

Week	3
Lesson Number / Days	Monday - Friday
Lesson Title / Theme	What is friendship
Lesson Time	7 hrs
Policy & Outcomes	
COVID-19 Information	<p>COVID 19 Measures – Daily hygiene measures</p> <ul style="list-style-type: none"> <li>• Remind learners of the daily routine tests when coming to school.</li> <li>• Encourage learners to stay at home when ill.</li> <li>• Teach learners how to greet without touching.</li> <li>• Learners are to wear masks every day. Masks are only to be removed and placed in a safe place while they are eating.</li> </ul>
Psychosocial Support	<ul style="list-style-type: none"> <li>• Find out how the pandemic affected your students and their families.</li> <li>• Describe the way the pandemic affected you. Saying how we felt and what we struggled with reassures our students that their feelings, doubts and uncertainties are valid and natural in a time of upheaval.</li> <li>• Discuss the effects of the pandemic worldwide, so that children develop an understanding and empathy for others and can think about solutions to the problems we face in times of crisis.</li> </ul>
Language Component	Listening and speaking, Handwriting, Writing, Group Guided Reading, Phonemic Awareness
Content(Concept Development)	<p><b>Oral Activities</b> – Theme Vocabulary Rhyme or Song</p> <p><b>Handwriting</b> <b>Write new letter(s) / words / sentences / cursive</b></p> <p><b>Shared Reading:</b> Pre-Read: Comprehension strategy: Predict First Read Comprehension strategy: search the text Second Read Comprehension strategy: summarise</p> <p><b>Writing:</b> What do you think it means to be a good friend? Write set of instruction that tells someone how to be a good friend Draw a picture and add a label</p> <p><b>Group Guided Reading</b> Reading Worksheet 3</p> <p><b>Phonemic Awareness and Phonics</b> Revise sounds, blending and segmenting Letter swap Letter find</p>
1. Classwork Activity	Learners complete writing activities
2. Homework Activity	Worksheet to read at home

- Theme: What is friendship?



## Classroom Preparation

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- 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: pictures of you with your friends; ask learners to bring pictures too.
- 5 Do some research on the internet to prepare for the theme. For example: famous best friends.
- 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

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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 2, Let's read

**Activity 2:** DBE Workbook 1: Page 3, Let's write

**Activity 3:** DBE Workbook 1: Page 4, Let's do

**Activity 4:** Draw a picture of one of your friends. Write a sentence describing your friend.



# Monday



## Oral Activities

15 minutes

### INTRODUCE THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Wendy Whale helping her friends in the Big Book story: Wendy Whale to the rescue
- 2 Tell learners that we are starting a new theme called: What is friendship?
- 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 a friend?
  - b What do friends do?
  - c What mustn't friends do?

WEEK 3

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - rescue
  - trustworthy
  - honest

Rhyme or song	Actions
Love love love your friends	<i>Hug yourself and sway from side to side</i>
<b>Different as they seem</b>	<i>Point at different friends</i>
Playing, laughing, joking, helping	<i>Pretend to play, laugh, joke and help</i>
True friends are like a dream!	<i>Hug a friend</i>



## Handwriting

15 minutes

1. Tell learners to open their exercise books and write the date.
2. Next tell learners to number from 1–5 in the margin.
3. Write the following sentence on the chalkboard next to number 1: I trip in the rain.
4. Next, write the following pronouns (subject morphemes) next to numbers 2–5:
  - a. He
  - b. She
  - c. We

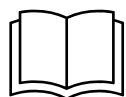
1. Tell learners to rewrite sentence starting with the word provided.
2. In the last five minutes, correctly write the sentences on the chalkboard, saying the
3. sounds and describing the cursive writing process as you do this.
4. Then, ask learners to point out any patterns they can see, like: where the sentence changes.
5. Underline any patterns, like:
  - a. I trip in the rain.
  - b. He trips in the rain.
  - c. She trips in the rain
  - d. We trip in the rain.
  - e. They trip in the rain.
6. Instruct learners to take a coloured pencil and correct their own work.

#### ALTERNATE HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

Sentence: \_\_\_\_\_



### Shared Reading:

15 minutes

#### Pre-Read

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#### 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: Wendy Whale to the rescue
- 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.



**Writing:**

30 minutes

**Plan and Draft**

**TOPIC:** What do you think it means to be a good friend? Write a set of instructions that tell someone how to be a good friend to you.

**TASK:** Write a set of instructions.

**PLANNING STRATEGY:** Write a list

WEEK 3

**INTRODUCE THE WRITING TOPIC**

- 1 Show learners that you **think before you write**.
- 2 Orally, explain your ideas for the topic, like:
- 3 *I think there are some things all people want their friends to do. But, I also think different people need different kinds of things from their friends. For me, it is important to have friends who like to talk and listen.*

**MODELLING THE PLANNING STRATEGY (I DO)**

- 1 Have the planning frame written on one side of the chalkboard.
- 2 Show learners how you make a list by answering the questions.
- 3 Complete the plan on the other side of the chalkboard.

<u>Planning Questions</u>	<u>Plan</u>
1 What is one important thing a friend must do?	a Listen
2 What is another important thing a friend must do?	b Be nice
3 What is a third important thing a friend must do?	c Share toys
4 What is one thing a friend must never do?	d Be mean
5 What is another thing a friend must never do?	e Tease
6 What is a third thing a friend must never do?	f Share my secrets

**LEARNERS USE THE PLANNING STRATEGY (YOU DO)**

1. Tell learners to close their eyes and think of important things that someone must do to be a good friend. Explain that learners should also think of things friends must never do.
2. Next, tell learners to **turn and talk** with a partner, to share their ideas.
3. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their writing, just like you did.
4. Hand out exercise books.
5. Tell learners to write the heading: **Instructions: Plan**
6. Tell learners they must write their own ideas – they must **not** to copy your plan.

7. As learners work, walk around the room and hold mini-conferences.

## Planning

1. Share

2. Be kind

3. Listen

4. Be ugly

5. Be mean

6. Laugh at me

### **Group Guided Reading**

30 minutes

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GROUPS: .....

- 1 Settle the whole class with **Reading Worksheet 3**.
- 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.

# Tuesday

## Phonemic Awareness and Phonics:

15 minutes

### Revise sounds, blending and segmenting

#### I DO...

- 1 Say the sound: **st**
- 2 Say the word: **stop**
- 3 Segment the word into the individual sounds: /s/-/t/-/o/-/p/
- 4 Say the first single sound of the word: /s/
- 5 Say the second single sound of the word: /t/
- 6 Say the third single sound of the word: /o/
- 7 Say the last single sound of the word: /p/
- 8 Write the word on the chalkboard: **stop**
- 9 Model pointing to and blending the sounds to make a word: /st/-/o/-/p/ = **stop**

#### WE DO...

- 1 Say the sound: **st**
- 2 Say the word: **rust**
- 3 Ask learners: What is the first single sound in the word? /r/
- 4 Ask learners: What is the second single sound in the word? /u/
- 5 Ask learners: What is the third single sound in the word? /s/
- 6 Ask learners: What is the last single sound in the word? /t/
- 7 Ask learners to segment the word into each individual sound: /r/-/u/-/s/-/t/
- 8 Write the word on the chalkboard: **rust**
- 9 Instruct learners to blend the sounds in the word with you: /r/-/u/-/st/ = **rust**

#### YOU DO...

1. Tell learners to take out their exercise books and write the date and heading: **st words**.
2. Next, tell learners to number from 1–5 in the margin.
3. Call out the following words:
  - a stop
  - b stand
  - c just
  - d rust
  - e must
4. Learners must write the words next to the correct number, and underline the targeted sound in each word.



5. In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
6. Tell learners to correct their work with a coloured pencil.
7. Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

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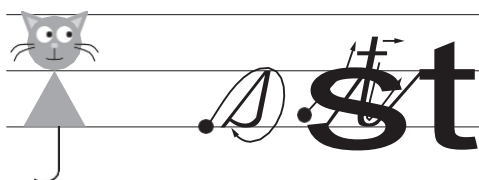


### Handwriting:

15 minutes

### Write letter(s) / words / sentences in cursive

- 1 Teach learners to correctly form the lower case letter(s) in cursive: **st**
- 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 others 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.



*/s/t/o'p/*

*/st/a/n/d/*

*/r'u/s/t/*

/m/u/s/t/

/s/t/o'p/ /a/n/d/ /j/u/s/t/ /s/t/a/n/d/

ALTERNATE HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

Sentence: \_\_\_\_\_



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: SEARCH THE TEXT

Text	First Read (Think Aloud)
<p><u>Wendy Whale to the rescue</u></p> <p><b>A little family of clownfish lived on a coral reef in the deep blue sea.</b></p>	<p><b>Where do the clownfish live? Oh, they live on a coral reef.</b></p>
<p><b>The little clownfish family were very happy living in the sea. They found lots to eat on the coral reef. They had lots of friends in their little coral community. They usually felt very safe.</b></p>	<p><b>How did the clownfish usually feel? Oh, they usually, felt very safe. That means that most times, they weren't in any danger.</b></p>
<p><b>But one day, while the little clownfish family were eating dinner, they heard someone screaming loudly: 'Help! Help! Help!'</b></p> <p>'Oh no! Who is screaming like that?' Papa <b>Clownfish asked.</b></p> <p>'What is happening?' cried the three little children, feeling scared.</p> <p><b>'I will go find out!' Mama Clownfish said bravely.</b></p>	<p><b>What did the little clownfish family hear? Oh no! They heard someone screaming for help! I wonder who it could be?</b></p>

Text	First Read (Think Aloud)
<p><b>Mama Clownfish swam to the edge of the coral reef. The little children and Papa Clownfish swam</b> behind her, curious about what was happening.</p> <p>There, they saw Shady Shark chasing their friend, <b>Angie Angelfish. He was threatening to eat her!</b></p>	<p>--</p>
<p><b>Mama Clownfish called for Angie to come into</b> the safety of the coral. But poor Angie was so frightened that she swam deeper and deeper into the sea to get away from Shady Shark.</p>	<p>Who was it that was screaming for help? Oh no! <b>It was their friend Angie Angelfish! I wonder if</b> Shady Shark will get her?</p>
<p><b>'Oh no!' cried the little clownfish children. 'What if</b> our friend Angie gets eaten?'</p> <p><b>'We will help!' said Papa Clownfish.</b></p> <p>'We can't swim after her, or Shady Shark might <b>eat us too!' said Mama Clownfish.</b></p> <p><b>So, the clownfish family put their heads together.</b> They worked together to make a plan. They knew there was only one creature in the sea who could defend Angie against Shady Shark: they <b>had to find Wendy Whale!</b></p>	<p><b>The little clownfish want to help! What will they do to help? Oh! They will find Wendy Whale! The clownfish are too small, but Wendy can help</b> Angie!</p>
<p><b>Papa Clownfish swam quickly back to their coral home. He found his little fishy phone. Then, he</b> called Wendy Whale. 'Wendy, Wendy, please <b>help!</b>' <b>said Papa Clownfish. 'Shady Shark is after Angie Angelfish. Our friend is in real trouble!'</b></p> <p>'That bully can't hurt me! I'm not scared!' Wendy said. 'I'm coming!'</p>	<p><b>Who did Papa Clownfish call? Oh! He called</b> Wendy Whale to come and help! I wonder if Wendy will be able to save Angie?</p>
<p>Wendy Whale swam to her little friend Angie <b>Angelfish right away. With a flip of her tail, she</b> scared Shady Shark. Then, she put herself in front of little Angie so that Angie could swim away.</p> <p>'You are a big mean bully!' Wendy Whale shouted. 'Just because you are big and strong doesn't mean you have to threaten smaller creatures!' said Wendy.</p>	<p>How did Wendy Whale save Angie? Oh! She scared Shady Shark and shouted at him!</p>
<p><b>Later that day, Angie Angelfish found Wendy.</b> Angie handed her a special crown she had made for her. 'You are the kindest friend!' Angie said.</p> <p>Wendy Whale wore her friendship crown proudly as she swam through the sea.</p>	<p>Why did Angie make Wendy a crown? Oh! She made her a crown for being such a kind friend.</p>

Follow up questions	Possible responses
Who needs help?	<b>Angie Angelfish needs help.</b>
<b>Who does Papa Clownfish call for help?</b>	He calls Wendy Whale.
Why question	Possible responses
<b>Why did Papa Clownfish phone Wendy Whale?</b>	<ul style="list-style-type: none"> <li>· Because he wants to help his friend Angie.</li> <li>· <b>Because the clownfish are too small to help –</b> they might get eaten!</li> <li>· Because he knows Wendy Whale is a kind friend.</li> <li>· <b>Because Papa Clownfish wants Wendy Whale to help Angie Angelfish.</b></li> <li>· Because Wendy Whale is big and Shady Shark can't hurt her.</li> </ul>

WEEK 3



## Group Guided Reading

30 minutes

GROUPS: \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 3**.
- 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.

# Wednesday



## Oral Activities

15 minutes

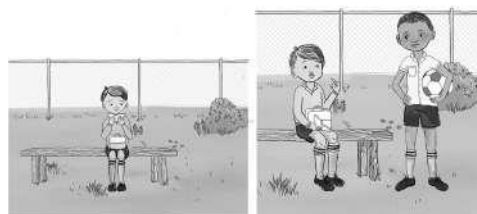
### THEME VOCABULARY

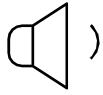
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - promise
  - threaten
  - defend

Rhyme or song	Actions
Love love love your friends	<i>Hug yourself and sway from side to side</i>
<b>Different as they seem</b>	<i>Point at different friends</i>
Playing, laughing, joking, helping	<i>Pretend to play, laugh, joke and help</i>
True friends are like a dream!	<i>Hug a friend</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: Revise sounds, blending and segmenting

15 minutes

### I DO...

- 1 Say the sound: **oa**
- 2 Say the word: **boat**
- 3 Segment the word into the individual sounds: **/b/-/oa/-/t/**
- 4 Say the first sound of the word: **/b/**
- 5 Say the second sound of the word: **/oa/**
- 6 Say the last sound of the word: **/t/**
- 7 Write the word on the chalkboard: **boat**
- 8 Model pointing to and blending the sounds to make a word: **/b/-/oa/-/t/ = boat**

### WE DO...

- 1 Say the sound: **oa**
- 2 Say the word: **gloat**
- 3 Ask learners: What is the first sound in the word? **/g/**
- 4 Ask learners: What is the second sound in the word? **/l/**
- 5 Ask learners: What is the third sound in the word? **/oa/**
- 6 Ask learners: What is the last sound in the word? **/t/**
- 7 Ask learners to segment the word into each individual sound: **/g/-/l/-/oa/-/t/**
- 8 Write the word on the chalkboard: **gloat**
- 9 Instruct learners to blend the sounds in the word with you: **/g/-/l/-/oa/-/t/ = gloat**

### YOU DO...

1. Tell learners to take out their exercise books and write the date and heading: **oa words**.
2. Next, tell learners to number from 1–5 in the margin.
3. Call out the following words:
  - a boat
  - b goat
  - c gloat
  - d road
  - e toad
4. Learners must write the words next to the correct number, and underline the targeted sound in each word.
5. In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
6. Tell learners to correct their work with a coloured pencil.

7. Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

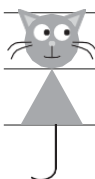


### Handwriting:

15 minutes

### Write letter(s) / words / sentences in cursive

- 1 Teach learners to correctly form the lower case letter(s) in cursive: **oa**
- 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 others 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.



oa oa

/g/o'a/t/

/b'o'a/t/

/r'o'a/d/

/t'o'a/d/



The / b' o' a' t / i' s / i' n / t' h' e / r' o' a' d /

### ALTERNATE HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

Sentence: \_\_\_\_\_

WEEK 3



**Writing:**

30 minutes

**Draft**

**TOPIC:** What do you think it means to be a good friend? Write a set of instructions that tells someone how to be a good friend to you.

**TASK:** Write a set of instructions.

**WRITING FRAME:**

- 1 First, to be my friend you must...
- 2 Second, you must...
- 3 Third, you must...
- 4 Fourth, you mustn't...
- 5 Fifth, you mustn't...
- 6 Finally, you mustn't...

**PREPARATION:** Before the writing lesson, write the plan you made on Monday on the chalkboard.

### MODELLING THE DRAFTING PROCESS (I DO)

- 1 Remind learners of the plan that you made on Monday.
- 2 Read through your plan that is written on the chalkboard.
- 3 Next, read through the writing frame with learners.
- 4 Model how you will complete the writing frame using your own plan, like:
  - a **First, to be my friend you must** be a good listener.
  - b **Second, you must** always be nice to me.
  - c **Third, you must** share your toys with me (and I will share with you, too!).
  - d **Fourth, you mustn't** be mean to me.
  - e **Fifth, you mustn't** tease me.
  - f **Finally, you mustn't** spill my secrets.



### TEACH THE LSC (I DO)

- 1 Select an appropriate LSC to teach in context.
- 2 Explain the LSC form and function to learners. (this could change from language to language)
- 3 When we write instructions, we can start with number words to let us know how many instructions there are. These are words like: first, second, third, etc.
- 4 These words are called ordinals.
- 5 To show that we are at the end, for the last instruction we can use: finally; or lastly.

### LEARNERS COMPLETE THE DRAFTING PROCESS (YOU DO)

- 1 Hand out learners' exercise books.
- 2 Instruct learners to write the date and heading: **Instructions: Draft**
- 3 Tell learners to find their plan from Monday and think about their ideas.
- 4 Tell learners to complete the writing frame using their plans.
- 5 Tell learners that they can add more sentences or details if they have time.
- 6 Remind learners of the strategies they can use to help them.
- 7 As learners write, walk around the classroom and help learners who are struggling.

### How to be a good friend

1. First, to be my friend you must share with me.
2. Second, you must always be kind.
3. Third, you must listen to my secrets.
4. Forth, you mustn't be ugly to me.
5. Fifth, you mustn't be mean.
6. Finally, you mustn't laugh at me.



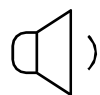
## Group Guided Reading

30 minutes

GROUPS: \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 3**.
- 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.

# Thursday



## Phonemic Awareness and Phonics:

15 minutes

### Letter swap

#### I DO...

- 1 Explain that today, we will practise looking for small differences in words. This helps us to be better readers.
- 2 Write these two words on the chalkboard: **rust, must**
- 3 Model finding the difference for learners, like: **rust, must**
- 4 Explain the difference, like: the **/r/** and **/m/** sounds are different, but everything else in the word is the same!

#### WE DO...

##### PART 1

- 1 Write these two words on the chalkboard: **goat, boat**
- 2 Ask learners: what is the difference between these two words?
- 3 Call on a learner to come and underline the difference between the two words, like: **goat, boat**
- 4 Explain the difference between the two words.

##### PART 2

- 1 Next, write this word on the chalkboard: **road**
- 2 Ask learners: **What is one sound you could swop in this word to make it into a different word?**
- 3 Write a list of learners' ideas on the chalkboard, like: **toad, load, roam, rod, read**

#### YOU DO...

- 1 Write this word on the chalkboard: **just**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words, and explain which sound has been swopped.  
**must, rust, crust, bust, jest**

ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_



Shared Reading:

15 minutes

Second Read

WEEK 3

READING STRATEGIES: SEARCH THE TEXT

Text	Second Read (Think Aloud)
<p><u>Wendy Whale to the rescue</u></p> <p><b>A little family of clownfish lived on a coral reef in the deep blue sea.</b></p>	<p>Who lives on the coral reef? Oh, a family of <b>clownfish live on the coral reef.</b></p>
<p><b>The little clownfish family were very happy living in the sea. They found lots to eat on the coral reef. They had lots of friends in their little coral community. They usually felt very safe.</b></p>	<p><b>Why did the clownfish like living on the coral reef?</b> Oh, they had lots to eat, and lots of friends, and they felt safe.</p>
<p><b>But one day, while the little clownfish family were eating dinner, they heard someone screaming loudly: 'Help! Help! Help!'</b></p> <p>'Oh no! Who is screaming like that?' Papa <b>Clownfish asked.</b></p> <p>'What is happening?' cried the three little children, feeling scared.</p> <p><b>'I will go find out!' Mama Clownfish said bravely.</b></p>	<p>Why were the little children feeling scared? Oh! Because they heard someone screaming loudly, and they don't know what is happening!</p>
<p><b>Mama Clownfish swam to the edge of the coral reef. The little children and Papa Clownfish swam behind her, curious about what was happening.</b></p> <p>There, they saw Shady Shark chasing their friend, <b>Angie Angelfish. He was threatening to eat her!</b></p>	<p>--</p>
<p><b>Mama Clownfish called for Angie to come into the safety of the coral. But poor Angie was so frightened that she swam deeper and deeper into the sea to get away from Shady Shark.</b></p>	<p>Why did Angie swim deeper and deeper into the sea? Oh! It is because she is so frightened. She really wants to get away from Shady Shark!</p>
<p><b>'Oh no!' cried the little clownfish children. 'What if our friend Angie gets eaten?'</b></p> <p><b>'We will help!' said Papa Clownfish.</b></p> <p>'We can't swim after her, or Shady Shark might <b>eat us too!' said Mama Clownfish.</b></p>	<p><b>Why can't the clownfish swim after Angie themselves?</b> Oh! It is because they are too small – they might get eaten!</p>

Text	Second Read (Think Aloud)
<p><b>So, the clownfish family put their heads together.</b> They worked together to make a plan. They knew there was only one creature in the sea who could defend Angie against Shady Shark: they <b>had to find Wendy Whale!</b></p>	
<p><b>Papa Clownfish swam quickly back to their coral home. He found his little fishy phone. Then, he called Wendy Whale. ‘Wendy, Wendy, please help!’ said Papa Clownfish. ‘Shady Shark is after Angie Angelfish. Our friend is in real trouble!’</b></p> <p>‘That bully can’t hurt me! I’m not scared!’ Wendy said. ‘I’m coming!’</p>	<p>Why isn’t Wendy Whale scared? Oh! Because she thinks that Shady Shark cannot hurt her.</p>
<p>Wendy Whale swam to her little friend Angie <b>Angelfish right away. With a flip of her tail, she</b> scared Shady Shark. Then, she put herself in front of little Angie so that Angie could swim away.</p> <p>‘You are a big mean bully!’ Wendy Whale shouted. ‘Just because you are big and strong doesn’t mean you have to threaten smaller creatures!’ said Wendy.</p>	<p>Why did Wendy Whale shout at Shady Shark? Oh! Because the shark is mean and threatens smaller creatures. Wendy doesn’t think he should do this!</p>
<p><b>Later that day, Angie Angelfish found Wendy.</b> Angie handed her a special crown she had made for her. ‘You are the kindest friend!’ Angie said.</p> <p>Wendy Whale wore her friendship crown proudly as she swam through the sea.</p>	<p>Why did Wendy Whale feel proud? Oh! Because Angie made her a special friendship crown.</p>
Follow up questions	Responses
<p>Where is it safe?</p>	<p>It is safe in the coral reef.</p>
<p>How does Wendy Whale help her friends?</p>	<ul style="list-style-type: none"> <li>· <b>She comes as soon as Papa Clownfish calls</b> her.</li> <li>· She scares Shady Shark away with her tail.</li> <li>· She swims in front of Angie so that Shady Shark can’t get her.</li> <li>· She shouts at Shady Shark and tells him <b>not to threaten the smaller fish.</b></li> </ul>
Why question	Possible response
<p><b>Why were the clownfish scared?</b></p>	<ul style="list-style-type: none"> <li>· They were scared when they heard someone screaming.</li> <li>· They were scared because they didn’t know what was happening.</li> <li>· They were scared that Angie might get eaten!</li> <li>· They were scared of Shady Shark!</li> <li>· They were scared to go after Angie themselves, because they might get eaten.</li> </ul>



## Group Guided Reading

30 minutes

GROUPS: \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 3**.
- 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.

# Friday



## Oral Activities

15 minutes

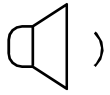
### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - trait
  - adventurous
  - generous

Rhyme or song	Actions
Love love love your friends	<i>Hug yourself and sway from side to side</i>
<b>Different as they seem</b>	<i>Point at different friends</i>
Playing, laughing, joking, helping	<i>Pretend to play, laugh, joke and help</i>
True friends are like a dream!	<i>Hug a friend</i>

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
  - a The main character in this story is...
  - b She is a good friend when...
  - c I think this story shows the theme of friendship because...
- 2 Read the discussion frame to learners.
- 3 Put the learners into their **small groups**.
- 4 Tell learners that everyone must take a turn to answer each discussion question.
- 5 Call the class to attention.
- 6 Ask different learners or a specific group to share their answers.
- 7 If answers are incorrect, correct them.
- 8 Thank learners for their contributions.



## Phonemic Awareness and Phonics:

15 minutes

### Word Find

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

<b>st</b>	<b>oa</b>	<b>p</b>
<b>d</b>	<b>r</b>	<b>u</b>
<b>m</b>	<b>t</b>	<b>b</b>

WEEK 3

#### MODEL

- 1 Remind learners of the sounds of the week: **/st/** and **/oa/**
- 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: **/st/ – /o/ – /p/ = stop**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use **/st/ or /oa/**
- 6 Show learners how to make another word, like: **/m/ – /u/ – /d/ = mud**

#### LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **st, oa**
- 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): **stop, stamp, stud, rust, must, bust, road, boat, toad, roam, tub, mud, pub etc.**

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_





## Shared Reading:

15 minutes

### Post-Read

#### COMPREHENSION STRATEGY: SUMMARISE

#### ACT OUT THE STORY

TEXT	TEACHER SAYS	LEARNERS DO
<p><b>A little family of clownfish lived on a coral reef in the deep blue sea.</b></p>	<p>Let's swim in the sea <b>like fish!</b></p>	<p>Pretend to swim.</p>
<p><b>The little clownfish family were very happy living in the sea. They found lots to eat on the coral reef. They had lots of friends in their little coral community. They usually felt very safe.</b></p>	<p><b>The clownfish family</b> feels happy and safe. Let's look happy and <b>safe like the clownfish family.</b></p>	<p>Learners look happy and safe.</p>
<p><b>But one day, while the little clownfish family were eating dinner, they heard someone screaming loudly: 'Help! Help! Help!'</b></p> <p>"Oh no! Who is screaming like that?" Papa <b>Clownfish asked.</b></p> <p>'What is happening?' cried the three little children, feeling scared.</p> <p><b>'I will go find out!' Mama Clownfish said bravely.</b></p>	<p>Call one learner up to the front of the room to scream 'help'</p> <p>Tell all the other learners: Let's all pretend to be scared <b>like the little clownfish.</b></p>	<p>One learner: scream 'help'</p> <p>All other learners:</p> <ul style="list-style-type: none"> <li>· Look scared</li> <li>· Say: 'What is happening?'</li> </ul>
<p><b>Mama Clownfish swam to the edge of the coral reef. The little children and Papa Clownfish swam behind her, curious about what was happening.</b></p> <p>There, they saw Shady Shark chasing their friend, <b>Angie Angelfish. He was threatening to eat her!</b></p> <p><b>Mama Clownfish called for Angie to come into the safety of the coral. But poor Angie was so frightened that she swam deeper and deeper into the sea to get away from Shady Shark.</b></p>	<p>Let's pretend to me <b>Mama Clownfish. Let's call Angie to come to the coral!</b></p>	<p>Say: 'Come this way Angie!'</p>
<p><b>'Oh no!' cried the little clownfish children. 'What if our friend Angie gets eaten?'</b></p> <p><b>'We will help!' said Papa Clownfish.</b></p> <p>'We can't swim after her, or Shady Shark might <b>eat us too!' said Mama Clownfish.</b></p> <p><b>So, the clownfish family put their heads together.</b> They worked together to make a plan. They knew there was only one creature in the sea who could defend Angie against Shady Shark: they <b>had to find Wendy Whale!</b></p>	<p>Let's pretend to be the <b>clownfish family. Let's try to think of a plan, just like them!</b></p>	<ul style="list-style-type: none"> <li>· Put their head together with their neighbours.</li> <li>· Say: 'How can we help Angie <b>Angelfish?</b>'</li> <li>· <b>Say: 'Let's find Wendy Whale!'</b></li> </ul>

TEXT	TEACHER SAYS	LEARNERS DO
<p><b>Papa Clownfish swam quickly back to their coral home. He found his little fishy phone. Then, he called Wendy Whale. ‘Wendy, Wendy, please help!’ said Papa Clownfish. ‘Shady Shark is after Angie Angelfish. Our friend is in real trouble!’</b></p> <p>‘That bully can’t hurt me! I’m not scared!’ Wendy said. ‘I’m coming!’</p>	<p>Let’s pretend to be <b>Papa Clownfish. We</b> will swim home and call Wendy Whale.</p>	<ul style="list-style-type: none"> <li>· Pretend to swim home</li> <li>· Pretend to call Wendy Whale on the phone.</li> <li>· Say: ‘Wendy, Wendy, please help!’</li> </ul>
<p>Wendy Whale swam to her little friend Angie Angelfish right away. <b>With a flip of her tail, she</b> scared Shady Shark. Then, she put herself in front of little Angie so that Angie could swim away.</p> <p>‘You are a big mean bully!’ Wendy Whale shouted. ‘Just because you are big and strong doesn’t mean you have to threaten smaller creatures!’ said Wendy.</p>	<p>Let’s pretend to be Wendy Whale!</p>	<ul style="list-style-type: none"> <li>· Look big like Wendy Whale</li> <li>· Say: ‘You are a big mean bully! Just because you are big and strong doesn’t mean you have to threaten smaller creatures!’</li> </ul>
<p><b>Later that day, Angie Angelfish found Wendy.</b> Angie handed her a special crown she had made for her. ‘You are the kindest friend!’ Angie said.</p> <p>Wendy Whale wore her friendship crown proudly as she swam through the sea.</p>	<p>Let’s look proud like Wendy!</p>	<ul style="list-style-type: none"> <li>· Pretend to put on a crown.</li> <li>· Pretend to swim with our crown on, looking proud.</li> </ul>



## Group Guided Reading

30 minutes

GROUPS: \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 3**.
- 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 language learning review

15 minutes

- 1 Settle learners on the carpet at the end of the day.
- 2 Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
- 3 Remember to allow learners to 'Turn and Talk' and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
- 4 Use the following prompting questions to guide the language part of your discussion:
  - 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 **How did your own writing improve this week?**
  - g **How did your own reading improve this week?**
  - h **What are you most proud of this week?**
- 5 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.*

<b>Week</b>	4
<b>Lesson Number</b>	Monday - Friday
<b>Lesson Title / Theme</b>	What is Friendship?
<b>Lesson Time</b>	7 hrs
<b>Policy &amp; Outcomes</b>	
<b>COVID-19 Information</b>	<p>COVID 19 Measures – Daily hygiene measures</p> <ul style="list-style-type: none"> <li>• Remind learners of the daily routine tests when coming to school.</li> <li>• Encourage learners to stay at home when ill.</li> <li>• Teach learners how to greet without touching.</li> <li>• Learners are to wear masks every day. Masks are only to be removed and placed in a safe place while they are eating.</li> </ul>
<b>Psychosocial Support</b>	<ul style="list-style-type: none"> <li>• Find out how the pandemic affected your students and their families.</li> <li>• Describe the way the pandemic affected you. Saying how we felt and what we struggled with reassures our students that their feelings, doubts and uncertainties are valid and natural in a time of upheaval.</li> <li>• Discuss the effects of the pandemic worldwide, so that children develop an understanding and empathy for others and can think about solutions to the problems we face in times of crisis</li> </ul>
<b>Language Component</b>	Listening and speaking, Handwriting, Writing, Group Guided Reading, Phonemic Awareness
<b>Content(Concept Development)</b>	<p><b>Oral Activities</b> – Theme Vocabulary Rhyme or Song PATS</p> <p><b>Handwriting</b> <b>Write new letter(s) / words / sentences – singular and plural words</b> <b>Shared Reading:</b> First Read: Comprehension strategy: I wonder / make inferences First Read Comprehension strategy: search the text <b>Writing:</b> Write set of instructions. Draw a picture and add a label <b>Group Guided Reading</b> Reading Worksheet 4 <b>Phonemic Awareness and Phonics</b> Blending, segmenting - ee</p>
<b>3. Classwork Activity</b>	Learners complete writing activities
<b>4. Homework Activity</b>	Worksheet to read at home



## Classroom Preparation

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- 1 At the start of each week, ensure that your classroom is neat and tidy.
- 2 Update your DISPLAYBOARDS, 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 Add items for your theme wall and table that will be of interest to learners, for instance: Magazine clippings of friends.
- 5 Do some research on the internet to prepare for the theme. For example: research the International Day of Friendship
- 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.



## Extension Activities

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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 4, Let's write

**Activity 2:** DBE Workbook 1: Page 5, Let's write

**Activity 3:** DBE Workbook 1: Page 6, Let's read

**Activity 4:** Draw a picture of a time you helped a friend, like Wendy Whale.

# Monday



## Oral Activities

15 minutes

### RECAP THE THEME: ACCESSING PRIOR KNOWLEDGE

- 1 Show learners the picture of Mbuso and Precious laughing together in the Big Book story: Mbuso's sandcastle
- 2 Tell learners that we are continuing our theme: What is friendship?
- 3 Draw a circle with the name of the **theme** in the middle of the chalkboard.
- 4 Ask learners: *What have you learned about this theme so far?*
- 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 did you learn about friendship from Wendy Whale?
  - b What are some traits that good friends have?
  - c What are some things that friends mustn't do?

WEEK 4

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - sandcastle
  - moat
  - spade

Rhyme or song	Actions
Love love love your friends	<i>Hug yourself and sway from side to side</i>
<b>Different as they seem</b>	<i>Point at different friends</i>
Playing, laughing, joking, helping	<i>Pretend to play, laugh, joke and help</i>
True friends are like a dream!	<i>Hug a friend</i>



## Handwriting

15 minutes

1. Tell learners to open their exercise books and write the date and heading

### Singular to Plural Words.

2. Next tell learners to write numbers 1–5 in the margin, skipping lines between numbers.
3. Call out the singular words as follows. Learners must write these words next to the correct number.

### Singular to Plural Words

- a boat

- b goat
- c toad
- d nest
- e list

4. Next, instruct learners to rewrite the words as plurals, on the line below.
5. In the last five minutes of the lesson, correctly write the words on the chalkboard, saying the sounds and describing the cursive writing process as you do this.
6. Then, ask learners to point out any patterns they can see, like: where the words change. Underline these patterns, like:

**Singular to Plural Words**

- a. boat  
boats
- b. goat  
goats
- c. toad  
toads
- d. nest  
nests
- e. list  
lists

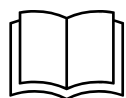
7. Tell learners to think about these patterns when they are reading or writing.
8. Instruct learners to take a coloured pencil and correct their own work.

**ALTERNATE HANDWRITING PROGRAMME**

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

Sentence: \_\_\_\_\_



**Shared Reading:**

15 minutes

**Pre-Read**

**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: Mbuso's sandcastle
- 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.



## Writing:

30 minutes

## Edit

**TOPIC:** What do you think it means to be a good friend? Write a set of instructions that tell someone how to be a good friend to you.

**TASK:** Write a set of instructions

### PREPARATION:

- Write the editing checklist on the chalkboard before the start of the writing lesson.
- Write your draft on the chalkboard before the lesson. Include one or two mistakes.

### EDITING CHECKLIST:

- 1 Did I use the present tense?
- 2 Did I start each instruction with an ordinal (number word)?
- 3 Do I have 6 instructions?
- 4 Did I spell all words correctly?
- 5 Does every sentence start with a capital letter?
- 6 Does every sentence end with a full stop or exclamation mark?

### MODEL THE EDITING PROCESS (I DO)

- 1 Read the editing checklist aloud to learners.
- 2 Next, read your draft aloud to learners.
- 3 Go through the checklist, and point out whether your draft is correct, or whether you need to make corrections or improvements.
- 4 Model the correction process for learners.

### LEARNERS COMPLETE THE EDITING PROCESS (YOU DO)

1. Hand out exercise books.
2. Tell learners to find their draft of the writing task.
3. Next, tell learners to go through the editing checklist and make any corrections or improvements that are required.
4. As learners work, walk around the room and hold mini-conferences – ensure you work with a different group of learners for every writing task.
5. Look for any common errors in learners' writing.



1. Call learners to attention and write the commonly made errors on the chalkboard.
2. Show learners how to correct these errors.

## How to be a good friend

1. First, to be my friend you must share with me.
2. Second, you must always ~~be~~ kind.
3. Third, you must listen to my secrets.
4. Fourth, you mustn't be ~~use~~<sup>y</sup> to me.
5. Fifth, you mustn't be ~~mean~~<sup>a</sup> at me.
6. Finally, you mustn't ~~laugh~~<sup>laugh</sup> at me.



### Group Guided Reading

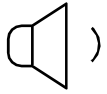
30 minutes

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GROUPS: .....

- 1 Settle the whole class with **Reading Worksheet 4**.
- 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.

# Tuesday



## Phonemic Awareness and Phonics:

15 minutes

### Revise sounds, blending and segmenting

#### I DO...

- 1 Say the sound: **dr**
- 2 Say the word: **drop**
- 3 Segment the word into the individual sounds: **/dr/-/o/-/p/**
- 4 Say the first sound of the word: **/dr/**
- 5 Say the second sound of the word: **/o/**
- 6 Say the last sound of the word: **/p/**
- 7 Write the word on the chalkboard: **drop**
- 8 Model pointing to and blending the sounds to make a word: **/dr/-/o/-/p/ = drop**

#### WE DO...

1. Say the sound: **dr**
2. Say the word: **drum**
3. Ask learners: What is the first sound in the word? **/dr/**
4. Ask learners: What is the second sound in the word? **/u/**
5. Ask learners: What is the last sound in the word? **/m/**
6. Ask learners to segment the word into each individual sound: **/dr/-/u/-/m/**
7. Write the word on the chalkboard: **drum**
8. Instruct learners to blend the sounds in the word with you: **/dr/-/u/-/m/ = drum**

#### YOU DO...

1. Tell learners to take out their exercise books and write the date and heading: **dr words**.
2. Next, tell learners to number from 1–5 in the margin.
3. Call out the following words:
  - a drop
  - b drip
  - c drum
  - d drag
  - e dress
4. Learners must write the words next to the correct number, and underline the targeted sound in each word.
5. In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
6. Tell learners to correct their work with a coloured pencil.

7. Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

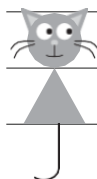


### Handwriting:

15 minutes

### Write letter(s) / words / sentences in cursive

- 1 Teach learners to correctly form the lower case letter(s) in cursive: **dr**
- 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 others 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.



*dr* **dr**

*/d/r'o'p/*

*/d/r'i/p/*

*/d/r'a/g/*

/d/r3/s/s/

/d/r'u/m/

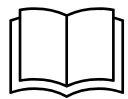
D/o' /n/o't/ /d/r'a/g/ /t/he/ /d/r3/s/s/

ALTERNATE HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

Sentence: \_\_\_\_\_



Shared Reading:

15 Minutes

First Read

COMPREHENSION STRATEGIES: I WONDER / MAKE INFERENCES

Text	First Read (Think Aloud)
<p><u>Mbuso's sandcastle</u></p> <p>Ever since Mbuso's mother told him they were going to the beach for the summer holiday, all he could think about was building sandcastles.</p> <p>Mbuso thought about building fancy sandcastles. Mbuso thought about building <b>sandcastles with moats around them, filled with</b> seawater.</p>	<p>I <b>wonder</b> if Mbuso has been to the beach before?</p>
<p>Mbuso and his mother went shopping to get all the things they would need for the beach. While they were waiting in line to pay, Mbuso saw a bucket and spade. 'Mommy, please can I get it?' he begged, 'Please! Please!'</p>	<p>I can <b>infer</b> that Mbuso wants to purchase a bucket and spade to help him make sandcastles at the beach!</p>

Text	First Read (Think Aloud)
<p>The next day, Mbuso and his mother woke up early and walked to the taxi rank. They rode for hours and hours, until Mbuso saw the sea in the distance!</p>	<p>I <b>wonder if this is Mbuso's first time to see the sea?</b></p>
<p><b>When they finally reached the beach, Mbuso</b> began digging. He packed the sand inside his new bucket. Then, he used his bucket to make towers for his sandcastle. He used sticks to <b>make flags on top of the towers. He used little</b> white shells to make windows. He dug a moat <b>around the outside of the castle. Then, he filled</b> it with seawater.</p>	<p>Mbuso seems like an expert. I can <b>infer</b> that this is <b>not the first sandcastle he has built, because</b> he knows just what to do!</p>
<p>Mbuso stood back to look at his good work. He turned around to call his mom. 'Mommy!' he yelled, 'Come and look!' Mbuso turned back around just in time to see a girl kick her blue ball into his sandcastle. The whole sandcastle fell to the ground.</p>	<p>Oh no! I <b>wonder</b> how Mbuso feels when his sandcastle is destroyed?</p>
<p>The girl turned around and ran away. Mbuso was left with a big pile of sand.</p> <p>'Hey!' he shouted, 'You ruined my castle!' But the girl did not turn around. She just ran down the beach.</p>	<p>I <b>wonder</b> why the little girl knocked Mbuso's sandcastle down?</p>
<p>Mbuso ran to his mother. 'That girl knocked down my whole sandcastle!' Mbuso said.</p> <p>'Well let's build another one,' his mother said. Mbuso and his mother began to dig in the sand. They used the bucket to make towers. They made even more towers than Mbuso's <b>first sandcastle. They used sticks to make flags. The flags were even bigger than Mbuso's first</b> sandcastle. They found big white shells to make windows. Then, they dug a moat around the outside of the castle. The moat was even deeper <b>than before. They used the bucket to fill the</b> moat with seawater. Then, they built a bridge across the moat.</p>	<p>Oh! I <b>infer</b> that Mbuso's mother wants to help him build a sandcastle to replace the one that was knocked down!</p>
<p>Mbuso and his mother stepped back to look at their work.</p> <p>'Wow, that sandcastle is even better than your <b>first one!</b>' <b>a girl's voice said.</b></p> <p>Mbuso turned around. The girl with the blue ball was standing behind him.</p> <p>Then she handed Mbuso a perfect purple <b>starfish. 'I brought this for you. To say sorry...'</b> she said.</p>	<p>I can <b>infer</b> that the girl with the blue ball didn't <b>mean to knock down Mbuso's first castle,</b> because she came back with a gift to say sorry!</p>

Text	First Read (Think Aloud)
<p><b>Mbuso put the starfish on top of the sandcastle.</b> ‘There,’ he said, ‘now it is the best sandcastle ever!’</p> <p>The girl smiled and nodded. ‘I’m Precious,’ she introduced herself. ‘Will you show me how to build one?’ she asked, putting her ball down on the sand.</p>	<p>I <b>wonder</b> if Mbuso will teach her how to build a castle, or if he is still feeling upset?</p>
<p><b>‘First we must fill up the bucket with sand!’</b> Mbuso said. Mbuso and Precious began to dig. Precious took a big scoop of sand with the spade and out crawled a tiny crab! Precious was frightened, but Mbuso thought it was hilarious! Soon, Precious also began to laugh. Within minutes the new friends were rolling in the sand laughing. They forgot all about building a <b>sandcastle as they ran to clean off in the waves.</b></p>	<p>I can <b>infer</b> that making a new friend is even more fun than building sandcastles, because Mbuso forgets about building a sandcastle!</p>
<p>‘What did you enjoy most about today?’ Mbuso’s mother asked later that night.</p> <p>‘Well, the sandcastles were cool. But the best part was making friends with Precious,’ Mbuso said, smiling. ‘I can’t wait to see her on the beach tomorrow!’</p>	<p>I <b>wonder</b> if Mbuso feels surprised that his favourite part of the beach was making a new friend, and not building sandcastles?</p>
<b>Follow up questions</b>	<b>Possible responses</b>
Who knocked down Mbuso’s castle?	Precious.
How can we infer that Precious felt sorry?	<b>Because she brought Mbuso a starfish.</b>
<b>Why question</b>	<b>Possible responses</b>
Why did Mbuso’s mother help him build a sandcastle?	<ul style="list-style-type: none"> <li>· <b>Because his first sandcastle was knocked down.</b></li> <li>· Because he was upset after his sandcastle was knocked down.</li> <li>· Because she wanted to help him feel better.</li> <li>· Because two people can make an even better sandcastle than one person working alone.</li> </ul>



## Group Guided Reading

30 minutes

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GROUPS: -----

- 1 Settle the whole class with **Reading Worksheet 4**.
- 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.

# Wednesday



## Oral Activities

15 minutes

### THEME VOCABULARY

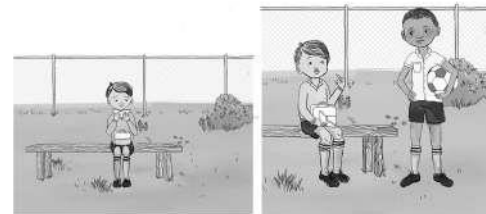
- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - shy
  - outgoing
  - accident

Rhyme or song	Actions
Love love love your friends	<i>Hug yourself and sway from side to side</i>
<b>Different as they seem</b>	<i>Point at different friends</i>
Playing, laughing, joking, helping	<i>Pretend to play, laugh, joke and help</i>
True friends are like a dream!	<i>Hug a friend</i>

WEEK 4

### CREATIVE STORYTELLING

- 1 Divide learners into their small groups.
- 2 Hand each group a copy of the creative storytelling pictures.
- 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.







## Phonemic Awareness and Phonics:

15 minutes

### Revise sounds, blending and segmenting

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#### I DO...

- 1 Say the sound: **ee**
- 2 Say the word: **seem**
- 3 Segment the word into the individual sounds: **/s/-/ee/-/m/**
- 4 Say the first sound of the word: **/s/**
- 5 Say the second sound of the word: **/ee/**
- 6 Say the last sound of the word: **/m/**
- 7 Write the word on the chalkboard: **seem**
- 8 Model pointing to and blending the sounds to make a word: **/s/-/ee/-/m/ = seem**

#### WE DO...

- 1 Say the sound: **ee**
- 2 Say the word: **trees**
- 3 Ask learners: What is the first sound in the word? **/tr/**
- 4 Ask learners: What is the second sound in the word? **/ee/**
- 5 Ask learners: What is the last sound in the word? **/s/**
- 6 Ask learners to segment the word into each individual sound: **/tr/-/ee/-/s/**
- 7 Write the word on the chalkboard: **trees**
- 8 Instruct learners to blend the sounds in the word with you: **/tr/-/ee/-/s/ = trees**

#### YOU DO...

- 1 Tell learners to take out their exercise books and write the date and heading: **ee words**.
- 2 Next, tell learners to number from 1–5 in the margin.
- 3 Call out the following words:
  - a seem
  - b tree
  - c feel
  - d green
  - e bleed
- 4 Learners must write the words next to the correct number, and underline the targeted sound in each word.
- 5 In the last two minutes of the lesson, correctly write the words on the chalkboard, and underline the targeted sound.
- 6 Tell learners to correct their work with a coloured pencil.
- 7 Explain to learners that they will learn how to write this sound in CURSIVE in the next lesson.

ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_



**Handwriting:**

15 minutes

**Write letter(s) / words / sentences in cursive**

- 1 Teach learners to correctly form the lower case letter(s) in cursive: **ee**
- 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.

WEEK 4




*/see/m/* \_\_\_\_\_

*/t/r3e/* \_\_\_\_\_

*/fee//* \_\_\_\_\_

*/g/r3e/n/* \_\_\_\_\_

 /b'lee/d/

 /f/ /ee/ / /t/he/ /g/r3e/n/ /t/r3e/

### ALTERNATE HANDWRITING PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

Sentence: \_\_\_\_\_



**Writing:**

**30 minutes**

**Publish and present**

**TOPIC:** What do you think it means to be a good friend? Write a set of instructions that tell someone how to be a good friend to you.

**TASK:** Write a set of instructions.

**WRITING FRAME:**

- 1 First, to be my friend you must...
- 2 Second, you must...
- 3 Third, you must...
- 4 Fourth, you mustnt...
- 5 Fifth, you mustnt...
- 6 Finally, you mustnt...

**PREPARATION:** Before the writing lesson, write the edited draft you made on Monday on the chalkboard.

**MODELLING THE PUBLISHING PROCESS (I DO)**

- 1 Remind learners that on Monday you used the editing checklist to edit your drafts.
- 2 Next, tell learners that today we will publish and present our final piece of writing.
- 3 Show learners how you rewrite your own piece of writing, with a title and date.

**LEARNERS COMPLETE THE PUBLISHING PROCESS (YOU DO)**

- 1 Hand out learners' exercise books.
- 2 Instruct learners to write the date and heading: **Instructions: How to be a good friend to ...(your name)**
- 3 Tell learners to neatly rewrite their final piece of writing, with no mistakes.
- 4 If learners have time, they can draw a quick illustration.
- 5 As learners write, walk around the classroom and help learners who are struggling.

**LEARNERS PRESENT THEIR WRITING**

- 1 In the last five minutes of the lesson, tell learners to put down their pens and pencils.
- 2 Tell learners to Turn and Talk and read their writing to a partner.
- 3 Once learners have done this, call on one or two learners to read their writing to the class.
- 4 Display learners' writing at eye-level to allow them to read each others' writing.

How to be a good friend

1. First, to be my friend you must share with me.
2. Second, you must always be kind
3. Third, you must listen to my secrets.
4. Fourth, you mustn't be ugly to me.
5. Fifth, you mustn't be mean.
6. Finally, you mustn't laugh at me.



## Group Guided Reading

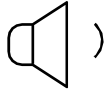
30 minutes

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GROUPS: -----

- 1 Settle the whole class with **Reading Worksheet 4**.
- 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.

# Thursday



## Phonemic Awareness and Phonics:

15 minutes

### Letter swap

#### I DO...

- 1 Explain that today, we will practise looking for small differences in words. This helps us to be better readers.
- 2 Write these two words on the chalkboard: **drip, drop**
- 3 Model finding the difference for learners, like: **drip, drop**
- 4 Explain the difference, like: the /i/ and /o/ sounds are different, but everything else in the word is the same!

#### WE DO...

##### PART 1

- 1 Write these two words on the chalkboard: **feel, peel**
- 2 Ask learners: what is the difference between these two words?
- 3 Call on a learner to come and underline the difference between the two words, like: **feel, peel**
- 4 Explain the difference between the two words.

##### PART 2

- 1 Next, write this word on the chalkboard: **green**
- 2 Ask learners: **What is one sound you could swap in this word to make it into a different word?**
- 3 Write a list of learners' ideas on the chalkboard, like: **seen, queen, teen, been, greek, greed, grain, gran**

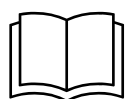
#### YOU DO...

- 1 Write this word on the chalkboard: **drag**
- 2 Instruct learners to make as many other words as they can, replacing only one sound in the word.
- 3 At the end of the call on learners to come up to the chalkboard and write one of their words.
- 4 Go through the words, and explain which sound has been swapped.  
**drab, drug, wag, rag, sag, mag**

ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_



Shared Reading:

15 minutes

Second Read

READING STRATEGIES: I WONDER / MAKE INFERENCES

Text	Second Read (Think Aloud)
<p><u>Mbuso's sandcastle</u></p> <p>Ever since Mbuso's mother told him they were going to the beach for the summer holiday, all he could think about was building sandcastles.</p> <p>Mbuso thought about building fancy sandcastles. Mbuso thought about building <b>sandcastles with moats around them, filled with</b> seawater.</p>	<p>I can <b>infer</b> that Mbuso has been to the beach before, because he knows all about building sandcastles.</p>
<p>Mbuso and his mother went shopping to get all the things they would need for the beach. While they were waiting in line to pay, Mbuso saw a bucket and spade. 'Mommy, please can I get it?' he begged, 'Please! Please!'</p>	<p>I <b>remember</b> that Mbuso uses the bucket to make perfect towers. I <b>infer</b> he is thinking about how to make beautiful sandcastles when he asks for the bucket!</p>
<p>The next day, Mbuso and his mother woke up early -- and walked to the taxi rank. They rode for hours and hours, until Mbuso saw the sea in the distance!</p>	
<p><b>When they finally reached the beach, Mbuso</b> began digging. He packed the sand inside his new bucket. Then, he used his bucket to make towers for his sandcastle. He used sticks to <b>make flags on top of the towers. He used little</b> white shells to make windows. He dug a moat <b>around the outside of the castle. Then, he filled</b> it with seawater.</p>	<p>I infer that Mbuso cares about making a detailed, and beautiful castle – he adds so many extra details!</p>
<p>Mbuso stood back to look at his good work. He turned around to call his mom. 'Mommy!' he yelled, 'Come and look!' Mbuso turned back around just in time to see a girl kick her blue ball into his sandcastle. The whole sandcastle fell to the ground.</p>	<p>I can <b>infer</b> that Mbuso feels proud of his sandcastle, because he wants to show his mother. He must be feeling so upset that it gets knocked down before she can see it!</p>

Text	Second Read (Think Aloud)
<p>The girl turned around and ran away. Mbuso was left with a big pile of sand.</p> <p>‘Hey!’ he shouted, ‘You ruined my castle!’ But the girl did not turn around. She just ran down the beach.</p>	<p>I <b>remember</b> that later in the story, Precious apologises! But, at this part of the story, it seems like she meant to knock the castle down, because she runs away without saying anything!</p>
<p>Mbuso ran to his mother. ‘That girl knocked down my whole sandcastle!’ Mbuso said.</p> <p>‘Well let’s build another one,’ his mother said. Mbuso and his mother began to dig in the sand. They used the bucket to make towers. They made even more towers than Mbuso’s <b>first sandcastle. They used sticks to make flags. The flags were even bigger than Mbuso’s first</b> sandcastle. They found big white shells to make windows. Then, they dug a moat around the outside of the castle. The moat was even deeper <b>than before. They used the bucket to fill the</b> moat with seawater. Then, they built a bridge across the moat.</p>	<p>I can <b>infer</b> that when two people work together, they can make an even more detailed and beautiful sandcastle than one person working alone!</p>
<p>Mbuso and his mother stepped back to look at their work.</p> <p>‘Wow, that sandcastle is even better than your <b>first one!</b>’ a girl’s voice said.</p> <p>Mbuso turned around. The girl with the blue ball was standing behind him.</p> <p>Then she handed Mbuso a perfect purple <b>starfish. ‘I brought this for you. To say sorry...’ she</b> said.</p>	<p>I <b>infer</b> that Precious must feel bad about ruining <b>Mbuso’s first castle, because she finds him a special gift to apologise!</b></p>
<p><b>Mbuso put the starfish on top of the sandcastle.</b> ‘There,’ he said, ‘now it is the best sandcastle ever!’</p> <p>The girl smiled and nodded. ‘I’m Precious,’ she introduced herself. ‘Will you show me how to build one?’ she asked, putting her ball down on the sand.</p>	<p>I <b>infer</b> that Mbuso forgives Precious, because he accepts her gift and even adds it onto his beautiful castle!</p>
<p><b>‘First we must fill up the bucket with sand!’</b> Mbuso said. Mbuso and Precious began to dig. Precious took a big scoop of sand with the spade and out crawled a tiny crab! Precious was frightened, but Mbuso thought it was hilarious! Soon, Precious also began to laugh. Within minutes the new friends were rolling in the sand laughing. They forgot all about building a <b>sandcastle as they ran to clean off in the waves.</b></p>	<p>Mbuso forgot all about his sandcastle. He must be having so much fun with his new friend that sandcastles don’t seem as important or exciting anymore.</p>



Text	Second Read (Think Aloud)
<p>'What did you enjoy most about today?' Mbuso's mother asked later that night.</p> <p>'Well, the sandcastles were cool. But the best part was making friends with Precious,' Mbuso said, smiling. 'I can't wait to see her on the beach tomorrow!'</p>	<p>I <b>infer</b> that making a new friend must have been very special for Mbuso – he was so excited about sandcastles, but in the end, it was a new friend that he enjoyed the most!</p>
Follow up questions	Responses
What did Mbuso want to do at the beach?	He wanted to build sandcastles.
What did Mbuso enjoy most about the beach?	He enjoyed making friends with Precious.
Why question	Possible response
Why do you think Mbuso's favourite thing about the beach was making friends with Precious?	<ul style="list-style-type: none"> <li>· Because it is fun to make a new friend.</li> <li>· Because he had more fun building a sandcastle with her than he did building one alone or with his mother.</li> <li>· Because he had fun laughing with Precious.</li> <li>· Because it was more fun to play with Precious than to build sandcastles.</li> </ul>



## Group Guided Reading

30 minutes

GROUPS: \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 4**.
- 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.

# Friday



## Oral Activities

15 minutes

### THEME VOCABULARY

- 1 Teach using PATS.
- 2 Display words and illustrations on the Theme Vocabulary Board.
  - thoughtful
  - patient
  - apologise

Rhyme or song	Actions
Love love love your friends	<i>Hug yourself and sway from side to side</i>
<b>Different as they seem</b>	<i>Point at different friends</i>
Playing, laughing, joking, helping	<i>Pretend to play, laugh, joke and help</i>
True friends are like a dream!	<i>Hug a friend</i>

WEEK 4

### DISCUSSION OF SHARED READING TEXT

- 1 Write the discussion frame on the chalkboard:
  - a In this story...
  - b My favourite part of the story was when...
  - c I think this story shows the theme of friendship because...
- 2 Read the discussion frame to learners.
- 3 Put the learners into their **small groups**.
- 4 Tell learners that everyone must take a turn to answer each discussion question.
- 5 Call the class to attention.
- 6 Ask different learners or a specific group to share their answers.
- 7 If answers are incorrect, correct them.
- 8 Thank learners for their contributions.



## Phonemic Awareness and Phonics:

15 minutes

### Word Find

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

<b>dr</b>	<b>ee</b>	<b>a</b>
<b>g</b>	<b>o</b>	<b>p</b>
<b>r</b>	<b>t</b>	<b>s</b>
<b>m</b>	<b>u</b>	<b>n</b>

#### MODEL

- 1 Remind learners of the sounds of the week: **/dr/** and **/ee/**
- 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: **/m/ – /ee/ – /t/ = meet**
- 5 Remind learners they can make a word using any of the sounds – they do not need to use **/dr/ or /ee/**
- 6 Show learners how to make another word, like: **/n/ – /a/ – /p/ = nap**

#### LEARNERS DO

- 1 Tell learners to open their exercise books and write the heading: **dr, ee**
- 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): **drag, drop, drum, meet, see, seem, teen, green, tree, nap, pan, spot, stop, map, pat etc**

#### ALTERNATE PHONICS PROGRAMME

Sound/s: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_



## Shared Reading:

15 minutes

### Post-Read

COMPREHENSION STRATEGY: SUMMARISE / I WONDER

ORAL RECOUNT FROM THE STORY

- 1 Explain that learners will talk about something they like in the story: Mbuso's sandcastle
- 2 They will also talk about something that they still **wonder** about the story.
- 3 Use **modelling** to show learners how to give a 1–2 sentence recount of **something they like** and something **you wonder about** the story, like: **I liked when** Mbuso adds so many special details to his castle – like the flags and the shell windows. **I wonder** where Mbuso got the idea to add those details?
- 4 Hold up the pictures from the Big Book. Instruct learners to look at the pictures and think about what happened.
- 5 Instruct learners to think about what **they like** and what they **wonder** about the story.
- 6 Ask 2–3 learners to **share** their ideas with the class. **Help** the learners form complete sentences.
- 7 Explain and correct any common problems to learners.
- 8 Instruct learners to **turn and talk** and share their **own** recount with a partner.  
*(They should not memorise what the teacher has said. This should be learners own ideas!)*

WEEK 4



## Group Guided Reading

30 minutes

GROUPS: \_\_\_\_\_

- 1 Settle the whole class with **Reading Worksheet 4**.
- 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 language learning review

15 minutes

- 1 Settle learners on the carpet at the end of the day.
- 2 Conduct the weekly language review session. You may choose to combine HL and FAL learning in this review.
- 3 Remember to allow learners to Turn and Talk and discuss their answers with a partner. Then, select a few learners to share their answers with the class.
- 4 Use the following prompting questions to guide the language part of your discussion:
  - 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 **How did your own writing improve this week?**
  - g **How did your own reading improve this week?**
  - h **What are you most proud of this week?**
- 5 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.*





