and words on the chalkboard.
- 6 Learners must then copy the sound/words/sentence into their books.
- 7 Learners must underline the targeted sound in any words/sentences written.

Handwriting practice lines for the letter 'Gg' and the word 'got'. Each line starts with a cat illustration. The first line shows the letter 'G' with stroke order arrows and numbers, followed by a dotted 'G' for tracing, and the letter 'g' with stroke order arrows and numbers, followed by a dotted 'g' for tracing. The second line shows the word 'got' with stroke order arrows and numbers, followed by a dotted 'got' for tracing.

WEEK 7



Writing:

30 minutes

Plan and Draft

Focus Competency		
	Metacognition	Creativity

TOPIC: Draw a picture of something you like to do outside on a hot day!

TASK: Draw a picture and add a label

WRITING FRAME: n/a

MODELLING

- 1 Explain that today, learners will draw about something they like about their own environment.
- 2 Use **modelling** to show learners that you **think before you write**.
- 3 Tell learners your idea for your drawing, like: I like the big tree outside of my house, because I love to lie outside in the shade during a very hot day.
- 4 Use modelling to draw a picture of yourself lying in the shade of a big tree.
- 5 Explain which words you will write. **Draw a line for each word**, like: big tree
- 6 Erase your example from the chalkboard. Explain this was just an example, but learners must write their own ideas.

ORAL INSTRUCTIONS:

- 1 Brainstorm some words about the environment with learners.
- 2 Write the words on the chalkboard, like: tree, grass, shade, house, garden, etc.
- 3 Ask learners: What do you like about your environment?
- 4 Instruct learners to **think before they write**.
- 5 Call on 2–3 learners to tell you one thing they like about their own environment.

- 6 They must say: One thing I like about my environment is...
- 7 Explain that learners will now draw and label their own picture!

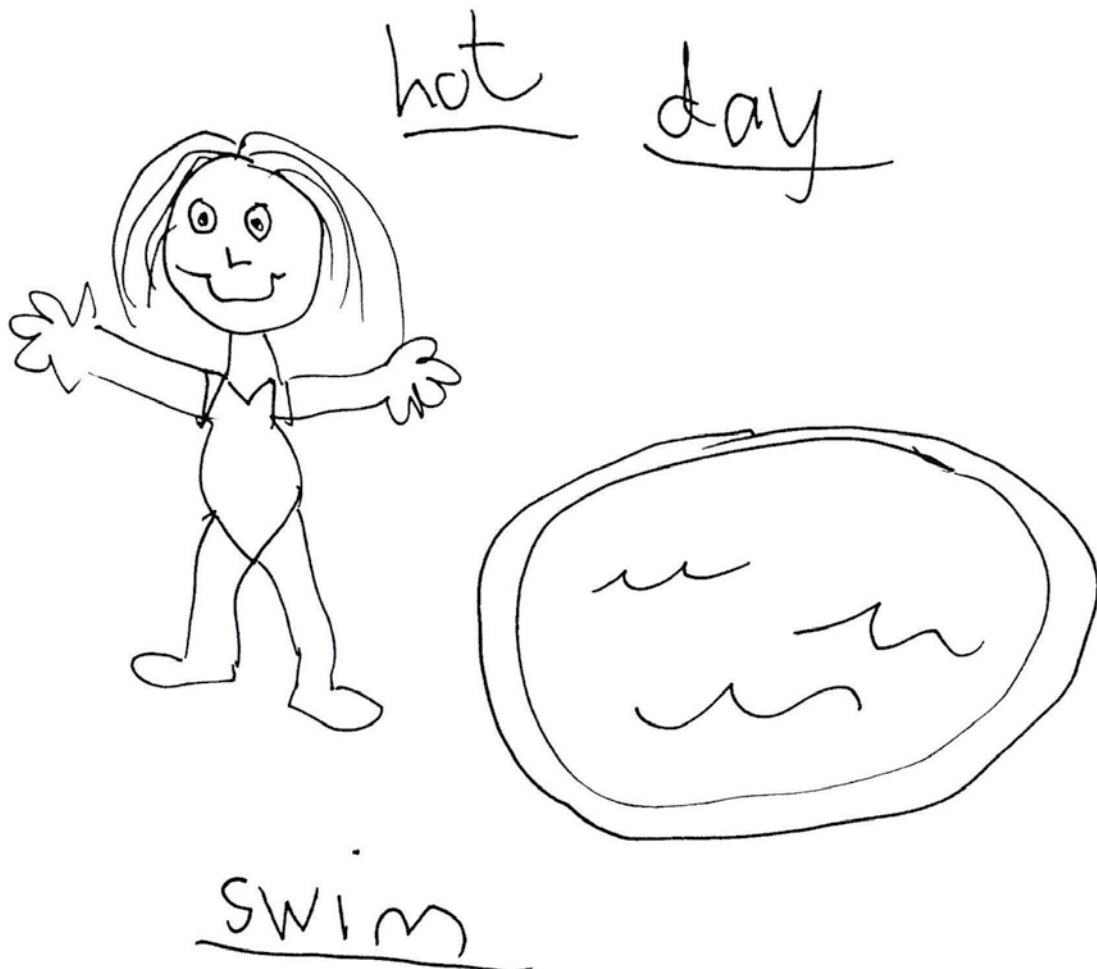
WRITING:

- 1 Hand out learner books.
- 2 As learners are writing, walk around the room and complete mini conferences.
- 3 Ask learners to tell you about their writing.
- 4 Help learners to add a label.
- 5 Encourage learners.

TURN AND TALK:

- 1 When there are 2–3 minutes left, instruct learners to put their pencils away.
- 2 Instruct learners to turn and talk with a partner about their drawings.

*Hang up learners' writing at **learner eye-level** around the room. This helps learners have conversations about the theme.*





Group Guided Reading

30 minutes

Focus Competency		
	Resilience	Growth Mindset


GROUPS: _____

- 1 Settle the whole class with **Reading Worksheet 7**.
- 2 Explain **Wednesday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Wednesday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.



End of Day Reflection

5 minutes

Focus Competency	
	Metacognition

- 1 Instruct learners to close their eyes.
- 2 Instruct learners to think about their day at school.
- 3 Instruct learners to think about one thing they learned today, or something specific they enjoyed about school today.
- 4 Instruct learners to turn and talk, and share their reflection with a partner.
- 5 Ask a few learners to share their reflections with the class.
- 6 Explain that learners should try to share their reflection about the day with someone at home.

Thursday



Morning Mindfulness

5 minutes

Focus Competency		
	Mindfulness	Metacognition

INSTRUCTIONS

- 1 Explain to learners that for this activity, they will be focussing on their body and mind.
- 2 Explain that learners must not touch anyone else. They must keep inside their own space.
- 3 Instruct learners to close their eyes.
- 4 Instruct learners to listen carefully as you speak.
- 5 Follow the instructions for: Frog jumps



Phonemic Awareness and Phonics:

15 minutes

Segmenting and Blending

Focus Competency		
	Resilience	Growth Mindset

I DO...

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **pot**
- 3 Segment the word into the individual sounds: /p/ - /o/ - /t/
- 4 Say the beginning sound of the word: /p/
- 5 Say the middle sound of the word: /o/
- 6 Say the end sound of the word: /t/
- 7 Write the word on the chalkboard: **pot**
- 8 Model pointing and blending the sounds to make a word: /p/ - /o/ - /t/ = **pot**
- 9 Repeat this with a word from the Wednesday lesson: **got**

WE DO...

- 1 Start with a word from the Tuesday lesson.
- 2 Say the word: **pig**
- 3 Ask learners: What is the first sound in the word? /p/
- 4 Ask learners: What is the middle sound in the word? /i/
- 5 Ask learners: What is the last sound in the word? /g/
- 6 Ask learners to segment the word into each individual sound: /p/ - /i/ - /g/
- 7 Write the word: **pig**
- 8 Instruct learners to blend the sounds in the word with you: /p/ - /i/ - /g/ = **pig**
- 9 Repeat this with a word from the Wednesday lesson: **dig**



Shared Reading:

15 minutes

Second Read

Focus Competency		
	Critical Thinking	Communication

COMPREHENSION STRATEGIES: SEARCH THE TEXT

Text	Second Read (Think Aloud)
<p><u>Mrs Kgosana's precious rubbish</u></p> <p>Every morning just after sunrise, Mrs Kgosana went for a walk. She carried a giant black garbage bag. As she walked, she picked up every piece of plastic she could find.</p>	<p>I can infer that Mrs Kgosana cares about her community, because she wants to keep it clean!</p>
<p>As she filled her bag with plastic pieces, the little children on their way to school glanced and whispered.</p> <p>'Why does that granny always pick up rubbish?' they asked.</p>	<p>--</p>
<p>When she stopped at the rubbish bins to search for plastic bottles, the ladies waiting for their taxi stared and whispered.</p> <p>'Why does she collect bottles? What can you do with old plastic bottles?' they wondered.</p>	<p>I can infer that Mrs Kgosana is doing something that has never been done in her community, because people are confused about her actions.</p>

Text	Second Read (Think Aloud)
<p>As she took her overflowing garbage bag back to her house, the learners outside the high school stared and chatted.</p> <p>'Why does that granny bring all that garbage home? What value does garbage have?' they questioned.</p> <p>But Mrs Kgosana went on collecting plastic. She didn't pay them any attention.</p>	<p>I remember that in the end of the story, Mrs Kgosana reuses the rubbish to make a wall. I can infer that she is the first person to reuse rubbish, because people think it is strange to collect rubbish.</p>
<p>This went on for months and months, until one morning when Mrs Kgosana was nowhere to be seen.</p> <p>That day, the little children on their way to school noticed all the plastic bags.</p>	<p>Oh! I can infer that she is the only person picking up rubbish, because when she is absent for one day, there is rubbish on the ground!</p>
<p>That day, the ladies waiting for the taxi noticed the bins overflowing with plastic bottles.</p>	<p>Mrs Kgosana must really be helping to keep her community clean if there is so much rubbish after just one day!</p>
<p>That day, the high school learners saw Mrs Kgosana busy outside her house. She mixed some cement. Then, she began to build.</p> <p>'What will that granny build?' one of the learners asked curiously.</p> <p>'Maybe she needs an extra room for all her garbage?' another joked.</p> <p>But Mrs Kgosana went on building. She didn't pay them any attention.</p>	<p>I can infer that Mrs Kgosana isn't bothered by what others say about her, because she goes about her work!</p>
<p>By that afternoon, when the bell rang loudly and the high school learners left their classrooms, they noticed a beautiful, colourful wall extending from Mrs Kgosana's house.</p> <p>'What are those bricks? Where did Granny Kgosana get such fancy building materials?' they wondered.</p>	<p>I can infer that the other people in the community have never seen an ecobrick before, because they think Mrs Kgosana is using fancy building material!</p>
<p>The next morning, the little children on their way to school heard about Mrs Kgosana's new, beautiful wall.</p> <p>The ladies waiting for the taxi had heard the news of Mrs Kgosana's wall built of fancy, colourful bricks.</p>	<p>I can infer that people in the community are all talking about the wall, because most people hear about it before they have seen it.</p>
<p>The high school learners stood outside, as a crowd built up outside Mrs Kgosana's house. People were staring and pointing at her new wall. Everyone wondered where she got such beautiful building materials.</p>	<p>I can infer that no one realizes that her building materials came from all the rubbish she collected!</p>

Text	Second Read (Think Aloud)
<p>Once quite a large crowd had gathered, Mrs Kgosana came out of her house to continue building.</p> <p>'Where did you get such beautiful, colourful bricks?' one of the onlookers asked.</p> <p>Mrs Kgosana disappeared behind her wall and came back with a wheelbarrow filled with old plastic bottles.</p>	<p>--</p>
<p>She held up a bottle, filled with plastic rubbish, for everyone to see.</p> <p>'This is an ecobrick,' she explained. 'Plastic is polluting our community. It is on our paths and in our rivers. But I have collected our garbage. I have reused our rubbish to make my beautiful wall!'</p>	<p>--</p>
<p>From that day forward, the children on their way to school, the ladies waiting for the taxi, and the high school learners could all be seen collecting plastic bags, rubbish and bottles for their very own ecobricks.</p>	<p>I wonder if people still whisper and wonder about Mrs Kgosana? I can predict that they don't, because they now understand her actions!</p>
Follow up questions	Responses
<p>Who whispered and wondered about Mrs Kgosana?</p>	<p>The little children on their way to school, the ladies waiting for the taxi, the high school learners.</p>
<p>What did Mrs Kgosana do when people whispered and wondered about her?</p>	<p>She kept working. / She didn't pay them any attention.</p>
Why question	Possible responses
<p>Why did the other people in the community whisper and wonder about Mrs Kgosana?</p>	<p>Because they had never seen someone pick rubbish up before.</p> <p>Because they didn't know why she was picking up rubbish.</p> <p>Because they wondered what should would do with the rubbish.</p> <p>Because they thought it was unusual.</p>

Finally, ask learners to formulate a question about the text.

- a** Ask learners to independently think of a question that they can ask about the text.
- b** If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc.
- c** Tell learners to turn and talk, and share their questions with each other.
- d** Then, ask a few learners to share their questions with the class.
- e** Give other learners the opportunity to answer these questions.



Group Guided Reading

30 minutes

Focus Competency		
	Resilience	Growth Mindset


GROUPS: _____

- 1 Settle the whole class with **Reading Worksheet 7**.
- 2 Explain **Thursday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Thursday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.



End of Day Reflection

5 minutes

Focus Competency	
	Metacognition

- 1 Instruct learners to close their eyes.
- 2 Instruct learners to think about their day at school.
- 3 Instruct learners to think about one thing they learned today, or something specific they enjoyed about school today.
- 4 Instruct learners to turn and talk, and share their reflection with a partner.
- 5 Ask a few learners to share their reflections with the class.
- 6 Explain that learners should try to share their reflection about the day with someone at home.

Friday



Morning Mindfulness

5 minutes

Focus Competency		
	Mindfulness	Metacognition

INSTRUCTIONS

- 1 Explain to learners that for this activity, they will be focussing on their body and mind.
- 2 Explain that learners must not touch anyone else. They must keep inside their own space.
- 3 Instruct learners to close their eyes.
- 4 Instruct learners to listen carefully as you speak.
- 5 Follow the instructions for: Myself and others



Oral Activities

15 minutes

Focus Competency		
	Critical Thinking	Communication

THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
 - community
 - pollution
 - reuse

Rhyme or song	Actions
Follow me, follow me, it's as easy as can be!	<i>March on the spot</i>
Clap your hands, spin around,	<i>Do the actions</i>
Bend your knees and touch the ground!	<i>Do the actions</i>
Follow me, follow me, it's as easy as can be!	<i>March on the spot</i>
Wiggle your fingers, tippy toe,	<i>Do the actions</i>
Stretch up high and wave hello!	<i>Do the actions</i>

DISCUSSION OF SHARED READING TEXT

- Write the discussion frame on the chalkboard:
In this story, Mrs Kgosana...
One thing I liked about Mrs Kgosana was...
I think this story was written to teach me...
- Read the discussion frame to learners.
- Put the learners into their **small groups**.
- Tell learners that everyone must take a turn to answer each discussion question.
- Call the class to attention.
- Ask different learners or a specific group to share their answers.
- If answers are incorrect, correct them.
- Thank learners for their contributions.



Phonemic Awareness and Phonics:

15 minutes

Word Find

Focus Competency		
	Resilience	Growth Mindset

Write the table on the chalkboard that includes previously learnt sounds as well as the sounds taught on Tuesday and Wednesday.

a	s	n
m	d	g
o	i	t

MODEL

- 1 Remind learners of the sounds of the week: /o/ and /g/
- 2 Review all of the sounds and blends on the chalkboard.
- 3 Give learners 3 minutes to make as many words as they can using the sounds and blends above.
- 4 Show learners how to make a word using a target sound, like: /d/ – /o/ – /g/
- 5 Remind learners they can make a word using any of the sounds – they do not need to use /o/ or /g/
- 6 Show learners how to make another word, like: /m/ – /a/ – /n/
- 7 Remind learners they can make any words using the target sounds, like **dog**, or words without the target sound, like **man**.

LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **o, g**
- 2 Instruct learners to begin writing.
- 3 Give learners 3 minutes to find and build as many words as they can.
- 4 Allow learners to correct their own work. Show learners how to build these words (and others): **mad, mod, mid, got, gas, sag, sit, tin, tins, nag, nags, nat, mat, mats, mama, mom, etc.**



Shared Reading:

15 minutes

Post-Read

Focus Competency				
	Critical Thinking	Communication	Collaboration	Metacognition

COMPREHENSION STRATEGY: SUMMARISE / VISUALISE

ILLUSTRATE THE TEXT

- 1 Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- 2 **Model** how you **recount and illustrate on detail** from the text, like: I remember the detail that Mrs Kgosana likes to walk at sunrise.
- 3 Draw your own picture on the chalkboard of Mrs Kgosana and her black garbage bag while the sun rises.
- 4 Next, tell learners that they are going to visualise something from the text.
- 5 Ask learners to close their eyes and relax. Read the text to them once more.

- 6 Ask learners to open their eyes, and draw one thing that they have visualised from the text.
- 7 Finally, ask learners to **turn and talk**, and to share their drawings with a partner.



Group Guided Reading

30 minutes

Focus Competency		
	Resilience	Growth Mindset


GROUPS: _____

- 1 Settle the whole class with **Reading Worksheet 7**.
- 2 Explain **Friday Activity 1** to the whole class.
- 3 Call the first group to work with you.
- 4 After 15 minutes, send the group back to their seats.
- 5 Do a **Reading Transition Activity**.
- 6 Explain **Friday Activity 2** to the whole class.
- 7 Call the second group to work with you.
- 8 Fill in your Tracker to show which groups you listened to, and what they read.
- 9 Make note of any changes to be made to reading groups or activities.



End of week goal review and reflection

15 minutes

Focus Competency	
	Metacognition

- 1 Hand out learners' **book of goals**.
- 2 Ask learners to turn to the goal of the week.
- 3 Tell learners to take a minute to think about this goal.
- 4 If they think they achieved this goal very well, they must draw a smiley face on the page.
- 5 If they think they have started to achieve this, but they still need to work on it, they must draw a straight face on the page.

6 If they think they did not even start to achieve this goal, they must draw a sad face on the page.



7 Tell learners that on Monday, they will think about their goals for the next week.

8 Explain that if learners drew a straight face or a sad face, they should keep the SAME goal for next week.

9 Thank learners for their efforts and collect the books.

10 Next, use the following questions to guide learners through a review of the week:

- a What was our language theme for the week?
- b Which stories did we read together?
- c What were your favourite new words of the week?
- d What did you learn from the stories we read?
- e What did we write about this week?
- f What are you most proud of this week?

Allow different learners to answer every week.


11 Finally, tell learners to think about two things that they are going to tell their families about what they learnt or how they improved at school this week.

Please note: This process of self review and reflection is a critically important part of learning. Please do not skip this weekly activity.

sandbox

 +27 12 752 6200

 info@nect.org.za

 Ground Floor, Block D,
Lakefield Office Park,272
West Avenue,Centurion,
0163

 www.nect.org.za

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